

UNIVERSITY OF EDUCATION, WINNEBA

NATURE, PREVALENCE AND EFFECTIVENESS OF CORPORAL PUNISHMENT
IN BASIC SCHOOLS IN EJISU-JUABEN MUNICIPALITY



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award of the Master of Arts (Educational leadership) degree**

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DECLARATION

CANDIDATE'S DECLARATION

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

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this project report was supervised in accordance with the guidance for supervision of project report as laid down by the University of Education Winneba

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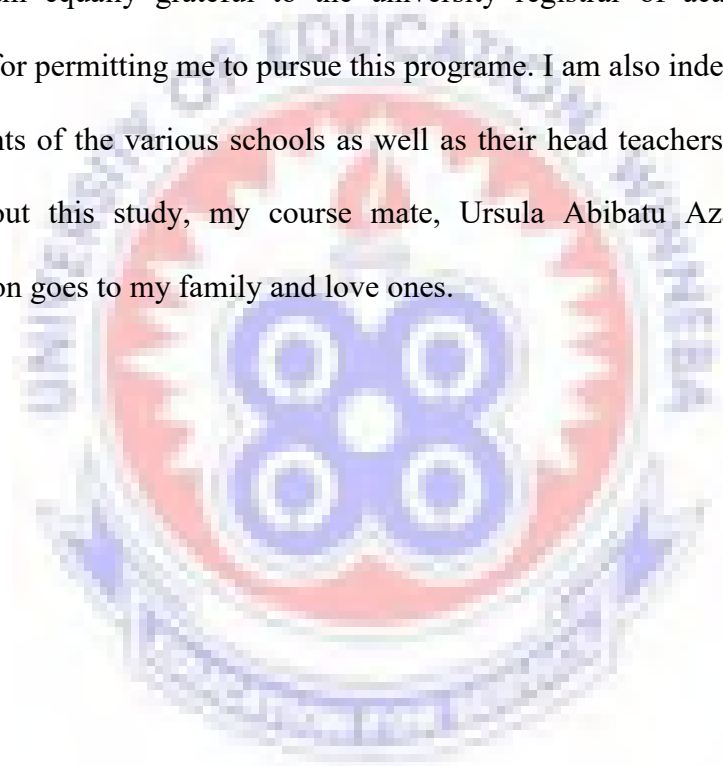
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DEDICATION

To my children (Abdalla, Farouk, Muslima and Muhsin.) and my love ones



TABLE OF CONTENTS

CONTENT	PAGE
TITLE PAGE	
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	1
Background to the Study	1
Statement of the Problem	3
Purpose of the Study	4
Objectives of the Study	4
Research Questions	4
Significance of the Study	5
Delimitation of the Study	6
Limitation of the study	6
Definition of Terms	6
Organisation of the Study	7
CHAPTER TWO: REVIEW OF LITERATURE	8
Introduction	8
Definition of Corporal punishment	8
Offences that attract Corporal Punishment	10
Nature and types of corporal punishment	12

Rewards and Punishment as a Means of Discipline	28
Rewards	29
Punishment	30
Types of Punishment in Skinnerian Terms	31
Conditions under which Punishment May Work	32
Models of Discipline	33
Prevalence of Corporal Punishment in Ejisu- Juaben Municipality	35
Effectiveness of Corporal Punishment	37
Other Strategies that are used to Manage Student Indiscipline Behavior	39
CHAPTER THREE: METHODOLOGY	41
Research Design	41
Population of the Study	42
Sample and Sampling Procedure	42
Instrument for the Study	43
Procedure for Data Collection	44
Data Analysis	44
Ethics of the Instrument Used	45
CHAPTER FOUR: PRESENTATION AND DISSUSSION OF THE RESULTS	46
Demographic information of the respondent	46
Conclusion	68
CHAPTER FIVE	69
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	69
Introduction	69
Summary	69
Key Findings	70

Conclusion	72
Recommendations	72
Suggestions For Further Research	73
REFERENCES	74
APPENDICES	83
APPENDIX I: QUESTIONNAIRE FOR TEACHERS	83
APPENDIX 2: QUESTIONNAIRE FOR STUDENTS	91



LIST OF TABLES

TABLE	PAGE
1: Distribution of the Respondents by Gender	47
2: Distribution of respondents by Age	47
3: Distribution of the respondents by qualification	48
4: Distribution of the respondents by number of teaching years taught in the basic school.	48
5: Responses on Offences That Attract Corporal Punishment.	50
6: Seriousness of Corporal Punishment used by Teachers in Ejisu-Juaben Basic Schools.	53
7: Nature and Types of Corporal Punishment Administered in Schools.	57
8: Prevalence of the corporal punishment used in the schools	61
9: Effectiveness of Corporal Punishments	65

ABSTRACT

Corporal punishment has become a topical issue in the world today regarding its usage and effectiveness in schools. The purpose of the study was to assess the nature, prevalence and effectiveness of Corporal punishment in Ejisu–Juaben basic schools. The study employed a descriptive sample survey design. A sample of 90 respondents comprising of 30 teachers/ headmasters and 60 pupils was used. Two sets of questionnaire were used for data collection. The data were analyzed using frequencies and percentages. The major findings of the study were that offences that attracted corporal punishment include bullying, absenteeism, coming to school late, fighting, examination malpractices, talking/noise making. Other offences are disrespect of teachers, leaving school without permission, attack on teachers, pilfering/stealing, moving about in class, sexual malpractice, damage to school property, drug abuse and disobedience/violation of school rules and regulations. With regards to the seriousness of offenses/ misbehaviours, coming to school late, examination malpractices, eating in class, disrespect of teachers, leaving school without permission, moving about in class, talking/ noise making, sleeping in class and disobedience /violation of school rules and regulations were the agreed serious offenses. On the nature and types of corporal punishments, caning/spanking, kneeling down, scrubbing toilet and urinal pits, weeding around the school compound, suspension, digging of pits, watering trees and running round the school block were the corporal punishments given to students in the schools. With respect to prevalence of punishments used in the schools, caning/spanking of students, kneeling down, scrubbing toilet and urinal pits, weeding around the school, watering of trees and running around the school block were often used. Finally, on the effectiveness of corporal punishments, caning of students, making students kneel down, making students scrub toilet and urinal pits, weeding around the school, digging pits, making students water trees and letting students run around the school compound were the punishments considered to be effective in the schools. It was recommended that workshops should be organized to sensitize teachers to use more positive strategies of discipline instead of corporal punishment.

CHAPTER ONE

INTRODUCTION

Background to the Study

Children have the right to live in an environment where they will be loved, nurtured and valued as people with important insight. We contend that, they must be recognized as individuals with human right as well as special needs for protection (Godard, 1993). Childhood has characteristically been a time of dependence, subordination and vulnerability. The childhood of young people in particular, have largely been determined by the perspectives and behaviours of the adults responsible for their nurture. A child is defined in Article 1 of the UN convention on the rights of the child (UNCRC) (1989) as “Every human being below the age of 18years unless under the law applicable to the child, majority is attained earlier”. In countries such as Canada, US, New Zealand, UK and Ghana, the age of majority is 18 or 19 at which time the person legally assumes control over his or her body, decisions and actions.

Parents and other agencies have entrusted part of their responsibilities to the school and other training institutions for the proper nurturing of their children so that they would be well-equipped with the expected knowledge, skills, values and attitudes to function successfully and meaningfully in the society. In every assemblage of students, there is the likelihood that some may exhibit or portray some acts of misconduct and misbehavior. However, they (students) need to be corrected and rehabilitated through various discipline measures appropriate to their levels. Discipline of students is of utmost importance. Owing to this reason, instructors and other educational authorities employ different strategies of disciplinary control to make learners comply with expected standards of behavior such as the employment of

physical punishment that include; spanking, shaking a child's body, hitting the child with an object, etc.

The use of corporal punishment on learners (children) has traditionally been used in the western world by adults in authority roles. Physical punishment such as spanking, pulling of the ear, letting students lie down in the sun, kneeling down on pebbles etc. were used as a disciplinary technique in Greece, Rome and Egypt for both educational and judicial purposes. Some people administer negative re-enforcement to maintain authority and social stability. A United Nations Children Emergency Fund report published in 2010 stated that, 90% of children between the age of 2-14 suffered physical punishment and bitter psychological aggression in the form of scolding, being yelled at, shouted at, etc. Investigations revealed that, teachers, parents and guardians who administer such negative re-enforcement onto children, do that to either put fear in the children to prove their authority and strength or to reform the children or deter others from committing similar acts.

However, when such punishments are administered negatively on learners, they suffer discomfort in class, and lose focus because of the pain they go through. Sometimes, such children pour anger and pain on their colleague students. Eventually they would not get their share of the lesson. Meanwhile, it is the duty of the teacher to see to it that each child benefits from the lesson delivery. Punishment is intended to help decrease the probability that a specific undesired behavior will occur with the delivery of a consequence immediately after the undesired response or behavior is exhibited. Punishment has been used to typically help correct children and teenagers, exhibiting different psychological disorders.

Corporal punishment has been a source of punishment for Ghanaians in the form of caning, flogging, burning the palm when the child steals money or meat from

the pot, some parents insert ginger or pepper into the anus to the child, until 29th January, 1990 when Ghana signed the United Nation Convention on the Right of a Child (UNCRC) and ratified it on the 5th February, 1994. This theoretically brought to an end the use of corporal punishment at all levels in our educational setup (UNCRC, 2008). Since then, several studies and attempts have been made to ensure abolition of corporal punishment. However, a casual observation of most schools, public and private, will reveal that corporal punishment is still employed as a major means of discipline in Ghana.

The primary aim of this research work was to find out nature, prevalence and effectiveness of corporal punishment in Basic Schools in the Ejisu-Juaben Municipality as case study.

Statement of the Problem

Educational leaders and teachers have a great role to play to make sure that learning takes place in a very conducive environment and that all categories of learners benefit from the lessons irrespective of their age, sex, character, behavior, religious affiliation and more importantly, whether they are physically challenged or not. It is obvious that corporal punishment is still been administered in our public schools despite the extensive education given and numerous attempts to abolish the act. Article 5, clause 28, Section 3 of the Ghana constitution stipulates that “A child shall not be subjected to torture or other cruel, inhumane or degrading treatment of punishment” Constitution of Ghana (1992, Chapter 5). According to Valley, corporal punishment is a practice which debases everyone involved in it. Juvenile whipping is cruel. It is inhuman and degrading. No compelling interest has been shown to have an effective deterrent and is likely to be coarsening and degrading rather than rehabilitating [Valley

as cited in Cigognara, 1997 P.1]. In view of the above, there is therefore the need to ascertain how teachers, educational authorities and students perceive the nature, prevalence and effectiveness of corporal punishment in our basic schools.

Purpose of the Study

The overall purpose of this research is to find out about nature, prevalence and effectiveness of corporal punishment in Basic Schools in the Ejisu-Juaben Municipality.

Objectives of the Study

The study will seek to;

1. Determine the offences that attract corporal punishment in the selected Basic Schools in the Ejisu-Juaben Municipality.
2. Determine the seriousness of the offenses perceived to be in the Ejisu – Juaben Basic Schools
3. Determine the nature and types of corporal punishment used by teachers in selected Basic Schools in the Ejisu-Juaben Municipality.
4. Assess how prevalent corporal punishment is in Basic Schools in the Ejisu-Juaben Municipality.
5. Assess the effectiveness of corporal punishment in Basic Schools in Ejisu-Juaben Municipality.

Research Questions

The following research questions were posed to guide the study:

1. What offenses/ misbehaviours attract corporal punishments in Ejisu – Juaben Basic Schools
2. How serious are the offenses/ misbehaviours perceived to be in Ejisu – Juaben Basic Schools?
3. What are the types of punishments that are applied in dealing with corporal punishments in basic schools in the Ejisu-Juaben municipality?
4. How often are the various forms/ types of corporal punishments used in Basic Schools in Ejisu-Juaben municipality?
5. How effective is corporal punishment used in the Ejisu-Juaben Basic School?

Significance of the Study

The finding of this study would bring to light some different shades of opinion that surround the use of corporal punishment in basic schools. It will be helpful in revealing the views, perceptions and misconceptions about disciplinary behavior in our basic schools within the municipality. It will further spell out the various duties expected of teachers and students in curbing disciplinary behaviors in our basic schools.

More so, the findings of the study will be instrumental to Ghana Education Service and other educational institutions in formulating policies and programs on classroom disciplinary behavior and lastly, the feedback of the study will lead to recommendation of arrears for further research.

Delimitation of the Study

This study is confined to three schools within the municipality but it could have been extended to the rest of the schools. This was not possible because of;

1. Time constrains
2. The researcher teaching in Kubease M/A J.H.S within the Municipality but the findings will be useful and applicable in other areas of educational setup within the country.

Limitation of the Study

This piece of work did not include the views of private school teachers. This research work was based on three schools only within the municipality. These schools are: Kubease M/A Primary and J.H.S, Hwereso M/A Primary and J.H.S and Adadientem Basic School. However, there was a great challenge encountered during this study with regards to funds. These three (3) schools are the true representatives of all the schools in the municipality that provided a valid and worthwhile information pertaining to the topic. Time has been a great constraint as the researcher had to combined work and house chores with the demand of this study.

Definition of Terms

Corporal punishment: It is “the purposeful infliction of pain on a child to stop that child’s unacceptable behaviour” (Dee, 1991).

Nature: The basic or inherent features, characteristics or qualities, of a given object or entity.

Prevalence: The fact of something existing or happening often.

Effectiveness: The degree to which something is successful in producing a desired result.

Organisation of the Study

This study consist of five chapters: Chapter one deals with the Background of the study, the Statement of the problem, Purpose of the study, Specific objectives of the study, Research questions, Significant of the study, Organization of the study, Limitation and Delimitation of the study.

Chapter two covers review of related literature whiles chapter three deals with the research methodology used in the study. It covers the research design, the population, sample and sampling procedures, data gathering instruments and data collection procedures and methods of data analysis. Chapter four describes the research findings and the discussion of the main findings and chapter five presents the summary of the findings, conclusions, recommendations and suggestions for future research.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

Chapter two reviews literature on assessing the nature, prevalence and effectiveness of corporal punishment in Basic Schools in the Ejisu-Juaben Municipality. Schools and other educational institutions are society's specialized agencies for the systematic education of learners. These schools are expected to pass on knowledge, skills, attitudes and values to learners in such instrumental terms that the learners are equipped to bring about worthwhile changes for the progress of society. So it is the responsibility of these schools to produce the right calibre of children (students) to meet educational, societal and national needs. Children are viewed as immature and inexperienced based on their behaviour and faculty of thinking and for that reason they need to be properly monitored and guided. At times, they behave awkwardly and do things haphazardly regardless of the consequences. In guiding them, persuasion may fail and there would be the need to exercise coercion and stiffer punishment on them. This means application of corporal punishment would be necessary and vital.

Definition of Corporal punishment

Corporal punishment is any punishment in which physical force is intended to cause some degree of pain or discomfort: hitting children with a hand or cane, strap or other object, kicking, shaking, scratching, pinching, locking or tying them up, burning, scalding or forced ingestion – for example washing mouths out with soap (Nilsson 2003, P.3). Pinheiro, in the world report on violence against children maintains that corporal punishment involves hitting (smacking; slapping; spanking) children with the hand or

with an implement – whip, stick, belt, shoe, wooden spoon, etc. But it can also involve for example kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion. Straus and Gelles, (1990 p.137) defines physical punishment as a legally permissible violent act carried out as part of the parenting roles. In this context, physical punishment and child abuse may be linked as forms of aggression, distinguished only by where they sit on a possible continuum (Rodriguez and Sutherland, 1999). In some cases, the mild ‘smack’ or tap on a child’s hand or bottom escalates into severe and sometimes criminal abuse.

The term ‘corporal punishment’ is typically used in association with physical punishment. It is legally administered in schools and institutions (Human Rights Watch, 2008). The terms ‘physical chastisement and lawful correction’ are frequently used in legal documents in the writings of legal researchers. However, the terms “physical punishment; physical discipline; physical chastisement; lawful correction and corporal punishment” are often used interchangeably. The definitions of these terms typically emphasize the perpetrator’s intent to cause pain or discomfort, but not to injure the child, for the purpose of correction or control of the child’s behavior. Pearsall views violence as an associated word to corporal punishment and defines it as “an act carried out with the intention, or perceived intention of causing pain or injury to another person (Straus, 1994 p.7)”. The nature of the physical punishment to which children were subjected to historically, may therefore be unclear. Words may be misleading and ambiguous (Straus, 1994 p.5).

In Australia and the UK, parents commonly refer to physical punishment as “smacking”. Parents’ views on “smacking” are sought in polls. A range of responses may

be included and understood, such as ‘Single smacks’ spanking, beating with a slipper or wooden spoon or whipping with a belt (Leach, 1999 p.4). Clarity is particularly important in child protection because it guides, prevents and invents measures. Broadly, child abuse may be defined as a significant harm done or anticipated to a child as a result of human action. The action may be intentional or reckless and inflicted by individuals, groups, agencies or by the criminal assault trials, rest on subjective and objective tests (Waller and Williams, 2001). With regards to the use of physical force to discipline a child, a parent or person acting in loco parentis will have criminally assaulted a child if the punishment is subjectively and objectively unreasonable.

Offences that attract Corporal Punishment

1. Non – conformity to school uniform, lateness, bullying, the use of mobile phones to SMS during class, vandalism, fighting, inappropriate sexual behaviour, non-respect of teachers etc. (Caffyn ,1989)
2. Anna, et al (1992) reported that defiance of school authority is the main reason for corporal punishment in schools followed by fighting, bothering others, truancy, physical contact and throwing things at each other.
3. Lawlessness, rowdiness and absenteeism are other reasons (Raggi, 2011).
4. Verbal attacks on teachers and students are increasing in the school. (Charles, 2002)

According to Othanel Smith, (1969) when instances of misconduct are listed in terms of frequency it is found that, talking when silence is expected is the most common misconduct for which pupils are penalised especially among girls and among boys, inattention and class disturbance. Again, Othanel(1969) quoting Henning, 1949

identified the following as most frequent forms of misbehaviour in schools; lying, showing disrespect for teachers, pilfering/ stealing, and damage to school property.

Looking further into the literature Munn, Johnstone and Sharp (1998) in their research studies identified talking out of turn/noise making, hindering other pupils, calculated idealness, eating / chewing in class, not being punctual, persistently disobeying/violation of class rules and regulations, cheeky responses, getting out of seats without permission, among others as the misbehaviour that occur frequently in schools. Charles (2008) quoted in Kidan, (2002) described some types of misbehaviours likely to occur in the classroom more frequently as follows, inattention(daydreaming, looking out into the window,thinking about things irrelevant to the lesson), apathy(being afraid of failure, not wanting to do something), needless talk(chatting during instructional time), moving about in the classroom, annoying others, lying, stealing, cheating, sexual harassment, malicious mischief, aggression , sexual malpractice, and fighting.

Further studies by Rossen (1997) cited in Kidan again, enumerated defiance of school authorities, not reporting to school after detention, truancy, fighting, the use of profanity, damaging school property, dress code violation, theft and leaving school without permission as some student misbehaviours that could even lead to suspension. More recently, Children News: the Plight of the street children(2009) listed misbehaviour of students as follows: absenting themselves from classes, taking out processions and raising slogans,smashing the window-panes of college building, waylaying teachers, strikes, and absenting from examination halls. Other misbehaviour identified reading through the literature include, cultism, gambling, and examination malpractices, leaving school without permission and drug abuse,

Ayalew Shibeshi (1997) found that, not doing homework, truancy, tardiness or late coming, absence, jumping out of the fence, poor classroom participation, property damage or vandalism, telling lies, fighting, fraud, bad habits such as smoking, drunkenness as some types of disciplinary problems listed according to their seriousness from high to low. Adentwi (1998) in his study cited Schrupp and Gjende(1953) to have identified offenses such as defiance, rudeness, obscene notes and pictures, disobedience, disorderliness, heterosexual activity, masturbation and untruthfulness as serious offenses in class. He added that, the survey of Charlton and David (1993) found that teachers encountered problem behaviour such as verbal abuse towards teachers, physical aggression towards other pupils and physical destructiveness as serious misbehaviours. Finally Adentwi (1998) termed these serious recurring misbehaviours specially truancy, defiance of authority as the age- old problems that have vexed teachers and school authorities for many years. Again, teachers gave the following list of misbehaviour in terms of seriousness: violations of standards of morality and integrity, transgressions against authority, violations of general school regulations, violations of classroom rules, violations of schoolwork regulations and difficulty with other children.

Nature and types of corporal punishment

Corporal punishment seems to be ubiquitous in the 21st century in schools. With recent increase in indiscipline as a result of several factors such as, enrollment, the use of corporal punishment as a means of disciplinary control by teachers and school authorities is bound to accentuate. It must be noted that, types/forms of corporal punishment that are applied in schools are many and varied by nature. The nature of corporal punishment is difficult to measure due to differences in context, application

and interpretation of its practiced. What counts as corporal punishment in one school may not be seen as such elsewhere. Even the same teacher may vary in his or her usage of corporal punishment depending on circumstances such as the age or stage of the class, the history or reputation of a particular pupil, the time of the day and the teacher's own mood. Base on this, it can be suggested that it is important not to categorise corporal punishment in terms of actions themselves but in the context in which it occurs or how a particular teacher would practice it.

In terms of how serious given misbehaviors are, in schools and in class, Othanel (1969) states that the perception of teachers appears to be fairly constant? Citing Stouffer and Owens (1955) as a basis, one of the most serious problems identified by teachers is undesirable personality traits and even years after that, the teachers still held the same view as supported in the literature. For example, Adentwi (1998) found that teachers in Senior Secondary Schools ranked disruptive behaviour first in a survey. Instances of misconduct among pupils in English schools have been classified in a similar manner with unsatisfactory attitudes towards school and school work ranking first, noise-producing and other distracting activities and uncooperative activities following (Othanel, 1969).

Another dimension of the nature of indiscipline in schools is the teacher-related problems. That is the behavior of teachers that cause indiscipline in classrooms. Thomas, Becker and Armstrong (1968) cited by Adentwi (1998) identified three categories of teacher offenses in examining the relationship between teacher behaviour and disruptive behaviours of pupils.

1. Disapproving behaviour - hitting, spanking, punishing a child;
2. Verbal behaviour - yelling, scolding, raising voice, belittling, making fun of a child;

3. Facial behaviour- frowning, grimacing, side-to-side head shaking and gestures.

Adentwi (1998) however cautioned that it was difficult to categorise some of these behaviors as indiscipline in themselves without placing them in context.

The nature and types of punishment will be determined by how effective the discipline of the school is; the strategies that seek to encourage responsible behavior and how to provide all students with a satisfying school experience as well as to discourage misconduct.

However, the nature and types can be categorized into three. These are:

1. Distractive /disruptive behavior
2. Aggressive/ violent behavior
3. Disrespect towards teachers

Distractive or disruptive behaviors are behaviors that are harmful or potentially harmful towards the person who engages in the behavior (Bateman and Krawitz, 2013). left untreated, disruptive student behavior in the basic grades ripples through the classroom, generating an array of immediate and long - term negative consequences. Students who are disruptive spend time engaged in academic activities and have fewer positive interactions with their peers and teachers (Evertson & Weinstein, 2006; Shinn, Ramsey, Walker, Steiber & O'Neill, 1987). Overtime, a developmental cascade occurs among such children; negative functioning in one domain spills over and compromised other areas of functioning (Masten et al 2005). A multiple study has revealed, disruptive behavior in the basic grades marks the beginning of a pathway that, for many children, leads progressively to more serious, social, behavioral and academic problems (Schaeffer et al, 2006, Tremblay, Pihl, Vitaro & Dobkin 1994). Schools are ideal

locations for offering preventive interventions because they can reach a large number of children in a context in which they spend a considerable amount of their daily lives. Without intervention, disruptive students' behavior dramatically escalates during the elementary school years and negatively affects not only the involved students but also their peer (Guerra & Smith, 2006). In elementary school, classroom in which a number of pupils are disruptive, such behaviors becomes normative and leads to even a higher level in the classroom behavior problems (Barth, Dunlop, Dane, Lochman & Wells, 2004). To date, however, only a few interventions have focused on reducing the disruptive behavior of at risk children in early elementary education classrooms (Catalano, Berglund, Ryan, Lonczak, & Hawkins 2002; Greenberg et al, 2003). Disruptive behavior can be grouped in three levels. That is Attention Deficit with Hyperactivity Disorder, Oppositioned Defiant Disorder and Conduct Disorder.

Disruptive student behavior is of a particular concern in Ejisu – Juaben Basic Schools because the schools enroll disproportionate numbers of economically disadvantaged students. Due to a multitude of adverse circumstances, children living in poverty are at greater risk for developing disruptive behavior problems (Dubrow & Loppo lito, 1994; Institute of Medicine 1994; Kellam, Ling, Merrisca, Broom & La longo, 1998). Some of the disruptive and distractive behaviors are teasing, verbal exchanges of abusive language, acting bossy, noise making, refuses to obey until threatened, yelling / screams, refusal to partake in class exercises and assignment, lies, destroying school properties etc. Citing studies showing that students who dislike school, do poorly academically and have limited career objectives are more likely to be disruptive, Gottfredson (1989), recommends that schools work to increase academic success for low achievers.

For centuries, violence has been a common place feature of school life with its causes embedded in the social, cultural, historical and economic contexts of its time. The focus of violence can be individuals, objects or the school itself; and the nature of the damage can be psychological, physical or material. The second category of the nature is aggressive or violent behavior. Violent is not a new phenomenon in the modern educational system. It is manifested in the form of rioting, sexual violence, fighting and bullying. The perceived psychological factors contributing to violent behavior were anxiety problems, ethnic violence, and mental problems. Generally the causes of violent behavior among teachers and students regardless of the gender or type of school they attend perceived to be alike. Psychological problems that have been linked with school violence include interpersonal conflicts, low – level disruption and lack of discipline. When such problems as these affect teaching and learning, there is a feeling of unrest throughout the school population. For instance, Ohsako (2007) claimed that the 1994 national survey in sub urban, urban and rural schools in the United States of America found that two major factors were held responsible for school violence. That is dis integration of the family and increased depiction of violence in the media and popular music. Other factors included alcohol and drug abuse and easy access to weapons such as guns. Poverty and inequitable educational opportunities also predisposed school youth to violence.

Psychological factors are associated with the individual's thinking or mind and hence contribute to violent behavior among pupils. For instance, in Finland, Langer petz et al (1982) studied group aggression among 434 (12 – 16 years old) children in three schools. They found out that victim of violence, who had low esteem were subjectively mal adjusted and as such experienced their peer relatives negatively. The violent ones on the other hand, were found to be physically strong and thus frequently

experienced handicaps than the well-adjusted children. Research has shown that, violent among students can take place in many different places inside and outside the school, Owens (1993). The other category is disrespect towards teachers. It has been recognized that teachers themselves have wealth of experience and expertise in promoting good discipline.

When a child is disrespectful to teachers or classmates, the first source to consider is the behavior of the adult in his child's life. According to Yoder (2016), teachers are facing a growing epidemic of violent and disrespectful students. Acting out in class along with verbally and physically harming teachers has become a problem. The nature and type of punishment can be looked at in terms of misbehavior that results from school environment. It can be grouped into classes and they are as follows:

- a. School related form of misbehavior
- b. Teacher related sources or form of misbehavior
- c. Students related form of misbehavior
- d. Parents, home and community related factors of misbehavior.

Schools must be safe and orderly. Parents, teachers and school authorities say that, this is their highest priority for the school. Educators know that other effort to improve schools will not be effective without an orderly and safe learning environment.

In a disorderly school, the opportunity to learn is severely compromised. Teachers cannot teach well, students cannot concentrate well and precious classroom time is forever lost. If disorder and disrespectful behavior are tolerated, make no mistake, they will spread. What one student is allowed to get away with, another will soon try. Overtime, almost imperceptibly, exception of what constitutes acceptable

behavior gets re-defined. We gradually tolerate more and more until what once was unthinkable becomes the new norm. Children are special need of a teacher's attention and are particularly hurt by the time lost to disruption and disorder.

A school disciplinary code that is fairly and consistently enforced is essential to a safe and orderly school environment. Further, teachers should be well versed in effective school management technique. While these elements may not entirely reverse the effect that an increasingly violent and chaotic society has on learners, without them, schools cannot become the safe heavens that teachers and parents want. The misbehaviors that occur in the schools could also be classified into three types as discussed below:

School – related forms of misbehavior: This is the type of behavior that results from the school set up, its policies and programs, and practices of some individuals within it. Fontana (1996) succinctly captures a good number of school related forms of indiscipline and it is expressed as:

“the nature of school rules, the system of sanctions and punishments, the accessibility or otherwise key members of staff, the pastoral care network, the leadership styles adopted by the head and by senior and middle management staff, the attitude toward learners academic and social problems, and the general philosophy and ethos of the school all seem to play an important part in influencing children's reactions (p.49).

The class size, the nature of the curriculum, availability of teaching and learning materials, teacher competency level, the type of school whether single sex or mixed and the nature of the time table can be taken into account.

School- related form of misbehavior has dual goals:

1. Ensure the safety of staff and students

2. Create an enabling environment conducive enough to promote effective learning.

Serious student misconduct involving violent or criminal behavior often makes headlines in the process. However, the commonest discipline problems involve noncriminal student behavior (Moles, 1989). These less dramatic problems may not threaten personal safety, but they still negatively affect the learning environment. Some writers (Ganagey, 1971; Fontana, 1986; Denscombe, 1985; Jones and Jones, 1990) advocates for the setting up of a system of rules and regulations in school. They suggest that these rules and regulations should be published, enforced consistently and should be subject to revision overtime. Fontana argues that disciplinary problems may occur where the school does not put any arrangement in place for dealing with such issues and to cope with children who pose particular behavior problems. Disruptions interrupt lessons for all students and disruptive students lose even more learning time. For example, Gottfredson and others (1989) calculate that in six middle schools in Charleston South Carolina, students lost 7932 instructional days44 years to – in – school and out ofschool suspension in a single academic year. It is important to keep the ultimate goal in mind while working to improve school discipline. As education researcher, Daniel Duke (1989) points out the goal of good behavior are necessary, but not sufficient to ensure academic growth.

Effective school discipline strategies seek to encourage responsible behavior and to provide all students with a satisfying school experience as well as to discourage misconduct. Rutter et al (1979) in a well noted study of standards of behavior, academic achievement and school attendance found that the ethos (climate) of a school has a definite impact on the behavior and academic performance of its students. They

observed that those schools which adopted an “academic” ethos had their students performing better in school. On the other hand, those schools which emphasized proper student behavior but de-emphasized academic standards produced quite favorable result as far as student behavior is concerned.

School related forms of misbehavior have some characteristics. Rules were unclear or perceived as unfairly or inconsistently enforced; student did not believe in the rules; teachers and administrators did not know what the rules were or disgraced on the proper responses to students misconduct: teacher-administration cooperation was poor or the administration inactive: teachers tended to have puncture attitudes; misconduct was ignored: and school lacked adequate resources for teaching (cited in Gottfredson, 1989). Discipline policies must be communicated to staff, students, parents and community. But a policy on paper is meaningless in itself. Ongoing administration support, in-service training in new techniques, continued communication and periodic evaluation and modification are needed to adapt a school discipline plan to the changing needs of the school community. Rutter et al (1979) concluded that some schools are better than others and that the relative success or failure of a school owes much to the tone of the school.

This type of misbehavior is committed by the teacher himself and how he or she often present him or herself. Teachers also react to the temperament of their students. Their evaluations of students and intelligence are highly related to the perceptions of their temperaments (Guerin et al., 2003; Keogh, 2003; Pullis and Cadwell, 1982). Although there are real differences in how teachers believe and respond to temperament variability. Some are unaware of its effect on their interactions with students (Keogh, 2003) such studies suggest that understanding child temperament could assist teachers

in more successfully interpreting their students behavior and enhancing classrooms management.

The teacher may undeliberately be responsible for encouraging or reinforcing some negative behavior in the learners that he seeks to restrain (Fontana, 1986). Some teachers' physical appearance, their lesson preparation and presentation and how they administer rewards and punishment affect student's behavior. Fontana (1986) stressed that if the teacher dressed indecently to class, his or her appearance may trigger off indiscipline in class by attracting negative and unpleasant comments from the students. Fontana stressed that a teacher is in the habit of pacing up and down the class while talking over the heads of students without looking at them, a teacher whose voice output is either too loud or low, a teacher whose speech is punctuated with long pauses, a teacher whose voice is monotonous and a teacher who does less adequate lesson preparation is bound to encounter class control problems. More so, a teacher who does not take the absorption level, interest and age of students into consideration is more likely to encounter classroom challenges (Fontana, 1986). He further stipulated that if a teacher exhibits some kind of favoritism and nepotism towards students, have poor inter- personal relationship with students, being inconsistency and inequity with which reward, threats and punishment are used can adversely affect classroom discipline (Fontana, 1986).

Gnagey (1965) outlined and attributed classroom indiscipline to the leadership style of the teachers, be it autocratic, democratic or laissez faire- style of leadership. Since we have categories of learners in class, a teacher has to adopt an appropriate leadership style to meet the need and interest of all learners in class. He observed that:

“The teacher who plays the role of absolute dictator may be a direct or indirect cause of many deviances. If they do not occur in his or her presence, they may take place while he/she is gone or be displaced upon innocent parties at other times”.(p.25).

These factors deal with the student physical, intellectual, social and moral dimensions. Adentwi (1998) stated that, student - related causes of classroom indiscipline refer to factors associated with the psychological nature of sociological background of individual students and groups within the classroom that predispose them to put up unacceptable behaviors in class. Kidan, (2016) posits that behavioral problems of some students could be an obstacle to exercises or practical activities in a class. The negative peer pressure on their classmates affects students' learning.

Eric digest (1992) stated that sometimes problem behavior occurs because students simply don't know how to act appropriately. Appiah 2007 cited in Salifu & Agbenyega argued that, the behavior of a child at any moment is the result of biological and environmental factors operating at the same time and that there are root causes of every type of behavior exhibited by children and further suggested that teachers must endeavour to always find out the rationale behind every misbehaviour in the school in order to address it appropriately.

In the older view of human behaviour, it was generally believed that misconduct of students was due to deliberate intent on the part of the student at best and the devil at worst (Othanel,1969). Again, most explanations of student - related factors of indiscipline were rooted in the individual child who was seen as either mad or bad.

In their own analysis of student - related factors of classroom indiscipline, Perpetuity Research &Consultancy International Ltd (2003) identified seeking for attention by students as a cause. They indicated that students feel ignored by teachers based on the amount of quality of time teachers spent knowing and valuing students as

individuals and therefore react by way of misbehaviour in class. This assertion was emphasized by Fontana (1986) when he said that many of the deviant behaviors put up by students in class are learned attention - getting strategies and that students put up such behaviors because they are not noticed and rewarded when they put up good behaviors, but are quickly noticed and attended to- even if through punishment- when they misbehave. In fact this seems to be the most occurring cause of student misbehavior in schools nowadays. Many of the students desire attention and will get it through misbehavior.

Yarosan (2004) on his part argued that, student idleness in school, boredom, personal maladjustment, wrong ideas learnt from peers, electronic media, peer pressure contributes to student misbehavior in schools. When students are idle as the old adage says, the devil finds work for the idle man; they are prone to several bad thought and begin to initiate some misbehavior in the class. This is peculiar in classrooms that are boring all the time or when teachers are not attending lessons. Also, students are very experimental and curious and whatever is learnt and acquired from peers or social media will be practiced.

Children News; The plight of street children (2009) made an analysis of student - related causes of indiscipline as student being young have little or no patience. They get excited quickly and have no tolerance. They get angry over trivial matters and are inflammable materials. Some want to give vent to their enthusiasm and indulge in unlawful activities. Fontana (1986) termed this as inadequacies of personal adjustments among students such as inborn temperament and inability or difficulty in relating to adults and people in position of authority.

Rhalmi (2010) on his part identified bad habits and opinions among several other causes of indiscipline in schools. He explains that some students may acquire bad

habits from previous teaching experiences e.g. once a student has formed the habit of coming to school late, it will be hard for him or her to change his behavior. Students tend to form personal opinions and ideologies about one another and express these opinions in terms of name calling, physical aggression and snubbing. Furthermore they tend to form some sort of pecking order with considerate behavior directed towards social equals and inconsiderate behavior directed downward towards those considered inferior. Misbehavior exhibited in the classroom may often consist of aggression and counter aggressions arising out of these antagonistic feelings and reactions of pupils of which the teacher may be unaware. Fontana(1986) terms it child's self-concept and explains that, a positive self-concept makes students solve problems in a purposeful and realistic manner while a negative self-concept makes students feel incompetent and inadequate and make them adopt a defeatist attitude towards problems which will inevitably lead to many behavior problems.

Other writers identified antisocial conduct of students among others as student - related causes of indiscipline in schools. Factors that contributes to antisocial conduct of students as identified by Sheviakov and Redl (1956) include, pupils dissatisfaction in schoolwork, dissatisfaction in school rules, academic success, emotional unrest in relationship to others, disturbance in the classroom climate, lack of harmony between classroom control and the need of a pupil for emancipation, and emotional strains that accompany sudden changes from one activity to another. On the part of emotional stress, Gnagey (1968) termed it frustration and explained it as failure at satisfying some of their felt needs when he cited Yarrow (1948) as having demonstrated that aggression in children increases significantly after they have experienced failure.

Gnagey (1968), cited in Adentwi(1998) identified factors such as ignorance of the rules conflicting rules, frustration and displacement associated with student - related

causes of indiscipline in schools. In explaining the above Gnagey stated that even if a student is presented with a neatly organized set of bye-laws, he never really knows which statues are operational and which are just on paper and that aggression of children increases significantly after they have experienced failure.

Other student - related causes of indiscipline identified are neo- biological and physical characteristics of students. In relation to this, students who have some form of physical disabilities such as poor visions, difficulty in hearing, crippled or other physical disability and neo-biological cases like children who showed an abnormal incapacity for sustained attention, restlessness attention deficit, hyperactivity disorders and fidgetiness can cause indiscipline in schools. Poor mental health, sickly (ill health), emotional immaturity, irresponsibility, lack of interest in school activities can make students to be unreasonably stubborn. In many cases, such students put up such behavior as a means of defense to shield and protect their images and dignity or as a strategy of maintenance and survival towards physical, psychic and moral rhythms and constraints of school and of the classroom (Amado 2001).

Another cause is students' state of development. When students notice certain biological changes signaling maturity in the cause of their growth and development, they tend to misbehave by faulting school rules and regulations (Mukharjee 1985) individuals willingly or unwillingly violate laid down rules of institutions, which hampers the smooth running of the institution (Yaroson & Zaria 2004).Some student - related factors of indiscipline are, academic failure, differences in pupils interest, limited intelligence, transfer of parental restrictions to campus freedom, struggle for independence, natural prankishness, militant ideologies among students.

Adentwi (1998) however, try to caution teachers that it is not quite right to attribute misbehavior on the part of the student to the individual student alone because

some of the bad behaviors put up can be traced to other background factors. Therefore, schools should examine and widely take into account the potential triggers or causative factors and the contexts of these factors to assist teachers to select and practice appropriate discipline measures that will kill the root causes of student's misbehavior, reduce or eliminate indiscipline and achieve best student behavior in schools/classroom. It must be noted that, the best way to deal with indiscipline is to understand the root of the issue.

According to Turchenko (1976:18) a child at the moment of birth, is but a biological organism that turns in the person or rational human being capable of working and creating only in the process of adults influencing the child by training and by introducing to value system and patterns of behavior. Perhaps it is good to add that the child starts learning from the home and continuous his learning in school and the child is the reflection of the home, the school situation and the society he has been brought up (Kidan, 2016). Therefore students' problem behavior in the classroom cannot be isolated from the factors that originate from the society.

The home has a very strong impact on the behavior of the child in school. It is identified that the lack of good moral training by parents, influence their children a lot. For example, Russell (1957) lying and stealing are more frequently observed in children from broken homes than others and extreme anger and disobedience are found more often in homes broken by divorce than by separation by death. Charity it is said begins at home. A parent who is not firm with his children and lets them go to the bad is not kind to them. Parents do not often consider the future welfare and success of their children as a great importance. These days, parents do not or poorly give behavioural guidance to their children and students thus bring to school many disciplinary problems (Yarosan & Zaria 2004).

Other bad parental influence and various home experiences include; absence of parents at home and parent child interaction, impoverished background and low standards in values and ego ideas (Jacques 1958). Alemaehu Tegenu (2012) identified the following as parent / home factors; low income, large family size, lack of offering love to children, little value to education, frequent conflicts and divorce.

Besides the parents / home related factors, the immediate social environment in which the youngsters live can provide them both good and bad things indiscriminately. The environment in which students live has a great influence on the schools. Schools do not and cannot operate in isolation; whatever happens and whatever is tolerated in the world has an effect in our schools. The attitudes of adults which when children come into contact either by direct or through communication media is a condition that influence the attitude of pupils lives (Tunner 1973).

Like the theory of social learning, many children develop their behavior as a result of observing what others do which in turn help in understanding how children develop their knowledge of social role and their sense of identity in school. Some of the community related problems include; unemployment, low living standards, illegal video/ cinema house, camping life, undermining unskilled labour and the ethnic group engaged in that unskilled labour have been identified to be the causes of student misbehavior (Kidan, 2016).

Most authorities blame the society for student misbehaviour. Schools reflect more than they reform, the nature of the society they serve. Where society is humane, gentle and caring, so are students in the schools. Where society is hostile and uncaring, students behave in the same manner (Charles, 2010). Society is more powerful than school when it comes to establishing norms and behavior with much blame on the media. It is not likely schools can correct all that society has done wrong. Others factors

identified are, inconsistent communication between parents and teachers, conflict, parent - child interactions, poverty, physical and mental abuses of parents, dysfunctional families, corruption, rural- urban drift, child abuse and over permissiveness.

Since schools exist as societal institutions they are bound to be influenced by whatever transpires outside the school especially the demographic composition of the school. (Edwards, 2004) states that as schools are microcosms of the society, misbehaviour acquired at home can be transmitted to school sites. Therefore, the role society plays in children's lives is sometimes more influential than that of the school. Not only the immediate home environment but also the larger social setting influences children behavior which parents may have little control.

Rewards and Punishment as a Means of Discipline

Many desirable behavioral patterns emerge as part of the child's normal development, and the role of adults is to notice these behaviors and provide positive attention to strengthen and refine them. Other desirable behaviors are not part of child's natural repertoire and have to be taught such as sharing, good manners, empathy, study habit and behaving according to principles despite the fact that immediate rewards for other behavior may be present. These behaviors must be taught to students through modeling by parents and shaping skills through parental attention and encouragements. It is much easier to stop undesired behaviors than to develop new, effective behaviors. Therefore, teachers must identify the positive behaviors and skills that they want for the learners and make a concerted effort to teach and strengthen these behaviors. However, some of the classroom misbehaviors are inevitable. Therefore, teachers resort

to other disciplinary measures or control in managing classroom disciplinary issues including the use of rewards and punishments according to Adentwi (2009).

Rewards

Motivating your students to learn and to participate can be very hard. Some teachers have their hands full with class management and they don't even get to teaching. In order to stimulate learning and to motivate good behavior, lots of teachers use rewards for students (Lucie Renard, Jan 25, 2017). David and Chalton (1993) advised on the use of reward as a behavior modification. Rewards simply mean anything that appears to be desirable to the person concerned (Fontana 1986p.78). He further stressed that the value of a particular thing as a reward depends on the strength of desire attached to it. However, there are some incentives schemes that can be adopted to correct misbehaviors or to award students for good work done. Some of them are itemized below;

1. Certificate/credits: In the school which operates a highly carefully organized merit system will be positive about its incentive value.
2. Praised as reward could be counterproductive. Being praised by the teacher in "private" would be successful in both contexts (i.e. encouraging work effort and encouraging good behavior).
3. Preferred Activities: Significantly, both teachers and students felt this is more appropriate reward for good behavior. They think having "five minutes free time at the end of the lesson" would be an effective reward.
4. A special treat can also be considered but can be interpreted in a number of different ways. For example, as a material reward such as chocolate or as a

preferred activity such as going for a trip as a means of encouraging good behavior.

5. Home linked: This could also be a good incentive to promote good behavior. In the words of a pupil: “I think most children find their school report very important and a good one of these will prompt more good work”.
6. Good comments to parents in a note or letter is viewed very positively whether as a reward for work effort or good behavior. An example from a pupil: “If I was the child who was doing well, I think it would be important to have a letter to my mum and dad”. A letter home about a student’s good behavior would be rewarding.

Punishment

Punishment means something that appears to be positively desirable (Fontana 1986 p. 78). However, he further stressed that, for a punishment to achieve behavioral modifications, it should be based on the following principles:

1. Being told off in front of the class by a teacher aroused strong feelings amongst the pupils. This is a worse thing a teacher should not waste energy in doing. A student commented:

“I think being told off in front of the class by teacher isn’t much use because it just makes the person messing about worse”

Teachers are aware of its lack of constructive impact, particularly in the case of a pupil failing to make an effort in work. Being told off in private is felt to be more effective by teachers than students in behavior modification for the better. Both teachers and students admit that having a private chat with the teacher about the problem would be more likely to change a pupil’s behavior than a telling off. In the words of a pupil:

“If someone is producing poor words, there may be a personal reason and detentions etc. would not help. I think teachers should discuss things with the pupil”.

Curtailing of activities: Giving a student a close watch is likely to reduce inappropriate behavior, being made to sit near the teacher, being sent out of the room, being sent to different room to work, being made to miss a favorite free time activity during the lesson and giving a student detention after school as seen as an appropriate strategy. Additionally, giving students extra homework, giving negative remarks in their report, sends a negative comment to parents in a form of notes or letter can in away modify a pupil’s behavior.

Types of Punishment in Skinnerian Terms

Skinner sees that human behaviors are shaped by the process of instrumental conditioning or operant conditioning; Instrumental conditioning is another term for operant conditioning, a learning process that was first described by B.F, Skinner. In instrumental conditioning reinforcement or punishment are used to either increase or decrease the probability that behavior will occur again in the future. Operant conditioning is a method of learning that occurs through rewards and punishment for behavior. Through operant conditioning, an association is made between behavior and a consequence for the behavior. Skinner (2008) used a term *operant* to refer to any “active behavior that operates upon the environment to generate consequences”. In other words, Skinner’s theory explained how we acquire the range of learned behaviors we exhibit each and every day.

Conditions under which Punishment May Work

Apparently, effective punishments are those which are perceived as proportional to the wrong doing or mistake given immediately after the mistake has been committed. Discipline also seems to work if it is followed by friendly explanation on why one is punished and how to avoid similar ones in the future. Other conditions include those which are administered by the right models such as a good teacher, those administered without showing anger and revenge and also taking into account the circumstance under which the mistake was committed. Teachers are social variables and have greater influence on learner behavior. Learners look up to their good behavior. Therefore, they are supposed to set good examples, serve as role model and instill some moral uprightness in the children. This is best supported and explained by Bandura & Walter (1963) who states that “imitation is an indispensable aspect of learning within the teaching context. Owing to that reason, teachers have to exercise extreme care in their behavior and conduct. In trying to re-inforce learners’ behavior, immediate responses are not necessarily required but with time, they may appreciate the correction and direction. As cited in Bandura & Walter (1993), imitation is important in the acquisition of all behavior whether positive or negative. Children learn very fast from observation than listening. According to Richard (as cited in Bandura & Walter, 1963 p.49) in many countries, children do not do what adults tell them to do but rather see and do what adults do. Children learn behavior that they have seen or observed from their parents and other models.

An experiment of Bandura’s studying the transmission of novel responses revealed that “children who observed the aggressive model displayed a great number of precisely initiative aggressive responses, as dominance ones, there is high probability that they will display this reaction when feeling frustrated as well (Bandura & Walter,

1963). For example, when children fight or commit an offence, teachers and parents use aggressive means to deal with the situation and thereby re-enforcing the behavior they are trying to eliminate. According to Bandura & Walter, 1963 pg.8, some responses can be repeated in another context.

Society is dynamic so our learnt responses need to be altered and modifies so that learners will have no option but to comply with the demand of the society. Some parents, teachers and society try to teach learners appropriate behavior and alter inappropriate ones through the use of corporal punishment. Bandura & Walter (1963) further stressed that “punishment is primarily concerned with the direct administrating of a nervous stimulus to an organism, the behavior of which is intended to change (page 12). Social learning theories view punishment as a way of inhibiting responses as opposed to producing avoidance responses. Learners, if realized that their external cues will result in emotive responses such as shame, fear or anger, they will avoid the cues. Moreover (as cited in Bandura & Walter, 1963), through this, learners are able to put an end to that act to avoid punishment. Display aggression is relevant as children who are subjected to corporal punishment may act aggressively not on the person with whom they are angry but onto another target. This is strongly supported by miller conflict paradigm (as cited in Bandura & Walter, 1963, p. 46). Within the context of the school and classrooms, teachers are “Social variables” that influence model behavior of learners. That is why the society and other stakeholders have entrusted their ward in their care to mold and nurture them.

Models of Discipline

1. Classroom Management Model

This model works and teaches democracy by having students use the democratic process to create their learning student's environments. This model allows students to discuss, debate and vote on not only how they want to learn. Models of discipline consists of techniques that entice, persuades and assist students, rather than relying on intimidation and punishment to force student compliance (Chalse, 2002).

Using the classroom management model, students learn democratic procedures first- hand as they create a better classroom learning environment. The result is that, there is less time taken away from instruction by students' misbehavior. To provide the best learning environment for their students, teachers need to have good classroom management skills. Teaching future teachers how to infuse democracy into student discipline offers them a way to improve such skills (Gottfredson, Denise G.I and others pg. 76).

According to Kounin (1971) the proponents of the improving discipline through lesson management model of discipline identify an interconnection between ways of teaching and control of behavior: teaching influences discipline. However, the model has some guided principles that teachers should have for their students.

1. Have a subject mastery
2. Be a lifelong learner capable of problem solving
3. Be a good participant in democracy
4. Be a contributor to the common goal. The ultimate goal of this model is to fully involve students in the classroom activities and make the class active, lively and interesting.

2. Shaping Desired Behavior model of discipline

Behavior is not something that can change immediately. It needs sometime for an individual to adjust behavior, behavior model or techniques needs to be adopted and applied including guidance and counseling, given some directives, Philips, 1998 pg.13) asserted that in maintaining discipline, one generally rewards good behavior. This model emphasizes the fact that behavior that is rewarded is likely to be repeated.

Appropriately, a misbehavior is usually believed to cease immediately after the applied punishment. However, the cessation is usually temporal. Behaviorist (B.F Skinner) proposed that behavior could change through the process of re-inforcement from the environment. B.F Skinner describes re – enforcers to include verbal approval, smiles, thumb up etc. According to (Charles 1989, p. 35), Re - enforcers are like rewards, if used in a systematic way, they influence an individual behavior in a desired direction. The ultimate goal of the model seeks to encourage good behavior and decrease the occurrence of misbehaviors.

Prevalence of Corporal Punishment in Ejisu- Juaben Municipality

In Ghana, despite extensive education and several attempts to ban corporal punishment, some teachers still practice it in our Basic Schools because the rate of indiscipline behaviors among our students is on the increase.

In Trinidad, where corporal punishment has been banned for nearly eleven years, teachers and parents are calling for its re-instatement. Students are becoming stubborn and out of control, schools are also becoming unruly. How can effective teaching and learning take place in a very chaotic and un-serene environment? Application of corporal punishment would be necessary in re-instating order in the learners (Richards, 2003). Corporal punishment is legal in our educational set up to some degree. The education act (1961) of the Ghana Education Service (GES) code of

discipline for second cycle school provide for up to six strokes of canes by only the head teacher or a representative. Article 13 of the children's act (1998) is also applicable. Only two strokes of canes are permissible at the basic schools and should be administered by only the head teacher; and should even be the last resort when all forms of positive re-inforcement have failed.

In some States of the United States, some African countries and Asian countries, corporal punishment by parents has been legalized but by strictly using only belt and paddle. In Canada, spanking by parents or legal guardians is legal as long as the child is not under 2years above 12years. In UK, Spanking is legal on condition that, the child does not sustain injury or bruises as a result. In Singapore caning is legal and restricted only to boys.

Our school environment is "punitive". If students fail in an examination or perform poorly, we attribute it to lack of students' seriousness and cane them. During inspection at the assembly ground, if a students' clothes are dirty, hair not trimmed nicely, nails not trimmed, coming to school without handkerchief, socks or thorn dress, he may be caned. Lately, there is a new development in our basic schools which need urgent attention, like payment of P.T.A due, printing fees and classes' fees. Students who are unable to pay are corporally punished. The worse of it is caning the students for refusal to give out offerings during worships. They may also receive canes for coming to school late. Owing to such attitudes of some teachers and educational authorities, the students are now addicted to the canes. If they do not see a teacher holding it, they do not comply. It can be deduced from this discussion that in Ghana, corporal punishment cannot be done away with completely in our basic schools but can rather be reduced to its barest minimum. Other strategies could also be used in managing indiscipline in the basic school.

The education act 1961 of the Ghana Education Service of discipline for second cycle schools provide up to six strokes of cane by only the head teacher or a representative and Article 13 of the Children Act 1998 states that only two strokes of canes are permissible at the basic level and be administered by only the head teacher. According to (Richards, 2003), Corporal punishment is legal in our educational set up to some degree.

Effectiveness of Corporal Punishment

Both broad and narrow definitions of child abuse tend to focus on parents' action and the resultant harm to the child. Giovannoni and Becerra's (1979) seminal study demonstrates that perceptions of child maltreatment changes as knowledge is enhanced. Gracia and Herrero's (2008) research suggest that people who believe that physical punishment is an indispensable technique underestimate the extent of child abuse on society. Parents have long insisted on children's unquestioning obedience. Yet unrealistic restrictions on children's behavior conflict with their natural spontaneity and inquisitiveness. Instinctively, children will do whatever interest, excites or appeals to them, and, if they disobey or displease adults, punishment frequently results (Walvin, 1982). Physical punishment may be effective in getting young children to respond immediately to command (Baumrind, 1996; Gershoff, 2002; Larzelere, 2000)

However, the effectiveness of physical punishment decreases as children grow bigger and may retaliate. Frequent and harsh physical punishment may encourage rather than curb antisocial behavior (Gershoff, 2002; Straus and Mouradian, 1998), and may teach violent conflict resolution. Physical punishment is unlikely to enhance children's moral and social perspective, as it causes physical pain rather than developing the child's understanding of the impact of their behavior, and why they are expected to

behave differently. When hurt and upset, students may have difficulty in accepting reasons for punishing them, rendering disciplinary goals unachievable. The anger which 'pain and indignity' incites, may also override both children's 'repentance' and their cooperation (Leach 1979, P.440).

Simultaneously, we cannot associate love and care with the infliction of pain (Graziano 1994). Administration of corporal punishment breaks down trust and warm relationship between a student and a teacher. When we combine corporal punishment with reasoning, other punishment like 'time-out' is found to be slightly more effective than physical punishment in reducing the recurrence of a child's disobedience (Larzelere, 1994). Non-compliance of pre-school children who are given explanations to punishment they receive will be better behaved rendering future punishment unnecessary. They recommend using physical punishment as a last resort when both verbal reasoning and non-corporal punishment have failed to achieve compliance (Lazelere et al 1998). For corporal punishment to be effective, there must be consistency in applying it, and it should be immediate and intense; and not signaled by a discriminative stimulus (2002, p. 591). He thinks that explanation alone may be more effective in deterring unacceptable behavior (Cashmore and de Haas, 1995).

More so, some teachers use physical punishment in a limited and controlled manner to achieve immediate compliance so the effectiveness of the punishment may appear to rest on children's avoidance of the pain. Another person also stressed that, corporal punishment will be effective only when or if students understand 'why' it is being used; just the act on its own will not be effective. Physical punishment may also effectively devalue children, foster coercive environment. Gershoffs (2002) findings proved that, corporal punishment is effective in modifying learners' behavior not only immediately but for a longer period or permanently. Others are also convinced that, it

may arouse anger, fear and resentment. While physical punishment undoubtedly hurts and arouses fear in learners. Some of them believed that it is often ineffective or effective in desirable ways. A 10-year-old student asserted, that instead of teachers using their mind and head, they use action.

In conclusion, there should be extensive education to create public awareness of the strategies that may motivate or enhance positive change in behavior of teachers in Ejisu-Juaben Municipality because any form of physical punishment has a detrimental impact on learners.

Other Strategies that are used to Manage Student Indiscipline Behavior

Punishing student has a long tradition in education. Lack of clarity surrounding the definition of indiscipline perpetuates the inconsistency of response to incidents by teachers. Policies deployed by schools surrounding pupil's behavior are felt by the teaching staff to be insufficient in meeting both staff and pupils needs. The new Swedish (1979) parental codes reads "children are to be treated with respect. In as much as we try to prohibit physical punishment, indiscipline behaviors cannot be done away with. For that reason, other strategies have to be adapted in instilling discipline in learners. A stare, avoiding too much eye contact is all that may be required to stop an unwanted activity by learners in class. (Kanlisi, 2012 pg. 21). Yaroson and Zaria (2004) stressed that the school environment should be made busy and active with teachers and students working together in achieving goals of the schools.

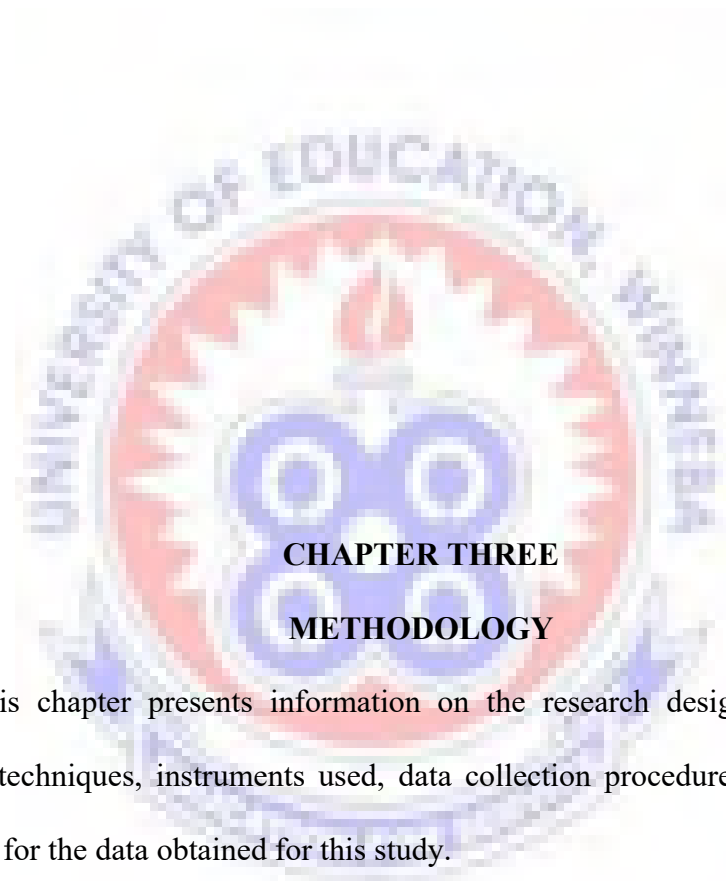
First and foremost, European research studies identify three risk factors that can often lead to indiscipline and violence occurring in schools. These are; external and internal factors relating to schools (i.e. demographic composition of the school, class boundaries within schools) socio-demographic characteristics of pupils and staff, and

psychological health of pupils and staff. Pupils feel that reducing class sizes, and the adoption of an adult version of ‘circles time’ before lessons commence, would in turn prevent many forms of disruption from occurring. There should be proper training for teachers and students-teachers on the use of counseling, to manage behavioral problems. Teachers can as well send learner out of the class for misbehaving or deny him or her of going for a break which is more painful; seeing his or her colleagues playing while he or she is in detention. Teachers can also report the student to the head teacher since they are mandated to punish learners with some number of strokes, or resort to the use of rewards and praises for good conduct on the part of students. Teachers can also help students to construct productive behaviors from experiences because it is believed that children are not tabula rasa and that they learn from known to unknown. Rules and Regulations in the schools can be intensified to restore discipline. It may also be useful to ignore some of the misbehavior of students. Naturally, some children need attention so they deliberately announce their presence by distracting,

Last but not least, communication between parents, schools, teacher and pupils is inconsistent with respect to addressing issues of indiscipline. Therefore, a gap currently exists between ‘internal’ roles and influences (i.e. teaching staff) and ‘external’ roles and influences (i.e. parent), and the strategic links that could be made to provide a joined-up approach to addressing pupil behavior from both parties.

In fact, one recent study found that in schools where corporal punishment is frequently, used, students perform worse academically than those schools that do not use corporal punishment but resort to other method of disciplinary measures. The greatest impact upon pupil behavior, identified by young students themselves is the

amount of quality time teachers spend knowing and valuing pupils as individuals. Individuality is felt to be ignored, which they feel facilitates disruptive behavior.



This chapter presents information on the research design, population and sampling techniques, instruments used, data collection procedure and data analysis procedure for the data obtained for this study.

Research Design

The descriptive sample survey design is used for the study. The research is a study that involves collecting data, analyzing it and interpreting the views of teachers and students about nature, prevalence and effectiveness of corporal punishment in basic schools. The intent was to answer questions related to the topic of the study. This type of research is non manipulative variables so as to answer questions pertaining to the

research . The descriptive sample survey was considered the most appropriate design for this type of research (Creswell,1998). Responses from teachers and students in some selected basic schools in the Ejisu-Juaben Municipality were surveyed using this design.

Population of the Study

A research population can be defined as the totality of a well-defined collection of individuals or objects with common binding characteristics or traits (Polit et al, 2006). Burns et al, (2013) added that a population is defined as all elements (individuals, objects and events) that meet the sample criteria for inclusion in a study. Ejisu-Juaben Municipality can boast of 1800 teachers. “Out of this number 342 are females and 458 are male teachers. The age range is between 20 and 55. The students’ population is 18000 consisting of 9550 female and 8450 males.

Sample and Sampling Procedure

The sample for this study consisted of male and female teachers; and male and female students from the selected schools in Ejisu-Juaben Municipality.

A descriptive sample survey design was carried out from the three Junior High Schools. The population of the study was 90 made up of 60 students selected from JHS 1,2 and 3 classes and 30 teachers from all the 3 schools including the headteachers. The schools were chosen using simple random sampling method. The students respondents were chosen using the disproportionate stratified random sampling method since there were more girls than boys in the schools. The teachers were also selected using disproportionate random sampling method from the three schools for the same reason. This method was used to select 60 students and 30 teachers from three representative schools namely Kubease M/A J.H.S, Hwereso M/.A JHS and Adadentem M/.A JHS.

Furthermore, numbers 1-200 were written on white papers including blank papers. Respondents who selected the first 90 papers formed part of the research. Other stakeholders were neglected because the key implementers of educational policies are teachers and students.

Instrument for the Study

Many instruments could be employed and used for this study but the most appropriate instrument for this study is the questionnaire. A questionnaire is a data collection instrument which is often used in quantitative studies. However, it can also be employed for data collection in qualitative studies. A structured questionnaire contains predetermined standardized questions that can be subjected to statistical analysis – (Hinne Kusi, 2012).

However, a Likert scale was chosen for this study because it is popular in terms of its efficacy for ease of construction. Test item on Likert scale portrays the same meaning for all participants. (Cohen 1996) suggest that, this scale assumes prior knowledge of responses. The questionnaire is categorized into six sections namely:

1. Biographical data of the participants which includes age, gender, qualification and experiences.
2. The 2nd section stressed on types of offences that attract corporal punishment in Ejisu-Juaben Basic Schools. The rating scale was Strongly Agree, Agree, Disagree and Strongly Disagree.
3. The 3rd section focused on the seriousness of the offenses perceived to be in the schools with ratings from Very Serious, Serious, Not Serious to Not Serious at all

4. The 4th section was on the nature and type of corporal punishment in Ejisu-Juaben Basic School. The rating scale was Strongly Agree, Agree, Disagree and Strongly Disagree.
5. The 5th section investigated the prevalence of corporal punishment in Ejisu-Juaben Basic School. The rating scale was Very Often, Often, Quite Often and Never
6. The 6th section diagnosed the effectiveness of corporal punishment in Ejisu-Juaben Basic Schools in terms of how effective the methods are and other opinions on the effectiveness. The ratings scale were Strongly Agree, Agree, Disagree and Strongly Disagree

Procedure for Data Collection

One on one encounter was arranged with the head teacher to grant me permission to have access to their staff and the head teacher collected the questionnaire and distributed them to the staff. A formal letter was written to the heads for their consideration and approval to use their staff. Another letter was written and attached to the questionnaire for teachers to know and understand the aims and objectives of the study, knowing the aims might move the teachers to participate actively with the study.

Data Analysis

Descriptive statistics was employed and used for the analysis data. Frequency distribution and percentages were used for the analysis of this study.

Ethics of the Instrument Used

Ethics in the instrument used are confidentiality, and anonymity during and after the study. During this study, high ethical standard were maintained to ensure that no harm is caused to any of the participant. Participants' consents were sought before the administration of the questionnaires. They were assured that the responses given in response to the questionnaires would be treated with utmost confidentiality.



CHAPTER FOUR

PRESENTATION AND DISSUSSION OF THE RESULTS

This chapter presents the results of the study. Statistical tools like frequency tables and percentages are used to present the data. The results and discussion are presented according to the research questions of the study. Data were obtained from teachers and students in Ejisu-Juaben Basic Schools and analyzed to obtain the overall opinions on the research questions. The areas of study were;

What kinds of offences attract corporal punishment in Ejisu – Juaben Basic Schools? How serious are those offenses/ misbehaviors in the Basic Schools? What are the nature and types of corporal punishment administered in Ejisu-Juaben Basic Schools? How prevalent is corporal punishment in Ejisu-Juaben Basic Schools? What is the effectiveness of corporal punishment in your school?

Participants were asked to rate on a 4 point Likert-type scale their opinions as to which types of offenses occurred and applied in basic schools, how often these offenses occurred, how effective these methods are as well as other views on its effectiveness and how often do the other strategies used to deal with problems of indiscipline. Frequencies and percentages were calculated for all the responses and tabulated item by item and followed with some description and discussion of some salient aspects in addressing the research questions. The summation of scores on teachers and student's views on the various research questions were calculated differently. The results were first presented dealing with the frequencies item by item.

Demographic information of the respondent

The analysis of the results in relation to the demographic information of respondents for the study include, gender, age, qualification, and number of years

served in the basic school. Item by item frequencies and percentages of the data are presented in tables 1-4.

Table 1: Distribution of the Respondents by Gender

Gender	Students		Teachers	
	(F)	(P)	(F)	(P)
Male	35	58.3	18	60.0%
Female	25	41.7	12	40.0%
Total	60	100%	30	100%

Source: Primary Data Key: F = Frequency P = Percentage

The sample size of the study is 90 respondents comprising, 60 students and 30 teachers of selected Junior High Schools in the Ejisu-Juaben Municipality. Out of the 90 respondents, 35(58.3%) students and 18(60.0%) teachers were males whilst 25(41.7%) students and 12(40.0%) teachers were females as shown on the table above.

Table 2: Distribution of respondents by Age

Age	Students		Teachers	
	(F)	(P)	(F)	(P)
10 - 15 years	26	43.3%	0	0.0%
16 - 20 years	34	56.7%	0	0.0%
21 - 25 years	0		11	36.7%
26 - 30 years	0		7	23.3%
31 - 35 years	0		8	26.7%
36 - 40 years	0		3	10.0%
41 years and above	0		1	3.3%
Total	60	100%	30	100%

Source: Primary Data Key: F = Frequency P = Percentage

Table 2 indicate that 26(43.3%) of students were between 10 - 15 years, while 34(56.7%) of the students were within the ages of 16-20 years. Again, 11(36.7%) teachers were between the ages of 21-25years, 7(23.3%) were between 26-30 years, 8(26.7%) were between 31-35years, 3(10.0%) were between 36-40 years and 1(3.3%) was between the age range 41 years and above.

Table 3: Distribution of the respondents by qualification

Qualification	Teachers	
	(F)	(P)
Professional	29	96.7%
Non- professional	1	3.3%
Total	30	100%

Source: Primary Data Key: F = Frequency P = Percentage

The data in table 3 revealed that 29(96.7%) were professional teachers and 1 (3.3%) was non-professional teacher. Therefore, the numbers of professional teachers are high in the municipality.

Table 4: Distribution of the respondents by number of teaching years taught in the basic school.

Number of years taught	Teachers	
	(F)	(P)
Less than one year	10	33.3%
1 - 5 years	11	36.7%
6 - 10 years	7	23.3%
11 years and above	2	6.7%
Total	30	100%

Source: Primary Data Key: F = Frequency P = Percentage

Analysis on table 4 indicated that, 10(33.3%) were not experienced and have spent less than one year teaching in the basic school. Also, 11(36.7%) were with little experience and have taught between 1-5 years in the basic school. Again, 7(23.3%) were relatively expert having taught between 6-10 years and 2(6.7%) were experienced and have taught above 10years in the basic school. The major 11(36.7%) group is teachers who have taught between 1-5years.

Offenses that Attract Corporal Punishments in Ejisu-Juaben Basic Schools

Research Question 1: What offenses/ misbehaviours attract corporal punishment in Ejisu – Juaben Basic Schools?

One of the major elements of this study was to find out teachers and students view of the offences that attract corporal punishment in basic schools. The respondents were provided with many options to choose from and could select as many items as apply to their situation. Also, responses on Strongly Agree and Agree were analyzed together as Agreed responses and Strongly Disagree and Disagree also put together as Disagree responses. This question is answered in table 5.

Table 5: Responses on Offences That Attract Corporal Punishment.

Types of offence	Cat.	Opinions/ Responses				Total
		SA	A	SD	D	
1. Bullying	T	4 (13.3)	17 (56.7)	6 (20)	3 (10)	30 (100)
	S	21 (35)	17 (28.3)	20 (33)	2 (3.3)	60 (100)
2. Absenteeism	T	4 (13.3)	11 (36.7)	6 (20)	9 (30)	30 (100)
	S	18 (30)	17 (28.3)	16 (27)	9 (15)	60 (100)
3. Coming to school late	T	4 (13.3)	13 (43.3)	4 (13)	9 (30)	30 (100)
	S	21 (35)	14 (23.3)	15 (25)	10 (17)	60 (100)
4. Fighting	T	11 (36.7)	8 (26.7)	9 (30)	2 (6.7)	30 (100)
	S	19 (31.7)	14 (23.3)	19 (32)	8 (13)	60 (100)
5. Examination malpractices	T	10 (33.3)	7 (23.3)	7 (23)	6 (20)	30 (100)
	S	21 (35)	17 (28.3)	16 (27)	6 (10)	60 (100)
6. Talking/ noise making	T	3 (10)	13 (43.3)	7 (23)	7 (23)	30 (100)
	S	16 (26.7)	23 (38.3)	10 (17)	11 (18)	60 (100)
7. Eating in class	T	1 (3.33)	8 (26.7)	8 (27)	13 (43)	30 (100)
	S	17 (28.3)	22 (36.7)	13 (22)	8 (13)	60 (100)
8. Disrespect of teachers	T	8 (26.7)	12 (40)	5 (17)	5 (17)	30 (100)
	S	24 (40)	14 (23.3)	18 (30)	4 (6.7)	60 (100)
9. Leaving school without permission	T	11 (36.7)	9 (30)	5 (17)	5 (17)	30 (100)
	S	24 (40)	16 (26.7)	11 (18)	9 (15)	60 (100)
10. Attack on teachers	T	17 (56.7)	7 (23.3)	4 (13)	2 (6.7)	30 (100)
	S	19 (31.7)	13 (21.7)	19 (32)	9 (15)	60 (100)
11. Pilfering/ stealing	T	9 (30)	12 (40)	6 (20)	3 (10)	30 (100)
	S	22 (36.7)	11 (18.3)	17 (28)	10 (17)	60 (100)
12. Sleeping in class	T	1 (3.33)	8 (26.7)	7 (23)	14 (47)	30 (100)
	S	11 (18.3)	25 (41.7)	12 (20)	12 (20)	60 (100)
13. Indecent dressing	T	1 (3.33)	9 (30)	9 (30)	11 (37)	30 (100)
	S	15 (25)	20 (33.3)	13 (22)	12 (20)	60 (100)
14. Moving about in class	T	4 (13.3)	14 (46.7)	6 (20)	6 (20)	30 (100)
	S	12 (20)	25 (41.7)	14 (14)	9 (15)	60 (100)
15. Sexual malpractices	T	13 (43.3)	11 (36.7)	3 (10)	3 (10)	30 (100)
	S	22 (36.7)	12 (20)	18 (30)	8 (13)	60 (100)

Types of offence	Cat.	Opinions/ Responses				Total
		SA	A	SD	D	
16. Damage to school property	T	11 (36.7)	15 (50)	3 (10)	1 (3.3)	30 (100)
	S	20 (33.3)	13 (21.7)	20 (33)	7 (12)	60 (100)
17. Drug abuse	T	12 (40)	12 (40)	2 (6.7)	4 (13)	30 (100)
	S	21 (35)	17 (28.3)	18 (30)	4 (6.7)	60 (100)
18. Disobedience/ violation of school rules and regulation	T	6 (20)	17 (56.7)	3 (10)	4 (13)	30 (100)
	S	24 (40)	12 (20)	15 (25)	9 (15)	60 (100)

Source: Primary Data

Key: SA = Strongly Agree; A = Agree; SD = Strongly Disagree; D= Disagree; T= Teachers; S= Students

A look at the results in table 5 indicate that the majority of teacher respondents (61.7%) agreed that the offences listed attracted corporal punishment in the school. This was slightly higher than the percentage of student respondents (60.1%) who agreed that the offences listed attracted corporal punishment in the schools. Thus, substantially, the overall responses were to the effect that the offences listed attracted corporal punishment in schools. Students showed a higher tendency to disagree that the offences attracted corporal punishment in school.

Twenty-six (86.7%) teachers rated damage to school property in the first position of all the offences listed as the highest offence that attracted corporal punishment in schools; 24(80.0%) teachers also rated attack on teachers, sexual malpractice and drug abuse in the second position while 23(76.7%) teachers rated disobedience/ violation of school rules and regulations in the third position of offence that attracted corporal punishment in the schools. Again, 21(70.0%) teachers rated bullying and pilfering /stealing in the fourth position of offences that attracted corporal punishment in schools.

On the other hand, among students, 40(66.7%) respondents rated leaving school without permission first among all the offences that attracted corporal punishment in schools. This was followed by talking / noise making and eating in class, rated by 39(65.0%) students in the second, and by bullying, examination malpractice, disrespect of teachers and drug abuse rated 38(63.3%) in the third position. Also, 36(60.0%) students rated disobedience/ violation of school rules and regulations in the fourth position of offences that attracted corporal punishment in schools.

In the overall percentages, both teachers and students rated 'drug abuse' as the highest in terms of offenses that attract corporal punishments in schools in the area and this attracted 71.65% of the total responses. The second highest rating was 'damage to school properties' which also attracted a combined rating of 70.85% of the total responses. 'Sexual malpractice' was the third ranked offense that attracted corporal punishment in the schools in the area with 68.35% of the respondents agreeing to this extent. On the other hand 'sleeping in class' was the highest disagreed offense in the schools with 55% of the respondents disagreeing to this offense. This was followed by 'indecent dressing' with 54.2% of the respondents disagreeing to this offense. 'Eating in class' was the third ranked offense that was disagreed by both respondents.

The forgoing confirm observations by Kidan(2002), Othanel Smith(1969), Ayalew(19970, Charlton and David(1993), Johnson and Sharp (1998) and the Plight of Street Children (2009) on the type of offences that attract corporal punishment in schools. Kidan, (2002) in his studies on disciplinary problems in government schools in Addis Ababa observed that offences that occur and are likely to attract corporal punishment in the classroom are inattention, needless talking (making noise during instructional time), pilfering/ stealing, sexual malpractice, and fighting. Othanel Smith (1969) on his part quoting Henning, 1949 observed that; lying, showing disrespect for

teachers, pilfering/ stealing, and damage to school property are offences that attracts corporal punishment.

Looking further into the literature Munn, Johnstone and Sharp (1998) in their research studies identified talking out of turn/noise making, hindering other pupils, calculated idleness, eating / chewing in class, not being punctual, persistently disobeying/violation of class rules and regulations, cheeky responses, getting out of seats without permission, among others as the misbehaviours that occur frequently in schools.

Perceived Seriousness of Various Offenses / Misbehaviours in Ejisu - Juaben Basic Schools

Research Question 2: How serious are the offenses/ misbehaviours perceived to be in Ejisu – Juaben Basic Schools? Analysis of results relating to this question was done on 18 items. Item by item frequencies, and percentages are presented in table 6.

Table 6: Seriousness of Corporal Punishment used by Teachers in Ejisu-Juaben Basic Schools.

Opinions/ Responses

Types of offences	Cat.	VS	S	NS	NSAA	Total
1. Bullying	T	9 (30)	8 (26.7)	9 (30)	4 (13)	30 (100)
	S	4 (6.67)	16 (26.7)	22 (22)	18 (30)	60 (100)
2. Absenteeism	T	10 (33.3)	12 (40)	8 (27)	0 (0)	30 (100)
	S	9 (15)	18 (30)	20 (33)	13 (22)	60 (100)
3. Coming to school late	T	10 (33.3)	12 (40)	8 (27)	0 (0)	30 (100)
	S	19 (31.7)	15 (25)	14 (23)	12 (20)	60 (100)
4. Fighting	T	14 (46.7)	4 (13.3)	11 (37)	1 (3.3)	30 (100)
	S	9 (15)	8 (13.3)	26 (43)	17 (28)	60 (100)
5. Examination malpractices	T	8 (26.7)	11 (36.7)	10 (33)	1 (3.3)	30 (100)
	S	10 (16.7)	13 (21.7)	15 (25)	22 (37)	60 (100)
6. Talking/ noise making	T	6 (20)	12 (40)	8 (27)	4 (13)	30 (100)
	S	20 (33.3)	11 (18.3)	18 (30)	11 (18)	60 (100)
7. Eating in class	T	4 (13.3)	14 (46.7)	9 (30)	3 (10)	30 (100)
	S	12 (20)	12 (20)	23 (38)	13 (22)	60 (100)
8. Disrespect of teachers	T	13 (43.3)	9 (30)	4 (13)	4 (13)	30 (100)
	S	15 (25)	10 (16.7)	14 (23)	21 (35)	60 (100)
9. Leaving school without permission	T	9 (30)	7 (23.3)	12 (40)	2 (6.7)	30 (100)
	S	15 (25)	14 (23.3)	19 (32)	12 (20)	60 (100)
10. Attack on teachers	T	13 (43.3)	4 (13.3)	7 (23)	6 (20)	30 (100)
	S	10 (16.7)	9 (15)	17 (28)	24 (40)	60 (100)
11. Pilfering/ stealing	T	10 (33.3)	7 (23.3)	11 (37)	2 (6.7)	30 (100)
	S	14 (23.3)	9 (15)	15 (25)	22 (37)	60 (100)

12. Sleeping in class	T	3 (10)	13 (43.3)	12 (40)	2 (6.7)	30 (100)
	S	7 (11.7)	18 (30)	25 (42)	10 (17)	60 (100)
13. Indecent dressing	T	6 (20)	9 (30)	11 (37)	4 (13)	30 (100)
	S	10 (16.7)	13 (21.7)	21 (35)	16 (27)	60 (100)
14. Moving about in class	T	9 (30)	10 (33.3)	10 (33)	1 (3.3)	30 (100)
	S	7 (11.7)	23 (38.3)	16 (37)	14 (23)	60 (100)
15. Sexual malpractices	T	9 (30)	3 (10)	7 (23)	11 (37)	30 (100)
	S	10 (16.7)	4 (6.67)	16 (27)	30 (50)	60 (100)
16. Damage to school property	T	9 (30)	7 (23.3)	10 (33)	4 (13)	30 (100)
	S	5 (8.33)	13 (21.7)	15 (25)	27 (45)	60 (100)
17. Drug abuse	T	9 (30)	1 (3.33)	10 (33)	10 (33)	30 (100)
	S	6 (10)	8 (13.3)	13 (22)	33 (55)	60 (100)
18. Disobedience/violation of school rules and regulation	T	11 (36.7)	9 (30)	7 (23)	3 (10)	30 (100)
	S	19 (31.7)	14 (23.3)	13 (22)	14 (23)	60 (100)

Source: Data

Key: VS = Very Serious; S = Serious; NS = Not Serious; NSAA = Not Serious At All; T = Teachers; S = Students

The data above shows that most of the teachers (56.8%) were in tandem that the listed offenses are very serious or serious in the schools in the municipality. However, a majority of the students had a different opinion on the seriousness of the offenses. Thirty-six (60.3%) of them were of the opinion that these offenses are not serious or not serious at all.

Regardless of these contradicting opinions, an overall percentage of 52% of the respondents are in support that the listed offenses were not serious in the schools in the municipality. Teachers and students showed different opinions in nine (9) out of the

eighteen (18) offenses. Responses on offenses over which the respondents had different opinions as to the level of seriousness are items 1, 4, 7, 8, 9, 10, 11, 12 and 16. Surprisingly, in all these nine offenses, teachers were of the opinion that the offenses were serious while students saw them as not serious offenses.

Respondents expressed similar opinions on offenses 2, 3, 6, 13, 14, 15, 17 and 18.

They were all of the opinion that items 2, 13, 15 and 17 were not serious while items 3, 6, 14 and 18 were considered serious.

Out of the offenses considered as serious, 73.3% of the teachers rated both 'coming to school late' and 'disrespect of teachers' as the highest offense followed by disobedience and violation of school rules and regulations with 66.7% responses. This finding confirms to some extent, the assertion of Charles (1983), cited by Adentwi (1998) that teachers are much concerned about misbehaviors that affronts their sense of morality; behaviors that are deviant and aggressive and behaviors that disrupt class work. 'Drug abuse' was the last on the list of serious offenses, while 56.7% of the students also rated 'coming to school late' as the highest serious offense and 'sexual malpractices' and 'drug abuse' as the least on the list of serious offenses.

Out of the offenses regarded as not serious, 66.7% of the teachers rated drug abuse as the highest and coming to school late, disrespect of teachers and pilfering or stealing as the least of the offenses that considered serious. 76.7% of the students rated sexual malpractice and drug abuse as the highest and coming to school late as the lowest of offenses considered not serious.

Taking the overall percentages into consideration, both teachers and students rated 'coming to school late' as the highest serious offense/ misbehavior in the schools in the municipality and this attracted 65% of the total response. The second highest

rating was in respect of ‘disobedience or violation of school rules’ which also attracted a combined rating of 60.85% of the total responses. ‘Disrespect of teachers’ was the third ranked offense / misbehaviour by students in the schools with 57.5% of the respondents agreeing to this extent. On the other hand ‘drug abuse’ was the highest ranked in terms of offenses that are not so serious in the schools in the area with 71.7% of the respondents supporting this stand. This was followed by ‘sexual malpractice’ which was ranked as the next offense that is not serious in the schools with 68.35% of the respondents supporting this.

Nature and Types of Corporal Punishments Administered in Ejisu-Juaben Basic Schools

Research Question 3: What are the types of corporal punishment that are applied in dealing with misbehaviors in basic schools in the Ejisu-Juaben municipality? Analysis of results in relation to the question was done based on 12 items. Item by item frequencies and percentages of the data are presented on table 7.

Table 7: Nature and Types of Corporal Punishment Administered in Schools.

Types of corporal punishment	Opinions/ Responses					Total
	Cat.	SA	A	SD	D	

1. Caning/spanking	T	9 (30)	11 (36.7)	1 (3.3)	9 (30)	30 (100)
	S	23 (38.3)	25 (41.7)	4 (6.7)	8 (13)	60 (100)
2. Kneeling down	T	8 (26.7)	20 (66.7)	1 (3.3)	1 (3.3)	30 (100)
	S	25 (41.7)	22 (36.7)	9 (15)	4 (6.7)	60 (100)
3. Pulling students' ears and knocking the head	T	2 (6.7)	3 (10)	13 (43)	12 (40)	30 (100)
	S	8 (13.3)	9 (15)	24 (40)	19 (32)	60 (100)
4. Scrubbing toilet and urinal pits	T	13 (43.3)	14 (46.7)	2 (6.7)	1 (3.3)	30 (100)
	S	25 (41.7)	21 (35)	7 (12)	7 (12)	60 (100)
5. Weeding around the school compound	T	15(50)	11 (36.7)	4 (13)	0 (0)	30 (100)
	S	27 (45)	24 (40)	3 (5)	6 (10)	60 (100)
6. Suspension	T	4 (13.3)	9 (30)	12 (40)	5 (17)	30 (100)
	S	10 (16.7)	26 (26)	10 (17)	14 (23)	60 (100)
7. Lying down and facing the sun	T	2 (6.7)	0 (0)	21 (70)	7 (23)	30 (100)
	S	1 (1.7)	3 (5)	33 (55)	23 (38)	60 (100)
8. Tickling of ears with pebbles	T	1 (3.33)	2 (6.7)	22 (73)	5 (17)	30 (100)
	S	1 (1.67)	4 (6.7)	36 (60)	19 (32)	60 (100)
9. Digging a pit	T	6 (20)	13 (43.3)	8 (27)	3 (10)	30 (100)

	S	10 (16.7)	26 (43.3)	10 (17)	14 (23)	60 (100)
10. Slapping the student's face	T	2 (6.67)	2 (6.7)	15 (50)	11 (37)	30 (100)
	S	10 (16.7)	12 (20)	15 (25)	23 (38)	60 (100)
11. Watering trees	T	14 (46.7)	13 (43.3)	1 (3.3)	2 (6.7)	30 (100)
	S	32 (53.3)	18 (30)	6 (10)	4 (6.7)	60 (100)
12. Running round the school block some number of times	T	11 (36.7)	14 (46.7)	3 (10)	2 (6.7)	30 (100)
	S	26 (43.3)	23 (38.3)	3 (5)	8 (13)	60 (100)

Source: Data

Key: SA = Strongly Agree; A = Agree; SD = Strongly Disagree; D= Disagree; T= Teachers; S= Students

Considering the results in table 7, 56.2% of the respondents (both teachers and students) agreed that the list of corporal punishments listed are all applied in the schools in the Ejisu-Juaben Municipality with 43.8% disagreeing to the supplication of such punishments in the schools. Among the teacher respondents, a majority of them (55.4%) agreed that these punishments were indeed used in the schools, which was lower than the percentage for the student respondents (57.1%) who agreed that these forms of punishments were applied in the schools.

Both students and teachers expressed the same opinion (agreed or strongly agreed) that corporal punishments listed as 1, 2, 4, 5, 9, 11 and 12 were applied in the schools and equally disagreed (disagree or strongly disagree) that the list of corporal punishments listed as 3, 7, 8 and 10 were not applied in the schools in the Ejisu-Juaben Municipality.

Different opinions were given to the use of item listed 6 (suspension) in the schools in the municipality. 56.7% of the teachers disagreed to the use of this form of punishment while a higher percentage of 60% of the students agreed that this form of punishment was used. Of the list of agreed forms of punishments used in the schools, a very high percentage of 93.3% of the teachers agreed that ‘kneeling down’ was the most used corporal punishment by schools in the area followed by ‘watering of trees’ with as high as 90% of teachers agreeing to this. On the other hand most of the students saw ‘weeding around the school compound’ as the most applied form of punishment as 85% of them agreed to the use of this form of punishment in schools in the area and this was followed by ‘watering of trees’ which attracted 83.3% response from the students.

Both group of respondents (teachers and students) expressed similar opinion on the use of ‘lying down and facing the sun’, as a form of punishment that was not used to the highest extent among the list of punishments. An equal percentage of 93.3% of both teachers and students disagreed to the use of this form of punishment which was the highest rating by both teacher and student respondents. ‘Tickling of ears with pebbles’ was the next rated punishment that was *disagreed* upon by both respondents as used in the basic schools in the area.

In consideration of the overall percentages, both teachers and students rated ‘watering of trees’ as the highest in terms of punishments used by schools in the area and this attracted 86.65% of the total respondents. The second highest rating was ‘weeding around the school compound’ which also attracted a combined rating of 85.85% of the total respondents. ‘Kneeling down’ was the third ranked form of punishment used with 85.80% of the respondents agreeing to this extent. On the other hand, ‘Lying down and facing the sun’ was the highest ranked in terms of punishment that was not used in the schools in the area with 93.3% of the respondents disagreeing

to the use of this form of punishment. This was followed by ‘tickling of the ears with pebbles’ with 90.85% of the respondents disagreeing to the use of this form of punishment. The nature of corporal punishment is difficult to measure due to differences in context, application and interpretation of its practice. This assertion is proved by Othaniel (1969), that the nature states the perception of teachers appears to be fairly constant.

Prevalence of Corporal Punishments Used in Schools in Ejisu-Juaben Municipality.

Municipality.

Research Question 4: How often are the various forms/ types of corporal punishments used in Basic Schools in Ejisu-Juaben municipality? The analysis of results in relation to the question was done based on 12 items. Item by item frequencies and percentages of the data are presented in table 8 below.

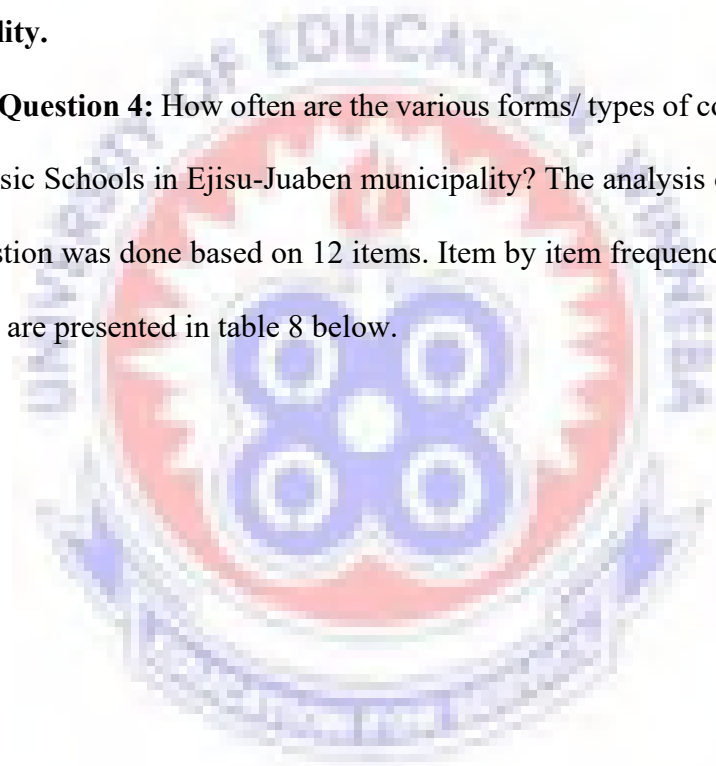


Table 8: Prevalence of the corporal punishment used in the schools

Types of corporal punishments	Cat.	Opinions/ Responses				Total
		VO	O	QO	N	
1. Caning/spanking	T	7 (23.3)	5 (16.7)	16 (53)	2 (6.7)	30 (100)
	S	20 (33.3)	27 (45)	6 (10)	7 (12)	60 (100)

2. Kneeling down	T	8 (26.7)	14 (46.7)	6 (20)	2 (6.7)	30 (100)
	S	26 (43.3)	25 (41.7)	6 (10)	3 (5)	60 (100)
3. Pulling students' ears and knocking the head	T	3 (10)	2 (6.7)	6 (20)	19 (63)	30 (100)
	S	4 (6.7)	9 (15)	17 (28)	30 (50)	60 (100)
4. Scrubbing toilet and urinal pits	T	12 (40)	9 (30)	7 (23)	2 (6.7)	30 (100)
	S	22 (36.7)	23 (38.3)	10 (17)	5 (8.3)	60 (100)
5. Weeding around the school compound	T	6 (20)	10 (33.3)	11 (37)	3 (10)	30 (100)
	S	15 (25)	21 (35)	17 (28)	7 (12)	60 (100)
6. Suspension	T	0 (0)	4 (13.3)	10 (33)	16 (53)	30 (100)
	S	8 (13.3)	16 (26.7)	20 (33)	16 (27)	60 (100)
7. Lying down and facing the sun	T	0 (0)	0 (0)	2 (6.7)	28 (93)	30 (100)
	S	0 (0)	3 (5)	5 (8.3)	52 (87)	60 (100)
8. Tickling of ears with pebbles	T	0 (0)	2 (6.7)	6 (20)	22 (73)	30 (100)
	S	3 (5)	1 (1.7)	9 (15)	47 (78)	60 (100)
9. Digging a pit	T	3 (10)	3 (10)	9 (30)	15 (50)	30 (100)
	S	7 (11.7)	20 (20)	26 (43)	7 (12)	60 (100)
10. Slapping the Student's face	T	0 (0)	1 (3.33)	3 (10)	26 (87)	30 (100)
	S	13 (21.7)	10 (16.7)	6 (10)	31 (52)	60 (100)
11. Watering trees	T	14 (46.7)	9 (30)	4 (13.3)	3 (10)	30 (100)
	S	30 (50)	14 (23.3)	9 (15)	7 (12)	60 (100)
12. Running round the school block some number of times	T	12 (40)	7 (23.3)	8 (27)	3 (10)	30 (100)
	S	23 (38.3)	21 (35)	11 (18)	5 (8.3)	60 (100)

Source: Data

Key: VO = Very Often; O = Often; QO = Quite Often; N= Never; T= Teachers; S= Students

From table 8, it can be observed that teachers and students expressed different opinions on the prevalence of the listed forms of punishments. 65.1% of the teachers were of the view that these corporal punishments were not used frequently in the schools in the area. The students who are at the receiving points of these punishments

had a different response. Majority of the students (50.1%) however rated the list of punishments as used frequently in the schools. This notwithstanding, a combined percentage of 57.5% of the respondents were of the view that these list of punishments were not frequently used or applied (quite often or never) in the schools in the municipality. Majority of the respondents were of the view that corporal punishments listed items 2, 4, 5, 11 and 12 were the ones that were frequently used in the schools and equally agreed that, items 3, 6, 7, 8, 9 and 10 are the forms of corporal punishments that are not prevalent in the schools.

Different opinions were given by both respondents on the frequency of the use of caning/spanking in the schools. 60% of the teacher respondents were of the view that this type of corporal punishment was not frequently used (quite often or never) in the schools. However, 78.3% of the students were of the other opinion that caning/spanking was frequently used in the schools.

Considering the most used types of punishments in the schools, a majority of 76.7% of the teachers were of the view that ‘watering of trees’ was the most used form of punishment followed by ‘kneeling down’ of which 73.3% of them agreed to. Majority of the students (85%) were also of the view that ‘kneeling down’ was the most used form of punishment followed by caning/spanking which was ranked second by 73.3% of the students.

‘Lying down and facing the sun’ was the least ranked form of corporal punishment used in the schools. All the teachers (100%) argued against the use of this form of punishment while 95% of the students also ranked this as a form of punishment that is either never used or less frequently used.

Consideration of the overall ratings show that, both teachers and students rated ‘kneeling down’ as the most used form of punishments by schools in the area and this

attracted 79.15% of the total respondents. The second highest rating was ‘watering of trees’ which also attracted a combined rating of 75% of the total respondents. ‘Scrubbing of toilets and urinal pits’ was the third ranked punishment frequently used with 72.5% of the respondents agreeing to this extent. On the other hand, ‘Lying down and facing the sun’ was the highest ranked in terms of punishment that was not often used in the schools in the area with 97.5% of the respondents disagreeing to the regular use of this form of punishment. This was followed by ‘tickling of the ears with pebbles’ with 93.3% of the respondents disagreeing to the regular use of this form of punishment. Pulling students’ ears and knocking the head rated third less used form of punishment with 80.8% of the respondents agreeing to this. This assertion is in relation to the education act 1961 of the Ghana Education Service of discipline for second cycle schools provide up to six strokes of cane by only the headteacher or a representative and Article 13 of the Children Act 1998 states that only two strokes of canes are permissible at the basic level and be administered only by the head teacher.

Effectiveness of Corporal Punishments used in Basic Schools in the Ejisu-Juaben Municipality.

Research Question 5: How effective is corporal punishment used in the Ejisu-Juaben Basic Schools?

The analysis of the results in this section (Table 9) was to find out teachers and students view of the effectiveness of the 12 listed corporal punishments. The respondents were to indicate whether they strongly agree, agree, disagree or strongly disagree to the enumerated effectiveness of corporal punishments. Again, responses on Strongly Agree and Agree were analyzed together as Agree responses and Strongly Disagree and Disagree also put together as Disagree responses.

Table 9: Effectiveness of Corporal Punishments

Effectiveness of corporal punishment	Opinions/ Responses					
	Cat.	SA	A	D	SD	Total
1. When I cane students for misbehaviour, they quickly correct their mistakes in class most of the time.	T	12 (40)	15 (50)	2 (6.7)	1 (3.3)	30 (100)
	S	32 (53.3)	23 (38.3)	3 (5)	2 (3.3)	60 (100)
2. By letting students kneel down, I get them to behave properly in class most of the time.	T	7 (23.3)	18 (60)	4 (13)	1 (3.3)	30 (100)
	S	13 (21.7)	41 (68.3)	3 (5)	3 (3)	60 (100)
3. When I pull students ears and knock their heads, they put up good behaviour most of the time	T	5 (16.7)	3 (10)	11 (37)	11 (37)	30 (100)
	S	4 (6.7)	19 (31.7)	17 (28)	20 (33)	60 (100)
4. When I let students scrub toilet and urinal pits they tend to act properly in class most of the time.	T	11 (36.7)	12 (40)	5 (17)	2 (6.7)	30 (100)
	S	12 (20)	25 (41.7)	16 (27)	7 (12)	60 (100)
5. By punishing students to weed around the school, they desist from misbehaving class most of the time.	T	7 (23.3)	18 (60)	3 (2)	2 (6.7)	30 (100)
	S	21 (35)	25 (41.7)	8 (6)	6 (10)	60 (100)
6. By referring students for suspension, I get them to behave properly in class most of the time.	T	1 (3.3)	8 (26.7)	7 (23)	14 (14)	30 (100)
	S	22 (36.7)	18 (30)	7 (12)	13 (13)	60 (100)
7. When I punish students to lie down and face the sun, they correct their misbehaviour most times.	T	0 (0)	6 (20)	4 (13)	20 (67)	30 (100)
	S	9 (15)	14 (23.3)	4 (6.7)	33 (55)	60 (100)
	T	5 (16.7)	9 (30)	7 (23)	9 (30)	30 (100)

8. Tickling students ears with pebbles , I make them to behave well in class most times	S	11 (18.3)	10 (16.7)	11 (18)	28 (47)	60 (100)
9. When I ask students to dig a pit, they correct their behaviour most times	T	5 (16.7)	9 (30)	7 (23)	9 (30)	30 (100)
	S	15 (25)	30 (50)	9 (15)	6 (10)	60 (100)
10. By slapping students, I get them to behave properly most times	T	1 (3.33)	7 (23.3)	10 (33)	12 (40)	30 (100)
	S	9 (15)	14 (23.3)	21 (35)	16 (27)	60 (100)
11. By making students water trees, I get them to behave properly most times	T	10 (33.3)	13 (43.3)	7 (23)	0 (0)	30 (100)
	S	18 (30)	27 (45)	11 (18)	4 (6.7)	60 (100)
12. By letting students to run round the school block, they correct their misbehaviours most of the time	T	4 (13.3)	15 (50)	7 (23)	4 (13)	30 (100)
	S	22 (36.7)	22 (36.7)	6 (10)	10 (17)	60 (100)

Source: Data

Key: SA = Strongly Agree; A = Agree; SD = Strongly Disagree; D= Disagree; T= Teachers; S= Students

Table 9 above indicates that majority of the teacher respondents (55.8%) agreed that the list of actions raised under this section are effective forms of punishments used in the schools. This was slightly lower than the percentage of student respondents (63.3%) who also agreed with the listed statements. An overall percentage of 59.6% of the respondents either strongly agreed or agreed to the effectiveness of the use of the listed corporal punishments by schools in the municipality. Items 1, 2, 4, 5, 11 and 12 were agreed on by both set of respondents as effective forms of corporal punishment. Both set of respondents disagreed on items 3, 7, 8 and 10 as effective forms of punishments. Items 6 and 9 had conflicting responses from teachers and students. Teachers disagreed with the effectiveness of these forms of punishments while students agreed to them.

When I cane students for misbehaviour, they quickly correct their mistakes in class most of the time’ was the form of corporal punishment rated highest by teachers as very effective in handling offenses/ misbehaviours by students. This was agreed by (90%) of the teachers. The issues which attracted the second highest agreement rating among teachers were; ‘by letting students kneel down, I get them to behave properly in class most of the time’ and ‘by punishing students to weed around the school, they desist from misbehaving in class most of the time’. In the same vain, students also rated ‘when I cane students for misbehaviour, they quickly correct their mistakes in class most of the time’ as the most effective form of punishment followed by ‘by letting students kneel down I get them to behave properly in class most of the time’. The effectiveness of these two forms of punishment was rated by 91.7% and 90% by teachers and students respectively.

In total, both teachers and students agreed that ‘when I cane students for misbehaviour, they quickly correct their mistakes in class most of the time’ is the most effective corporal punishment used by schools in the area and this attracted 90.9% of the total responses. ‘By letting students kneel down I get them to behave properly in class most of the time’ was the second rated highest effective punishment which also attracted a combined rating of 86.7% of the total respondents. ‘By punishing students to weed around the school, they desist from misbehaving in class most of the time’ was the third ranked effective type of punishment with 80% of the respondents agreeing to its effectiveness. On the other hand, ‘when I punish students to lie down and face the sun, they correct their misbehaviour most times’ was the highest ranked ineffective form of punishment which was disagreed by 70.8% of the respondents. This was followed by ‘when I pull students’ ears and knock their heads, they put up good behaviours most of the time’ and ‘by slapping students, I get them to behave properly

most times’, both with 67.5% response disagreeing to their effectiveness in the schools. ‘Tickling students’ ears with pebbles, I make them to behave well in class most times’ was rated least effective form of punishment with 59.1% of the response.

Conclusion

The focus of this study was to explore nature, prevalence and effectiveness of corporal punishment in Ejisu–Juaben basic schools within the municipality. Despite the potential complexity and limitations of using the questionnaire, the researcher can make the following conclusion based on the findings of the study.

Respondents *agreed* (59.2%) that the listed offenses occur in the schools and corporal punishments are applied. However, respondents disagreed on the following: ‘eating in class’ (52.5%), ‘sleeping in class’ (55%) and ‘indecent dressing’ (54.2%).

Pulling students ears and knocking the head (77.5%), lying down and facing the sun (93.3%), tickling of ears with pebbles (90.85%) and slapping of students in the face were the punishments disagreed upon by the respondents. This could be due to reasons of infringement on human rights and health hazards. This is in relation to the assertion made by Cohen (1984). He endorses this by identifying specific forms of corporal punishment such as paddling, flogging and beatings. It seems also that, making students lie down and face the sun, as a form of corporal punishment probably does not occur in the schools.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter discusses the summary of findings, conclusion and recommendations.

Summary

The objective for this research was to obtain the opinions of both teachers and students in some selected basic schools in the Ejisu-Juaben municipality about the

offenses that attract corporal punishment, nature and types of corporal punishment in the Ejisu-Juaben basic schools, prevalence of corporal punishment and effectiveness of corporal punishment that are used to manage student's indisciplinary behavior in Ejisu-Juaben basic schools.

A descriptive sample survey design was carried out in three (3) different schools namely Kubease M/A JHS, Hwereso M/A JHS and Adantem M/A JHS. The population of the study was 90 made up of 60 students selected from J.H.S 1, 2 and 3 classes and 30 teachers from all the three schools including the head teachers. The schools were chosen using simple random sampling method. The student respondents were chosen using the disproportionate stratified random sampling method since there were more Boys than Girls in the schools. The teachers were also selected using disproportionate random sampling method from the three (3) Junior High Schools for the same reason (There were more male teachers than female teachers). The data were then analyzed in the form of tables of frequencies and percentages of the various questionnaire items.

Key Findings

1. The teachers and students agreed that all the listed offenses attract corporal punishments in the schools with the exception of eating in class, sleeping in class and Indecent dressing.
2. The teachers and students differed in their perception of the degree of seriousness of the listed offenses. Overall, teachers (56.8%) had a higher tendency to view the offenses as serious than the students (43.2%). The individual offenses over which the students showed disagreement include: bullying, fighting, eating in class, disrespect of teachers, leaving school without permission, attack on teachers, pilfering/stealing, sleeping in class, and damage

to school property though the teachers agreed to it's seriousness. However, they agreed on the following offenses: absenteeism, coming to school late, talking/noise making, indecent dressing, moving about in class, sexual malpractices, drug abuse, and disobedience or violation of school rules and regulations.

3. Both teachers and students agreed that all the listed forms of corporal punishment are applied or administered for offenses or misbehaviors by the students with the exception of four (4) of the offenses. The forms of corporal punishments that they agree are administered include caning/spanking, kneeling down, scrubbing toilet and urinal pits, weeding around the school compound, suspension, digging of pits, watering trees and running around the school block. The four forms of corporal punishment that received the lowest endorsement from the teachers and students as being applied were, lying down and facing the sun, tickling of ears with pebbles, slapping students in their faces, and pulling students ears and knocking their heads.
4. Caning/spanking of students, kneeling down, scrubbing toilet and urinal pits, weeding round the school, watering of trees and running around the school block were the corporal punishments that are often used. Pulling students ears and knocking the head, suspension, making students lie down and facing the sun, tickling of ears with pebbles, digging of pit and slapping the students in the face were identified as the punishments that are not often or regularly used by schools in the municipality.
5. Caning of students, making students kneel down, making students scrub the toilet and urinal pits, weeding around the school, digging pits, making students water trees and letting students run around the school were forms of

punishments considered to be effective in the schools by the teachers and students

Conclusion

Majority of the respondents of the teacher and student respondents agreed that corporal punishment is still practiced in the schools that formed the focus of this study/survey in spite of the recent banning of this practice by the Ghana Education Service (G.E.S). There is therefore a clear need to sensitize teachers about the harmful effects of corporal punishments on students and to equip them to apply more positive (constructivist) approach to disciplining students.

Recommendations

Based on the findings and conclusion, the researcher deems it prudent to make the following suggestions:

Firstly, the Ministry of Education, the Ghana Education Service, school heads, teachers and students should put up strict measures to ensure that corporal punishment is effectively abolished in the schools in view of its negative psychological implications and health hazards to students.

Secondly, there is the need to organize workshops and other forms of In service Education and training to sensitize teachers about the negative effects of corporal punishment and to equip them with the skills and competencies that they need to make the shift to a more positive (constructivist) approach to discipline as recommended by the Ministry of Education and the Ghana Education Service.

Thirdly, the Ejisu-Juaben District Directorate of Education should organize extensive educational activities to create awareness on the harmful effects of corporal

punishment among all educational stakeholders and to enlist their corporation in the fight against corporal punishment. Guidance and counselling sessions should be organized to help students avoid engaging in offenses and misbehaviors that cause teachers to administer corporal punishment on them. They should be made to understand and appreciate the importance of self-discipline in enhancing their self-concepts and self-esteem needs and effective teaching and learning.

Suggestions For Further Research

1. A study could be done on the use of rewards and motivation to enhance classroom discipline.
2. A study should be conducted to find out the factors or reasons that impede or prevents teachers from adopting more positive approaches to discipline instead of corporal punishment.
3. A study could also be conducted on complete abolishing of corporal punishment in basic schools.



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APPENDICES

APPENDIX I

UNIVERSITY OF EDUCATION, WINNEBA – KUMASI

DEPARTMENT OF EDUCATIONAL LEADERSHIP

QUESTIONNAIRE FOR TEACHERS

I wish to introduce myself to you as a Master of Arts in Educational Leadership student of the University of Education, Winneba. As part of the programme, I am required to write a thesis on the topic **THE NATURE, PREVALENCE AND EFFECTIVENESS OF CORPORAL PUNISHMENT IN BASIC SCHOOLS IN THE EJISU -JUABEN MUNICIPALITY** respectfully request you to be part of this research by completing the attached questionnaire. I would be most grateful if you spare few minutes of your precious time to answer all the questions before you. You are assured that your identity as a respondent will not be revealed at any stage of the research and afterwards.

Thank you.

SECTION A

QUESTIONNAIRE FOR TEACHERS

Demographic information of respondents

Please tick (✓) the appropriate response applicable to you.

1. Please indicate your gender

[] Male [] Female

2. What is your age?

[] 10 - 15 years

[] 16 - 20years

[] 21 -25 years

[] 26- 30 years

[] 31 - 35years

[] 36- 40 years

[] 41 years and above

3. Qualification

[] Professional

[] Non-professional

4. For how long have you been teaching in the basic school?

Less than one year

1 -5 years

6 – 10 years

11years and above

SECTION B

OFFENCES THAT ATTRACT CORPORAL PUNISHMENT IN SCHOOLS

Please indicate with a tick (✓) in the appropriate box which of the stated offences that attract corporal punishment in your school.

Types of offence	Strongly Agree	Agree	Strongly Disagree	Disagree
1. Bulling				
2. Absenteeism				
3. Coming to school late				
4. Fighting				
5. Examination malpractices				
6. Talking/ noise making				
7. Eating in class				
8. Disrespect of teachers				

9. Leaving school without permission				
10. Attack on teachers				
13. Pilfering/ stealing				
14. Sleeping in class				
15. Indecent dressing				
16. Moving about in class				
17. Sexual malpractices				
18. Damage to school property				
19. Drug abuse				
20. Disobedience/violation of school rules and regulation				

SECTION C

HOW SERIOUS ARE THESE OFFENCES PERCEIVED TO BE IN YOUR SCHOOL

Please, tick(√) in the box that best expresses your considered opinion on **how serious** the following offences are perceived to be in your school.

Types of offence	Very Serious	Serious	Not serious	Not serious at all
1. Bulling				
2. Absenteeism				

3. Coming to school late				
4. Fighting				
5. Examination malpractices				
6. Talking/ noise making				
7. Eating in class				
8. Disrespect of teachers				
9. Leaving school without permission				
10. Attack on teachers				
11. Pilfering/ stealing				
12. Sleeping in class				
13. Indecent dressing				
14. Moving about in class				
15. Sexual malpractices				
16. Damage to school property				
17. Drug abuse				
18. Disobedience/violation of school rules and regulation				

SECTION D

NATURE AND TYPES CORPORAL PUNISHMENT ADMINISTERED IN SCHOOLS

Please indicate with a tick (✓) in the box which type of corporal punishment is practiced in your school.

Types of corporal punishment	Strongly Agree	Agree	Strongly Disagree	Disagree
1. Caning/spanking				
2. Kneeling down				
3. Pulling students' ears and knocking the head				
4. Scrubbing toilet and urinal pits				
5. Weeding around the school compound				
6. Suspension				
7. Lying down and facing the sun				
8. Tickling of ears with pebbles				
9. Digging a pit				
10. Slapping the student's face				
13. Watering trees				
14. Running round the school block some number of times				

SECTION E

PREVALENCE OF CORPORAL PUNISHMENT IN SCHOOLS

Please, tick (✓) in the box your opinion on **how often** corporal punishment occurs in your school.

Types of corporal punishments	Very Often	Often	Quite often	Never
1. Caning/spanking				
2. Kneeling down				
3. Pulling students' ears and knocking the head				
4. Scrubbing toilet and urinal pits				
5. Weeding around the school compound				
6. Suspension				
7. Lying down and facing the sun				
8. Tickling of ears with pebbles				
9. Digging a pit				
10. Slapping the student's face				
11. Watering trees				
12. Running round the school block some number of times				

SECTION F**EFFECTIVENESS OF CORPORAL PUNISHMENT**

Please, tick (√) in the box that best expresses your considered opinion on the level of effectiveness of each of the following types of corporal punishment.

Effectiveness of corporal punishment	Strongly Agree	Agree	Disagree	Strongly Disagree
1. When I cane students for misbehaviour, they quickly correct their mistakes in class most of the time.				
2. By letting students kneel down, I get them to behave properly in class most of the time.				
3. When I pull students ears and knock their heads, they put up good behaviour most of the time				
4. When I let students scrub toilet and urinal pits they tend to act properly in class most of the time.				
5. By punishing students to weed around the school, they desist from misbehaving class most of the time.				
6. By referring students for suspension, I get them to behave properly in class most of the time.				
7. When I punish students to lie down and face the sun, they correct their misbehaviour most times.				
8. Tickling students ears with pebbles , I make them to behave well in class most times				
9. When I ask students to dig a pit, they correct their behaviour most times				
10. By slapping students, I get them to behave properly most times				
11. By making students water trees, I get them to behave properly most times				

12. By letting students to run round the school block, they correct their misbehaviours most of the time				
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APPENDIX 2

QUESTIONNAIRE FOR STUDENTS

Demographic information of respondents

Please tick (✓) the appropriate response applicable to you.

1. Please indicate your gender

Male Female

2. What is your age?

10 - 15 years

16 - 20years

21 -25 years

26- 30 years

31 - 35years

36- 40 years

41 years and above

SECTION B**OFFENCES THAT ATTRACT CORPORAL PUNISHMENT IN SCHOOLS**

Please indicate with a tick (√) in the appropriate box which of the stated offences that attract corporal punishment in your school.

Types of offence	Strongly Agree	Agree	Strongly Disagree	Disagree
1. Bulling				
2. Absenteeism				
3. Coming to school late				
4. Fighting				
5. Examination malpractices				
6. Talking/ noise making				
7. Eating in class				
8. Disrespect of teachers				
9. Leaving school without permission				
10. Attack on teachers				
13. Pilfering/ stealing				
14. Sleeping in class				
15. Indecent dressing				
16. Moving about in class				
17. Sexual malpractices				
18. Damage to school property				
19. Drug abuse				
20. Disobedience/violation of school rules and regulation				

SECTION C**HOW SERIOUS ARE THESE OFFENCES PERCEIVED TO BE IN YOUR SCHOOL**

Please, tick(√) in the box that best expresses your considered opinion on **how serious** the following offences are perceived to be in your school.

Types of offence	Very Serious	Serious	Not serious	Not serious at all
1. Bulling				
2. Absenteeism				
3. Coming to school late				
4. Fighting				
5. Examination malpractices				
6. Talking/ noise making				
7. Eating in class				
8. Disrespect of teachers				
9. Leaving school without permission				
10. Attack on teachers				
13. Pilfering/ stealing				
14. Sleeping in class				
15. Indecent dressing				
16. Moving about in class				
17. Sexual malpractices				
18. Damage to school property				
19. Drug abuse				

20. Disobedience/violation of school rules and regulation				
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SECTION D

NATURE AND TYPES CORPORAL PUNISHMENT ADMINISTERED IN SCHOOLS

Please indicate with a tick (✓) in the box which type of corporal punishment is practiced in your school.

Types of corporal punishment	Strongly Agree	Agree	Strongly Disagree	Disagree
1. Caning/spanking				
2. Kneeling down				
3. Pulling students' ears and knocking the head				
4. Scrubbing toilet and urinal pits				
5. Weeding around the school compound				
6. Suspension				

7. Lying down and facing the sun				
8. Tickling of ears with pebbles				
9. Digging a pit				
10. Slapping the student's face				
11. Watering trees				
12. Running round the school block some number of times				

SECTION E

PREVALENCE OF CORPORAL PUNISHMENT IN SCHOOLS

Please, tick (✓) in the box your opinion on **how often** corporal punishment occurs in your school.

Types of corporal punishments	Very Often	Often	Quite often	Never
1. Caning/spanking				
2. Kneeling down				
3. Pulling students' ears and knocking the head				
4. Scrubbing toilet and urinal pits				

5. Weeding around the school compound				
6. Suspension				
7. lying down and facing the sun				
8. Tickling of ears with pebbles				
9. Digging a pit				
10. Slapping the student's face				
11. Watering trees				
12. Running round the school block some number of times				

SECTION F

EFFECTIVENESS OF CORPORAL PUNISHMENT

Please, tick (✓) in the box that best expresses your considered opinion on the level of effectiveness of each of the following types of corporal punishment.

Effectiveness of corporal punishment	Strongly Agree	Agree	Disagree	Strongly Disagree
1. When I cane students for misbehaviour, they quickly correct their mistakes in class most of the time.				
2. By letting students kneel down, I get them to behave properly in class most of the time.				

<p>3. When I pull students ears and knock their heads, they put up good behaviour most of the time</p>				
<p>4. When I let students scrub toilet and urinal pits they tend to act properly in class most of the time.</p>				
<p>5. By punishing students to weed around the school, they desist from misbehaving class most of the time.</p>				
<p>7. By referring students for suspension, I get them to behave properly in class most of the time.</p>				
<p>7. When I punish students to lie down and face the sun, they correct their misbehaviour most times.</p>				
<p>8. Tickling students ears with pebbles , I make them to behave well in class most times</p>				
<p>9. When I ask students to dig a pit, they correct their behaviour most times</p>				
<p>10. By slapping students, I get them to behave properly most times</p>				

11. By making students water trees, I get them to behave properly most times				
12. By letting students to run round the school block, they correct their misbehaviours most of the time				

