

UNIVERSITY OF EDUCATION, WINNEBA

BAN ON CORPORAL PUNISHMENT IN SCHOOLS: THE VIEWS OF BASIC  
SCHOOL TEACHERS IN WASSA AMENFI WEST MUNICIPALITY, GHANA



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## DECLARATION

### Student's Declaration

I, Ishmael Twumasi, hereby declare that except for references to other people's work which have been duly acknowledged, this dissertation is the result of my original research and that it has neither in whole nor in part been presented elsewhere.

SIGNATURE: .....

DATE: .....

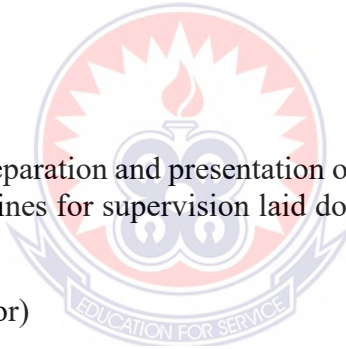
### Supervisor's Declaration

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

Dr. Daniel Buku (Supervisor)

SIGNATURE: .....

DATE: .....



## **DEDICATION**

This work is dedicated to my mentors, and my mother (Beatrice Opoku) for her hard work and support to me.



## ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my supervisor, Dr. Daniel Buku, for his tireless efforts in shaping this work by monitoring, advising, making essential and useful remarks, and making suggestions. I also thank Mr. Alex for his relentless commitment and guidance to the success of this manuscript.

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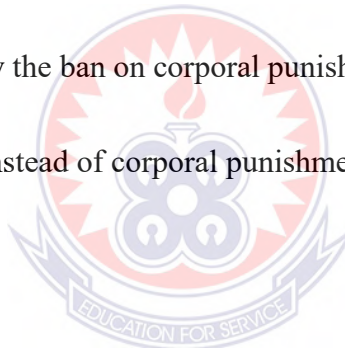
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## ABSTRACT

This research was conducted to investigate the views of basic school teachers about the ban on corporal punishment in Wassa Amenfi West Municipality, Ghana. The study specifically sought to achieve three objectives: to explore the perception of teachers about the ban on corporal punishment in basic schools; to examine the teachers' views about how the ban on corporal punishment is affecting their work as teachers, and to determine alternative measures, instead of corporal punishment, used by teachers in basic schools. The study adopted a descriptive survey research design with a population of 720 public basic school teachers. The simple random technique was used to select 180 respondents for the study. Questionnaires were used to collect the data from the teachers. Data collected were analyzed both quantitatively and qualitatively. The findings reported that most teachers have a negative perception towards the ban on corporal punishment, preferring its use in managing student discipline. The findings of the study revealed that the ban on corporal punishment has a negative impact on the work of teachers since it has made their jobs more difficult and has increased their stress levels. Alternative strategies often suggested by teachers instead of corporal punishment include guidance and counselling, manual labor, establishing rules and regulations with students, removing certain privileges from students, and suspension. It was recommended that the Ghanaian government, through the Ministry of education, modify the law concerning the ban of corporal punishment to allow for limited use of corporal punishment rather than outlaw it entirely because the ban on corporal punishment has some negative impact on teachers' work. The researcher strongly recommend that the Ministry of Education should organize seminars, conferences, workshops, and other symposia on alternative strategies to deal with indiscipline issues in the absence of corporal punishment.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

By definition, corporal punishment is defined as the infliction of physical pain on an offender for his offense or misbehavior (Wilson, 2002). The infliction of physical pain on an offender for his or her offense or misconduct is also known as corporal punishment (Wilson, 2002). This corporal punishment is defined in school as the use of physical force by school authorities with the objective of causing discomfort but not injury to a kid in order to correct or control a child's behavior (Jambor, 2001; Straus, 1997; Vockell, 1991). According to Rosen (1997), corporal punishment and other forms of cruel and degrading punishment have been widely favored methods of managing discipline both at home and school.

Since ancient civilization, this type of punishment has been a standard technique of instilling discipline. For many children growing up in the nineteenth and twentieth centuries, corporal punishment was an important component of their education. It was widely considered that it was a non-controversial and universally accepted method of ensuring school discipline. Teachers believe that without corporal punishment, discipline cannot be maintained and that students will be rude to the teacher and fail to learn the discipline to work hard (Kubeka, 2004). Teachers preferred the use of physical punishment in controlling school discipline because it was quick and easy to administer compared to other discipline management approaches, which they believe involve time, patience, and talent, all of which educators sometimes lack.

Sweden was the first country in Europe to prohibit the use of corporal punishment. Sweden was the first country in the industrialized world to establish an express prohibition on corporal punishment, which it did for five years, from 1979 to 1984. Corporal punishment is seen as a cultural tradition in Africa. It is considered an important instrument in the educational process. The legal use of corporal punishment establishes precise guidelines within which the punishment is performed, limiting the potential for abuse. As part of efforts to promote a secure and protective learning environment for children, the Ghana Education Service (GES) officially outlawed all types of corporal punishment of children in schools in Ghana in 2017. The Ghana Education Service released a positive discipline toolkit in January 2019 as an alternative to corporal punishment for all instructors to use.

Some individuals and organizations are advocating for full reintroduction of corporal punishment in Ghanaian schools as a means of enhancing student behavior and learning standards (Abgenyega, 2006). The reasons for the rise in student indiscipline have been varied, and there is debate among Ghana's public on what factors contribute to student indiscipline in schools. Africa is well-known for utilizing corporal punishment as a disciplinary measure in schools, according to the Global Initiative to End All Corporal Punishment of Children (Abgenyega, 2016). For example, 92 percent of girls in Botswana are beaten; 80 percent of girls in Egypt are physically punished, and 88 percent of girls in Togo are physically abused. Despite the fact that the report did not cover Ghana's use of corporal punishment in schools, there is a lot of evidence to imply that it is used. The most popular kind of child discipline used by many parents and teachers is corporal punishment. Many individuals hold the opinion that many homes and schools still use corporal punishment, which causes many kids to play truant. Even though there are numerous laws

and acts, both domestically and internationally, that forbid the use of corporal punishment on children in any setting, the practice is still pervasive in many Ghanaian homes and schools, which many people believe is the root of the children's generally poor wellbeing. Parents, teachers, and religious groups in Ghana have voiced opposition to the policy's adoption banning physical punishment, including caning. Leaders of teacher unions and schools in Ghana debated the perceived effects of caning-free education methods on Ghanaian students based on how teachers saw the practice's elimination. According to Bulmuo (2017), a religious leader in Kumasi (Ashanti Region of Ghana) condemned the GES ban on caning as being against God's divine principles for upbringing children. Also, as reported by Ibrahim (2017) some teachers agitated that they could not totally do away with canes. Such agitations showed the displeasure of various parties regarding the abolition of caning in Ghanaian society. The Ghana education service (GES) has banned the use of corporal punishment and inhumane punishment in schools and introduced new guidelines to deal with all disciples' issues among children. In a letter issued by lawyer, Anthony boateng, the Deputy Director -General of Ghana Education Service (GES) to all regional directors has cautioned against the continued and use of corporal and inhumane punishment in schools.

## **1.2 Statement of Problem**

The Ghana government's decision to make corporal punishment illegal has mixed reactions among teachers. While some teachers applauded the action, many others saw it as an invitation for chaos to take hold in the classroom. Ghana's government, through the Ministry of Education, released a new circular in January 2019 prohibiting corporal punishment in Ghanaian schools. For several years, the Government of Ghana, through the

Ministry of Education and the Ghana Education service, made some effort to enforce a policy to abolish all forms of corporal punishment, at all levels of the education system in Ghana, in line with the United Nations Convention on the Rights of the Child (CRC), which was ratified in Ghana in 1990 and the Children's Act of 1998 (Act 560) (Dery, 2017).

Some teachers claimed that they were not consulted when corporal punishment was outlawed in schools. Similarly, others claim that teachers were consulted little or not at all about their views and opinions on the matter of abolishing corporal punishment. In packed classes, some teachers believed that administering corporal punishment to maintain order was an effective way. They stated that corporal punishment was abolished too abruptly and that they were not given alternative training. Furthermore, according to Ibrahim (2017), some teachers were concerned that they would not be able to completely eliminate the use of canes. Some teachers and those involved in the educational process, use Judeo-Christian perspective ideas to argue that children's folly is better worked out through canning. Mr. Isaac Edumadze, the Central Regional Minister, and Mr. Kwashie Boakye, the chairman of the School Management Committee in Antwiagyekrom, Ghana, for example, both emphasized that partial prohibition of corporal punishment has led to school indiscipline and advocated for its full return (Boakye, 2001). According to Bulmuo (2017), a religious leader in Kumasi (Ashanti Region of Ghana) criticized the Ghana Education Service prohibition on corporal punishment as being contrary to God's divine laws for child rising. Despite the Government's objective of abolishing corporal punishment in schools, some teachers continue to practice it. Mr. Jacob Kor, the Director-General of the Ghana Education Service (GES) at the time, issued a statement warning teacher to follow the

direction and refrain from using corporal punishment on students, or face disciplinary action (Ayitey, 2018).

Many countries, including the United Kingdom, have stopped using corporal punishment due to its negative effects (Agbenyega, 2006), and Ghana has also banned the practice of inflicting physical pain as a form of punishment, but some teachers in Ghana, including Wassa Amenfi teachers, continue to use it as a form of punishment. The cane is a common type of corporal punishment used by teachers in Ghana to publicly punish students. When teachers cane students, it instills fear in them and violates their fundamental rights to human dignity and physical integrity (Agbenyega, 2006). However, it is perceived as fostering discipline and facilitating learning among students (Ame, 2011). In Ghana, there has been a paradigm shift in the management of discipline cases, with the widespread promotion of alternate modes of disciplining students. However, the practice has not been entirely eradicated, as there are indications that it is still widespread.

Various stakeholders in education sparked public debates in response to the adoption of the policy to prohibit corporal punishment, citing the imagined implications of education practices free of canning for Ghanaian children. The primary source of the teachers' dissatisfaction was their students' disruptive behavior. The teachers' dissatisfaction was mostly due to their students' disruptive behavior, as well as their impression that their authority had been taken away. As a result, it is hardly surprised that teachers thought corporal punishment was straightforward and quick to apply (Kubeka, 2004). Teachers' perceptions may influence how they act, either favorably or adversely, because teachers play a key role as educators and disciplinarians, and in order to fulfill these roles, they sometimes resort to physical punishment (Youssef et al., 1998). Following the

pronouncement of the prohibition, Ghana has actually seen an increase in indiscipline actions and unrests in both Junior and Senior High Schools (Yeboah et al., 2020). Parents and educators are now concerned about these issues. The overall impact of student disobedience has unquestionably led to the damage of school facilities and even the deaths of students and staff (Musa & Martha, 2020; Kosgei, 2020). The Conference of Heads of Senior High Schools bemoaned the recent incidents of misbehavior in their schools at their 2020 annual general conference and accused the Ghana Education Service (GES) and Minister of Education (MoE) for their unilateral decision to end corporal punishment in schools without full consultation with important stakeholders. There is no denying that the elimination of corporal punishment has had a detrimental effect on classroom management (Yeboah et al., 2020). In reality, due to a lack of order, murky rules, and students' irresponsible behavior as a result of the prohibition of corporal punishment, teachers in Ghana are often dissatisfied, demoralized, and worn out (Yeboah et al., 2020). Musa and Martha (2020) attest to the fact that students disrespect teachers and bring lethal weapons to class, risking everyone's safety. Teachers, parents, education professionals, and school administrators all argued that none of the individuals involved appeared to comprehend the evidence that the opposing side was relying on to support its position (Yeboah, Dabone, & Mensah, 2020). Actually, Dr. Matthew Opoku Prempeh, the then-minister of education, released a statement giving parents the authority to deal with teachers who used corporal punishment on their children as a method of correcting misbehavior, which set off discussions over the abolishment. Some people involved in education were of the opinion that this command was unkind and that doing away with physical punishment from our classrooms would only encourage children to act out and, as a result, degrade societal



moral standards. They contend that no other form of discipline can dissuade misbehavior as well as caning (Seisa, 2020). Although corporal punishment is prohibited by law in Ghana, some teachers have found it difficult to implement the ban in their classes by introducing alternatives. Also, it is not clear why some teachers in Ghana used corporal punishment despite government banned corporal punishment in Ghana. This study therefore sought to determine teachers' perception about the prohibition of corporal punishment and also to explore alternative corrective measures used by teachers in place of corporal punishment in Wassa Amenfi West Municipality.

### **1.3 Objectives of the Study**

The main objective of the study is to determine the perception of teachers towards the ban on corporal punishment in basic schools in Wassa Amenfi West Municipality.

#### **1.3.1 Specific Objectives**

1. Examine the perceptions of teachers about the ban on corporal punishment in basic schools.
2. Examine the teachers' views about how the ban on corporal punishment is affecting their work as teachers.
3. Determine alternative measures, instead of corporal punishment, used by teachers in basic schools.

### **1.4 Research Questions**

The study seeks answers to the following research questions:

1. What are the perceptions of teachers about the ban on corporal punishment in basic schools?
2. How is the ban on corporal punishment affecting the work of teachers?
3. What alternative measures, instead of corporal punishment, are used by teachers in basic schools?

### **1.5 Significance of the Study**

This study reveals the teacher's perception toward the ban on corporal punishment in Wassa Amenfi Municipality, which will aid education planners and curriculum designers in organizing deliberately seminars, conferences, workshops, and symposiums in Wassa Amenfi Municipality where experts could be invited to teach teachers about the modern issues and changes in education in terms of discipline. This research has practical implications since it would assist policymakers in developing ways for disseminating discipline materials to schools and also teachers on alternatives to corporal punishment in the classroom when it comes to student behavior management. The results of the study will also be useful to teacher training colleges and the Faculty of Education in the universities to impart skills necessary in enhancing discipline in schools. This study, therefore, has come to fill this gap in order to contribute additional knowledge to the existing literature on the subject.

### **1.6 Delimitation of the Study**

The study focused on basic public schools in Ghana's Western Region's Wassa Amenfi West Municipality. Furthermore, the study was limited to basic school teachers in Wassa

Amenfi West Municipality. The study also focused on both quantitative and qualitative research approach in terms of methodology.

### **1.7 Limitations of the Study**

The current study was limited to a small sample size of basic school teachers in Wassa Amenfi West Municipality who volunteered to participate in the study. Therefore, the research study had limited generalizability to other settings of teachers in Ghana. The study made use of questionnaire but due to close ended nature of some of questions, respondents could not express their view on certain subjects asked in the questionnaire. For the unstructured questions, most of the respondents were a bit hesitant in answering the questions. Time constraint was another problem encountered in the project. The researcher found it very difficult to effectively combine the research work and job activities. Lastly, some of the teachers felt reluctant to give information and some did not respond to all the question in the questionnaire given to them.

### **1.8 Organization of the Study**

This study is organized into five chapters. Chapter one, the introduction section contains background information to the study, the statement of the problem, and the objectives of the study, justification, limitations, delimitation and the organization of the study.

Chapter two, which is the literature review covers discusses the theoretical framework and conceptual issues surrounding corporal punishment, such as the definition of corporal punishment, its use in schools, the prevalence of corporal punishment in Ghana, teachers'

perception toward corporal punishment, guidance and counseling in schools, alternatives to corporal punishment, conceptual framework and a summary of the reviewed literature

The methodology section in Chapter three highlights the research design, the target population, sample of the study and sampling techniques, research instruments, validity and reliability, data collection procedure and data analysis procedure. Chapter four comprises data analysis and interpretation and Chapter five comprises the research summary, conclusions and recommendation of the study and further areas for research.



## CHAPTER TWO

### LITERATURE REVIEW

#### **2.0 Introduction.**

This chapter reviewed the literature on teachers' perception toward the ban of corporal punishment in the classroom. It discusses the theoretical framework and conceptual issues surrounding corporal punishment, such as the definition of corporal punishment, its use in schools, the prevalence of corporal punishment in Ghana, teachers' perception toward corporal punishment, guidance and counselling in schools, alternatives to corporal punishment, conceptual framework and a summary of the reviewed literature.

#### **2.1 Theoretical Framework**

##### **2.1.1 The social learning theory**

The theoretical framework underpinning this study is the social learning theory (Bandura, 1978). To comprehend and evaluate educators' attitudes, knowledge, and beliefs concerning physical punishment as well as to ascertain why school personnel use violence as a form of discipline, Bandura's social learning theory will be used as the theoretical foundation. Bandura's social learning theory places a strong emphasis on observational learning-modeling, according to Bezuidenhout (1998). Learning by imitating other people's behavior is referred to as modeling. Additionally, the social learning theory asserts that people pick up violent behavior by direct reinforcement or example, according to Higson-Smith (2006). According to the social learning theory, punishment is used to deter and even outlaw some actions.

Punishment is not viewed as a behavior; rather, it serves as a learning process mediator (Bandura 1977; Skinner 1976). Punishment, according to Bandura, can act as a stimulus or reinforcer during the learning process. Positive and negative punishment are both possible for individuals. Positive punishment and negative reinforcement are sometimes confused. Taking away something unpleasant in order to make a response stronger is known as negative reinforcement. Bandura (1977) defined positive punishment as the addition of something unpleasant to change behavior. Social learning theory's guiding principles stress how environment and cognition affect the behavior that is practiced and then modeled. According to this theory, Bandura (1997) recognised that environmental, behavioral, and cognitive effects on children regularly interact to shape their behavior. The idea of modeling necessitates observing other people in the surroundings to determine how new behaviors are taught and fostered. Invoking Bandura (1978), Felson and Lane (2009) highlighted that youngsters develop symbolic images of the molded behavior from exposure to the environment, which in turn influences their behaviors. Children's thoughts and eventual imitative behavior, whether socially acceptable or not, may be influenced by molded behavior.

The theory highlighted that environment can have a positive or negative impact on behavior and that it is learned in social institutions. Because it highlights how important it is for schools to offer a suitable atmosphere for teaching and learning, this theory is pertinent to the research at hand. Positive communication should be required in classrooms rather than physical punishment. Bandura contended that behavior is carried out in the absence of external rewards and punishments, and that self-regulation is the key to managing the majority of our daily behaviors. Schools should therefore discourage harmful

peer pressure and promote students' authenticity rather than encouraging them to seek approval from their peers.

As a result, stakeholders should avoid using corporal punishment to discipline pupils and instead make sure that the school atmosphere is favorable to learning healthy behavior. The theoretician also emphasized that punishment should be given swiftly and fairly in order to stop the undesired behavior. This suggests that educators should follow the suggested implementation procedures rather than abuse them as is now the case. Social learning theory stresses that behavior may be influenced, which can lead to new kinds of discipline for their kids instead of the use of corporal punishment, making it relevant to the subject. This notion can also be used to inform and persuade individuals in various cultures to alter some of their disciplinary practices. This may cause their society's perceptions on corporal punishment to shift.

## **2.2 Conceptual Issues of Corporal Punishment**

### **2.2.1 Definition of Corporal Punishment**

The term “corporal” is any punishment meted out to the body, including assault or any other action meant to induce suffering or humiliation (Scare, 2003). According to McGrath (1999), a teacher's incompetence is the cause of corporal punishment. The finest discipliner was a teacher who could maintain complete silence in a room (Warner, 1965). Promotions for teachers were regularly given based on their capacity to keep things in check.

Corporal punishment occurs when a teacher or "adult-in-charge" at a school intentionally causes harm to a child to stop that child's bad conduct and/or words. Such punishment often aims to terminate the wrongdoing, prevent it from happening again, and serve as a warning

to others. According to Dayton (as cited in Andero & Stewart, 2002), with corporal punishment, the adult generally hits different parts of the child's body with a hand, or with canes, paddles, yardsticks, belts, or other devices designed to induce pain and panic. Official sanctions for misbehaving in school involve hitting a student repeatedly at a ceremony that is typically meticulous and premeditated. A less common option would be to spank the student on a particular part of their body or hand. According to Orentlicher (as cited in Andero & Stewart, 2002), punishment can involve spanking, shaking, choking, excessive exercise, and confinement in an uncomfortable space. Typically, punishment is meted out for both violent and non-violent acts, such as having cigarettes, talking in class, cursing, throwing food, and failing to finish assignments.

Salama demonstrates how ineffective school management and a fluctuation between being too lenient with some children and too harsh with others cause pupils to become aggressive, which then increases the frequency of using corporal punishment to address their conduct (Salama, 2000). Salama goes on to say that the school should start communicating with parents on a regular basis so that they can agree on fair methods of punishing and rewarding pupils. On its positive and negative effects on children, corporal punishment has been a subject of debate time and again.

Defenders of corporal punishment said that maintaining discipline in schools requires the threat of physical force. They also emphasize how using corporal punishment to enforce rules results in rapid cooperation (Nakpodia, 2012). The opponents of corporal punishment, however, do not discount the importance of discipline in creating a conducive learning environment; instead, they focus primarily on the detrimental effects of corporal



punishment on physical, psychological, and intellectual development. They contend that using corporal punishment causes more harm than good (Kilimci, 2009).

### **2.3 Corporal Punishment in Schools**

Most teachers believe that punishing students is the best way to motivate them to behave more appropriately, but they are mistaken because the improper act or behavior is only prevented for a short time. In fact, the long-term consequences of this type of punishment are either a reaction against it, as most pupils do, or a submission (Human Rights Watch, 2008).

Comparing research from the Global South across contexts is challenging because of the use of various definitions and measurements of corporal punishment and its potential effects (Ripoll-Nez & Rohner, 2006). Since most quantitative studies currently conducted use cross-sectional data, it is hard to completely rule out the potential of reverse causality (Gershoff, 2002; Alyahri & Goodman, 2008). For instance, a study of urban primary school students in Jamaica found that students who reported receiving corporal punishment from teachers performed much worse on arithmetic, spelling, and reading exams, while the relationship between the two could not be established (Baker-Henningham et al., 2009). A child may be beaten because of low exam score, or a child may do worse on tests as a result of being beaten.

According to United Nations survey in 2008 to assess the use of corporal punishment, 35000 school children in Pakistan drop out of school each year as a result of corporal punishment. Such school beatings are also to blame for one of the world's highest dropout rates, which stands at 50% throughout the first five years of study. When a student decides

to leave school early, it's referred to as "dropping out." The United Nations study emphasizes the detrimental impact of corporal punishment on young children's schooling. Pupils who drop out of school have nothing to show for their time there because they don't have a graduation certificate to prove that they went to school (Ajaja, 2012). As a result, these people are unable to participate in crucial social decision-making processes like politics. Students may also be treated inconsistently if they get corporal punishment for misbehaving at school but not at home. Such disparity between the home and the classroom might be the cause of school dropouts associated with corporal punishment.

#### **2.4 Prevalence of Corporal Punishment in Ghana.**

Ghana still uses the practice of inflicting physical harm as a sanctioned form of punishment, despite the fact that many nations, like the United Kingdom, have abandoned the practice because of its detrimental repercussions (Agbenyega, 2006). In Ghana, teachers frequently use the cane as a form of corporal punishment when disciplining students in front of others. While caning students violates their fundamental rights to respect for their human dignity and bodily integrity, it is misunderstood as fostering discipline and promoting learning among students (Agbenyega, 2006; Ame, 2011).

In the late 1970s, Ghana Education Service (GES) prohibited corporal punishment in schools by most teachers, yet allowed headteachers, or their assistants, to administer it to children. This was done when it was discovered that some teachers were misusing it and hurting children physically (Agbenyega, 2006; Ame, 2011). Ghana Education Code of Discipline for second-cycle schools, which is based on the Education Act (1961), allows for up to six canning strokes of caning administered by the headteacher or another person authorized by the head. For instance, the use of corporal punishment in two primary

schools in Ghana's Greater Accra District is examined by Agbenyega (2006). He found that most teachers use corporal punishment on a weekly, if not daily, basis to enforce school rules. Among the actions that might lead to corporal punishment are lateness, poor academic performance, and failure to complete a required school task. Furthermore, the results showed that most of the teachers in both schools who punished such pupils physically were hesitant to stop. In some instances, corporal punishment is used as a method of critiquing children without addressing the underlying causes of the symptoms or behaviors. This is because there are many reasons why students could be absent from class or do badly in it. Gershoff (2002) asserts that corporal punishment results in increased violence, a decline in moral internalization, and a worsening of mental health.

According to Cryan (1995), the psychological effects of corporal punishment might be just as harmful as its physical effects. An incident at the Adisadel College (all-boys high school) on March 16, 2008, demonstrates the negative effects of corporal punishment on some students. A student fell to his death from the fourth story of the school's freshly finished classroom building in order to avoid receiving corporal punishment by the senior housemaster, who had gone to the block to find pupils who had not attended a church service.

Before a committee established by the minister of education to look into the event, a student witness said that "some of the consequences issued to pupils are unduly harsh." According to the committee's findings, "there was evidence of fear on the part of students, that those who reported late for the common church service on Sunday 16th March 2008 were being caned by the tutors as punishment". The implications and effects of corporal punishment

are usually disregarded despite such dramatic results, since it seems to have become commonplace in Ghana.

To illustrate the prevalence and acceptance of corporal punishment in Ghana, let's look at a 2006 media reportage by Ghana online that took place in a suburb inside the metropolitan of the country's capital. Some people and groups are pushing for its complete reinstatement in Ghanaian schools as a way to enhance pupil conduct and academic performance (Abgenyega, 2006). If this occurs, some of the teachers who are now prohibited by law from using corporal punishment on kids may start doing so. The fact that corporal punishment is still legal at home in Ghana may be one of the reasons why people are demanding for it to once again be available to all teachers in schools.

The Ghana Children's Act (1998) allows for some "reasonable" and "justifiable" punishment of children, stating in article 13(2) that "no correction of a child is justifiable which is unreasonable in kind or in degree according to the child's age, physical and mental condition, and no correction is justifiable if the child is incapable of understanding the purpose of the correction due to tender age or otherwise." Children have limited protection from violence under the Criminal Code (1960, amended 1998), the Constitution (1992), and other provisions in the Children's Act. The words 'reasonable' and 'justifiable' in the 1998 Children's Act seems to be interpreted as giving room for, rather than prohibiting, corporal punishment. But policies still need to close the gap between theory and practice.

Despite these initiatives, Ame (2011) comes to the conclusion that children in Ghana "live in permanent terror" because "the cane has been a symbol of punishment in Ghana for a very long time, to the extent where many people regard it as the only method of discipline. Ibrahim (2015) claims that one important aspect of Ghanaian families is that the majority

of parenting is not solely the responsibility of the biological parents because many city dwellers ask their rural relatives for help with parenting, and rural residents depend on their wealthy urban relatives for financial support. This blurs the distinction between more traditional parenting and modern urban conventions. Ibrahim (2015) contends that previous to the establishment of British dominance through colonialism, Ghana was not a unified state but rather a varied ethnic society with a variety of social and cultural systems. According to the Global Initiative to End All Corporal Punishment of Children (2017), 90 percent of Ghanaian children between the ages of 2 and 14 received corporal punishment or psychological violence from their parents or other caregivers between 2005 and 2006. In actuality, seven out of ten children (70 percent) between those ages are subjected to corporal punishment, with 10% of them receiving severe corporal punishment. Psychological aggressiveness was reported by a whopping 88 percent of children.

According to a 2008 survey of 4164 children, 71 percent of them were subjected to some type of corrective force at school, while 81 percent were subjected to it at home. Corporal punishment imposed on students by teachers has been experienced or witnessed by 94 percent of the sample population. The number of children aged 2 to 4 who are subjected to some type of aggressive discipline (corporal punishment and psychological violence) at home increased by 4% between 2010 and 2011. The percentage of children who are subjected to corporal punishment has climbed to 73%, with severe corporal punishment increasing to 14%. The percentage of youngsters who have experienced psychological aggressiveness has also risen by 1%. As evidenced by the figures above, Ghanaian homes and schools frequently use corporal punishment.

## **2.5 Teacher's Perception about Corporal Punishment.**

Many Kenyan teachers, according to UNESCO (2001), think that schools would become chaotic without corporal punishment. The students were considerably more unruly when they got to high school. Teachers feel that corporal punishment is one of the few corrective methods accessible to deal with large class numbers. According to Agbenyega (2006), who examined the use of corporal punishment in two primary schools in Ghana's Greater Accra District, a vast majority of teachers [94 and 98 percent] employ corporal punishment to enforce school rules. The results also indicate that the majority of teachers at both schools punish students physically when they behave badly in class. This means that students who are not formally identified as having a specific learning disability may experience frequent punishment for poor performance. This finding's high percentage of teachers from all the schools expressing a wish to continue using corporal punishment in the classrooms is another startling feature.

In some cases, physical abuse by teachers led to severe and long-lasting harm. Children are regularly punished by their teachers by being given difficult activities, including running far distances or pulling up tree trunks. Gladwell (1999) discovered a sense of helplessness among teachers in a survey of their opinions on corporal punishment after it was outlawed in South African schools. He connected this feeling to students' disruptive behavior and the teachers' belief that their authority had been reduced. The attitudes of the teachers show that they lacked the necessary skills to keep the peace in the classes without resorting to corporal punishment. A survey by Agbenyega in 2006 (as described in Kilimci, 2009, p. 243) found that the majority of teachers use corporal punishment to uphold school discipline and have indicated a desire to keep utilizing painful punishment on disruptive

children. Teachers are in charge of both teaching lessons and using a range of techniques to discipline pupils' behavior. They regard themselves as the parents' immediate representatives. They considered corporal punishment to be one strategy for raising students' academic achievement and assisting them in becoming better citizens of the nation. Parents and teachers making this unfounded belief about corporal punishment can seriously harm a child's future development and quality of life.

Studies on teachers' thoughts on the outlawing of corporal punishment reveal that they are frequently frustrated, discouraged, and worn out in South Africa. In a prior study, Naong (2007) stated that the current status of teaching in South Africa is characterized by incredibly challenging circumstances, in particular, i) the incidence and impact of stress, ii) low morale, and iii) the number of teachers departing or planning to leave the profession.

Similarly, Gold and Roth (1994, p. 5) listed a number of reasons they claim contribute to teachers' high dropout rates, demoralization, and stress levels. These include (i) poor student behavior and disinterest, (ii) a lack of interpersonal and financial support, (iii) insufficient funding, (iv) pressure from the reform movement, (v) a lack of community support, (vi) a negative perception of the profession, and (vii) role ambiguity. Additionally, Brown and Ralph (1994, p. 13) identified five categories of these causes, including (i) relationships with students, such as changes in student attitude and motivation or perceived lack of discipline; (ii) relationships with colleagues, such as personality conflicts; (iii) relationships with parents and the larger community, such as poor pay and status, media bashing; (iv) school management and administration, for example, lack of staff development to meet new job demands; (v) innovation and change, for example, lack of information and resources to support and facilitate change, and (vi) time factors, for



example, an increase in educational demands outside of school time, which may cause conflict with family and friends.

## **2.7 Alternate to Corporal Punishment**

The majority of educators are confronted with discipline issues that are beyond their knowledge and experience. Teachers, researchers, and educators have endeavored to discover a solution in answer to this demand. A number of techniques have been established in schools in England and Wales (Blandford, 1998).

### **2.7.1 Peer Mediation**

This is when staff encourages and gives room to selected and trained kids to mediate the less challenging of inter-pupil conflicts. Two or more students in disagreement may be invited by mediators to retire from the audience to a more private location where they can discuss the facts, feelings, and possibilities in confidence and come up with a collaborative solution that they are willing to implement. Pupils can be taught that dispute resolution does not have to be violent by emphasizing personal responsibility and carefully considering conflict resolution options.

Schools Outreach is a non-profit organization that trains pastoral care specialists to look after the well-being and personal development of students. Pastoral care personnel are assigned to schools to supplement the relationship between parents, teachers, and the children under their supervision. Inside the friendship afforded to every kid, a school outreach worker serves as a non-official adult in the school with no official authority within the school organization. Encouragement and motivation of students toward personal wholeness will be provided, as well as ongoing attention to the child's developing abilities,



stimulation of an enthusiasm for positive interpersonal relationships, promotion of health and well-being, and prevention of personally and socially destructive behavior.

### **2.7.2 Punish immediately and consistently, but not frequently.**

Punishment must take place soon after the inappropriate behavior for it to be effective. Make sure you don't have a lengthy list of things to punish, but don't alter your mind about what should be punished on a daily basis. A student who receives discipline every day may come to believe that they are a nasty person.

### **2.7.3 Choose appropriate, effective punishments.**

Choose a punishment that, as much as possible, follows the transgression naturally (for example, "you can't play with the toys for the rest of the day if you didn't pick them up"). Try something else if a particular "punishment" doesn't work even after being used frequently and isn't "punishing" your student.

### **2.7.4 Give learners the opportunity to succeed**

We have heard the adage, "success breeds success." Students who are confident in their abilities to succeed will learn more effectively. Some long-standing traditions could make some students feel superior while making other students feel inferior or frustrated. For instance, only acknowledging those learners who obtain A aggregates as opposed to those learners who have worked to their best ability and achieved what is for them the equivalent of an A symbol may be frustrating to a learner who worked hard.

### **2.7.5 Know your learners and focus on relationship building**

Create a relationship of trust in which students are valued, understood, and accepted for who they are. Be sincere, ask about their health if they have recently been ill, learn about their lives, strike up a conversation with them, demonstrate your concern for them, and make time for them. Remember their names. Get to know them. Note who craves attention and who does not. Reach out to everyone, but particularly to those who belong to cliques or other social groupings, including gangs. Send an inclusive message and lay the foundation for transparent lines of contact.

### **2.8: Conceptual Framework**

This researcher developed a conceptual framework as presented in Figure 2.1. Form of corporal punishment administered by teachers in schools and parents at home may involve; pinching, kicking, scratching, burning, scalding, slapping, or even wiping with wooden objects which leads to physical harm. Teachers use spanking, beating, slapping, kicking, scratching, and pulling hair in order to maintain discipline in schools to ensure character building, behavior modification and generate respect. However, corporal punishment administered by teachers may lead to negative outcomes or output in the lives of the learners. These negative outputs may lead to antisocial behavior, enhanced aggression, and gross violation of child rights. The negative outcomes could leave debilitating and longer-term emotional and physical scars in children which then will lead to high school dropout.

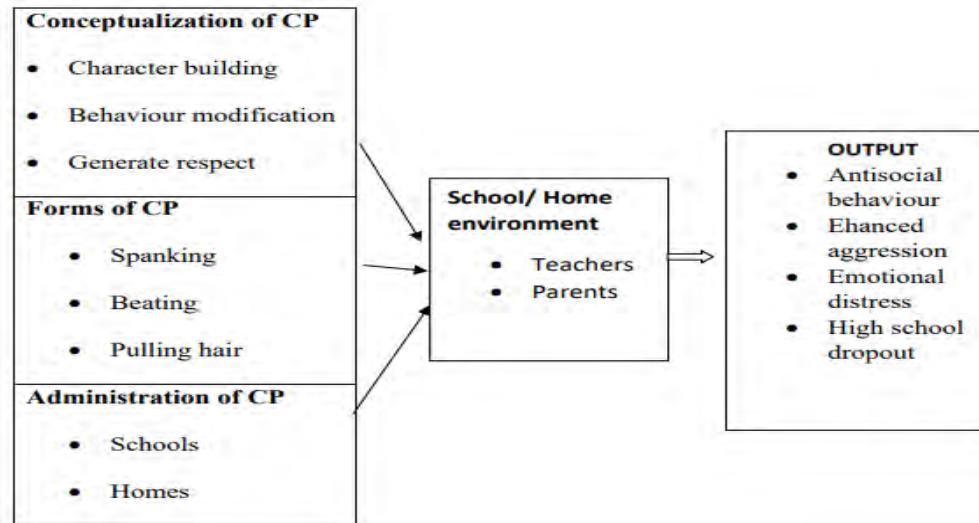


Figure 2.1: Conceptual framework on practice of corporal punishment

## 2.9 Summary of the Reviewed Literature

The literature reviewed focused on the key variables in the research topic, as well as the objectives of the study. There were theoretical and empirically reviewed to reflect the views of experts and researchers in the line of perception of teachers towards the ban on corporal punishment. It focused on definition of corporal punishment, its use in schools, the prevalence of corporal punishment in Ghana, teachers' perception toward corporal punishment, and alternatives to corporal punishment. In this chapter, we learned about a group of people that represent the school of thought believe that corporal punishment has both positive and harmful effects on children. Corporal punishment has been a subject of debate time and again. Several studies have been done on corporal punishment. For example, a study done by Sesema (2019) in Ghana explored students' perception on the contribution of corporal punishment to discipline and human development. Mugambi (2009) explored the extent of the use corporal punishment in secondary schools in Kenya. Moreover, Kimici (2009) examined teachers' perception on corporal punishment as a

method of discipline in elementary schools in Turkey. From the studies being reviewed, majority of the research studies focus on the students and teachers' perception on the use of corporal punishment in school. However, in Ghana, limited literature has been done on the perceptions of basic school teachers on the ban of corporal punishment. It is from this ground that makes this study to bridge the existing gap.



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

An important feature of the research is the use of scientific methods. The validity of the answers one finds to the research questions rest on how the answers were found. This chapter seeks to systematically outline the methods and materials that will be employed in the study.

#### 3.2 Research Design

The mixed methods research design was employed for this study. This approach combines qualitative and quantitative approaches to gather and analyze data. It allows for a more comprehensive understanding of the research question. Although many designs exist in the mixed methods approach, this study used convergent parallel mixed design method. Convergent parallel mixed methods is a form of mixed methods design in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. In this design, the investigator typically collects both forms of data at roughly the same time and then integrates the information in the interpretation of the overall results. Contradictions or incongruent findings are explained or further probed in this design.

#### 3.3 Population

The population for the study was 720 basic school teachers from the public schools in Wassa Amenfi West Municipality. This comprised both male and female teachers in the Municipality. The population was chosen because it was presumed that the public basic

school teachers in the Municipality possessed professionally trained teachers in education who were presumed to have gained relevant knowledge in teaching and learning. They were therefore in a position to implement the ideas, methodologies, and strategies of instruction in the classroom.

### **3.4 Sample and Sampling Technique**

The sample size is usually a subset of the entire population of interest to the researcher. This sample should have identical characteristics to the rest of the population (Creswell & Creswell, 2018). The sample size for the study was 180 respondents, which represented 25% of the population size. The choice of the sample size was based on the recommendation of Creswell (2014) that at least, 25-35% of the population can be used for the study, hence the sample can be generalized to the entire population. A simple random sampling technique was used to select eighteen (18) public basic schools, which was approximately 25 % of the total number of public basic schools in the Wassa Amenfi West Municipality. Simple random sampling was also used to select teachers from the selected basic schools by first writing the names of the teachers from each school on the pieces of paper and were placed in a container after which 10 (ten) teachers were picked randomly without replacement from each selected school. The choice of simple random sampling was used since it allows for a fair representation of the population. In this case, every participant has the chance of being selected to partake in the study.

### **3.5 Data collection**

A self-designed questionnaire was used for the study. The questionnaire was designed based on the objectives of the study and meant to elicit relevant information from the

respondents concerning the phenomenon under investigation. The questionnaire was made up of three (4) sections. Section A had four (4) items that contained demographic information about the respondents, such as their age, gender, teaching experience, and professional qualifications. Section B had eight (8) that explored the perception of teachers about the ban on corporal punishment in basic schools. Section C examined teachers' views on how the ban on corporal punishment is affecting their work. In order to obtain information on the perception of teachers regarding the ban on corporal punishment and teachers' views on how the ban on corporal punishment is affecting their work, statements made in the questionnaire in the form of a seven (7) Likert scale was used. The instrument for data collection was a 5-point modified Likert-type response options in which respondents were asked to rate their responses on each of the items. Strongly Agree (5 points), Agree (4 points), Undecided (3 points), Disagree (2 points), and Strongly Disagree (1 point) were used to explore the perception of teachers about the ban on corporal punishment while Strongly Agree (5 points), Agree (4 points), Disagree (3 points), Strongly Disagree (2 points) and undecided (1 point) were used to examine teacher's view's on how the ban on corporal punishment is affecting their work. Section D of the questionnaire consisted of unstructured items where the respondent was required to give their own opinions based on the alternative measures, instead of corporal punishment, used by teachers in basic school to ensure discipline.

### **3.6 Data Collection Procedures**

Since the study involves human beings, the ethical principle was adhered to during the data collection. The researcher obtained an introductory letter from the Head of Department, Educational foundation, University of Education, Winneba and present copies of the

introductory letter given from the head of Department to the school authorities and then for the main data collection. The researcher personally visited the school to familiarize himself with the school authorities and inform them about the purpose of the study and their expected role during the data collection. The purpose of this introductory letter was to solicit for cooperation and to create the needed rapport with the teachers and the school authorities.

Confidentiality of the respondents was maintained as required and the respondents were made aware of the fact that their participation was voluntary since they are free to decline at any time during the study. The questionnaires were then distributed to the teachers after which the researcher ensured independency as they responded to the questionnaire. Each respondent spent within 10-20 minutes on the questionnaire. The researcher self-administered the questionnaire to the respondents in their respective classes. After the respondents responded to the questionnaire, they were personally collected back by the researcher and kept in a safe.

### **3.7 Validity and Reliability of the Instrument**

Face, content, and construct validity procedures were used to validate the questionnaire. Non-statistical approaches such as peer and expert reviews were used to assess the content and construct validity (Cohen et al., 2007). First, face validity of the instruments was ascertained by effecting the comments of my supervisor, who is an expert in the field of education. The initial instrument was given to a measurement and evaluation expert to check the structure, layout and conformity to the research objectives and questions or hypothesis and item construction procedures. Content validity on the other hand was ensured with the assistance from my supervisor who is well grounded in education. The



supervisor assessed the instrument in relation to the research objectives in determination of how well an item measures what it is intended to measure validity. To establish the instrument's reliability, a pilot study was conducted with a total of 8 teachers from three basic schools in the Wassa Amenfi West Municipality. Also, the views, comments, additions and deletions that were raised as a result of the pre-testing was affected. The pre-testing helped to determine how consistent the results of this study were when used in another setting under similar test conditions (Cohen et al., 2007).

### **3.8 Data Analysis Procedure**

This section contained a description of the statistical technique that was used in analyzing the relevant data that was collected. In order to make meaning to the data collected, both quantitative and qualitative methods of data analysis were used. Descriptive statistics such as frequency distribution, and percentages were used to analyze perception of teachers towards the ban on corporal punishment. Teachers' views on how the ban on corporal punishment is affecting their work were also analysed using descriptive statistics such frequency and percentages. Responses concerning alternative measures used by teachers instead of corporal punishment in basic schools were sorted according to themes and issues important to the study. The researcher then analysed the codes and identified common emerging themes. The findings were discussed in relation to relevant literature.

### **3.9 Ethical Considerations**

The rights of respondents and other parties participating in this study were treated with extreme caution at every level. At various stages of the study, the following considerations were made to promote and protect the rights and interests of participants. An introductory

letter from the Department of Educational Foundation, UEW was provided to the school authorities as part of the procedure to acquire entry to the school. The letter helped in gaining access to the basic schools' teachers and establishing rapport with them. The participant was informed of their ability to refuse to participate in the study at any time if they thought it was acceptable to do so. Participants' privacy and anonymity were protected by being instructed not to submit their names on the survey. The goal of the study, along with how results would be communicated and/or utilized after the study, was described orally before each session in an effort to ensure that participants were informed before signing the forms of informed consent. Participants were orally guaranteed that any data or information gathered from them would be handled in a confidential manner.



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter presents the findings of the study. It also analyses and discusses the findings. The first part gives the demographic background of the respondents. The findings, analysis, and discussions are presented in the contexts of specific objectives i.e., to explore the perception of teachers about the ban on corporal punishment in basic schools.; to examine teachers' views about how the ban on corporal punishment is affecting their work; and to determine alternative measures, instead of corporal punishment, used by teachers in basic schools.

#### 4.2 Demographic Background of the respondents

Data collected from demographic information is represented in the tables and figures below. Demographic questions included the age, sex, the highest education qualification, and years of service rendered as a teacher.

*Table 1: Demographic distribution of the teachers*

Variable	Sub-scale	Frequency	Percentage (%)
<b>Gender</b>	Male	51	51.5
	Female	48	48.5
<b>Age</b>	20-29	37	20.5
	30-39	99	55.0
	40-50	34	18.9
	Over 50	10	5.6

*Table 1 continued*

	Diploma	51	28.3
	Bachelor in Education	70	38.9
<b>Professional qualification</b>	BA with PGDE	20	11.1
	BSc with PGDE	21	11.7
	BA with Diploma	4	2.2
	Master in Education	12	6.7
	Others	2	1.1
<b>Teaching experience</b>	1- 10	50	27.7
	11-20	102	56.6
	21-30	45	25.0
	Over 30	30	16.7

Source: Field Survey (2022).

The statistics provided in the Table 3 show that the majority of the respondents were male which is 51.5 %, while 48.5 % are females. According to the data, 20.5% of the teachers were between the ages of 20 and 29, 55.0% were between the ages of 30 and 39, 18.9% were between the ages of 39 and 50, and 5.6% of responders were beyond the age of 50. The vast majority of responders were found to be between the ages of 20 and 39. This suggests that the majority of the teachers in the study are still young or in their working years. Additionally, the table above shows that 51 (28.3%) of the teachers had a diploma and 70 (38.9%) had a bachelor's degree in education. Those with a bachelor's degree in science and a postgraduate diploma in education accounted for 21 (11.7 %), while those with a bachelor's degree in arts and a postgraduate diploma in education were (2.2 %).

There were 12(6.7%) teachers having a master's degree in education. The results show that majority of the basic teachers had a bachelor of education certificate.

It is also evident from Table 1 that 27.7% had teaching experience ranging from one to ten years, 56.6 % had teaching experience ranging from eleven to twenty years, and 25.0 % had teaching experience ranging from twenty-one to thirty years. 16.7% had been teaching for more than 30 years. Because the majority have been teaching for more than ten years, the teachers are relatively experienced.

### 4.3 Research Questions and Discussion of Results

**4.3.1 Research Question One:** The first research question sought to explore the perception of teachers about the ban on corporal punishment in basic schools.

To establish teachers' perception of the ban on corporal punishment, the teachers were provided with predetermined responses in which they were expected to indicate whether they 1) strongly agreed, 2) agreed, 3) undecided, 4) disagreed, or 5) strongly disagreed with. The result is presented in Table 2.

**Table 2: Perception of teachers about the ban on corporal punishment in basic schools**

Statement	Strong Agree	Agree	Undecide	Strongly Disagree	Disagree
It is the absence of corporal punishment that has increased student's misbehavior.	71 (39.4%)	74 (41.1%)	8 (4.4%)	17 (9.4%)	10 (5.6%)
The ban on corporal punishment empowered students to look down upon teachers.	64 (35.6%)	57 (31.7%)	12 (6.7%)	26 (14.4 %)	21 (11.7%)

Table 2 continued

Statement	Strong Agree	Agree	Undecide	Strongly Disagree	Disagree
It is the absence of corporal punishment that has increased student's misbehavior.	71 (39.4%)	74 (41.1%)	8 (4.4%)	17 (9.4%)	10 (5.6%)
The ban on corporal punishment empowered students to look down upon teachers.	64 (35.6%)	57 (31.7%)	12 (6.7%)	26 (14.4%)	21 (11.7%)
Banning of corporal punishment has increased violence in schools.	73 (40.6%)	51 (28.3%)	18 (10.0%)	22 (12.2%)	16 (8.9%)
Students will learn better when corporal punishment in schools is allowed.	48 (26.7%)	54 (30%)	29 (16.1%)	24 (13.3%)	25 (13.9%)
Other methods of maintaining discipline in schools besides corporal punishment are effective.	38 (21.1%)	47 (26.1%)	29 (16.1%)	44 (24.4%)	22 (12.2%)
The ban on corporal punishment would cause school children to be out of control in school.	43 (23.9%)	63 (35.0%)	21 (11.7%)	27 (15.0%)	26 (14.4%)
The ban on corporal punishment serves no purpose in schools.	50 (27.8%)	53 (29.4%)	20 (11.1%)	30 (16.7%)	27 (15%)
Teachers have no authority in schools because of the absence of corporal punishment	19 (10.6%)	29 (16.1%)	18 (10.0%)	54 (30%)	60 (33.3%)

Source: Field Survey (2022).

From the result presented in Table 2, 41.1% agreed while 39.4% strongly agreed that it is the absence of corporal punishment that has increased student's misbehavior. This means

the majority variedly. A large majority of teachers believed that it is the absence of corporal punishment that has increased student's misbehavior. The finding is in line with the study of Mtsweni (2008) who asserted that after the banning of corporal punishment in schools, most teachers feel incapacitated and helpless in dealing with the rise in student misbehavior in schools.

From the results of the study, 35.6% of the respondents strongly agreed that the ban on corporal punishment empowered students to look down upon teachers. 31.7% of the study respondents agreed the ban on corporal punishment empowered students to look down upon teachers. Thus, the majority of the respondents accepted that the ban on corporal punishment empowered students to look down upon teachers. This implies that learners do not respect teachers anymore because no one can force them to do anything, which means that they are taking advantage of the prevailing situation. This finding is consistent with a UNESCO (2001) report that said that many Kenyan teachers believe that the absence of corporal punishment would cause schools to become chaotic, with the effect that students would become even more disrespectful to teachers by the time they reached high school.

It was also realized from the results that 40.6 % of the respondents strongly agreed that banning corporal punishment has increased violence in schools, while 28.3% agreed with these sentiments. This finding shows that majority of the teachers confirmed that banning corporal punishment has increased violence in schools.

As can be postulated in the table above, 30% of the respondents agreed that students will learn better when corporal punishment in schools is allowed, and 26.7% of respondents also strongly agreed. Twenty-nine (16.1%) of the respondents were undecided. This implies that about 56.7% of the respondents agreed that students will learn better when

corporal punishment in schools. The findings suggest that most teachers felt that corporal punishment has a positive impact on students' academic performance. This finding is in line with the study Abgenyega (2006), whose research revealed that some individuals and organizations are advocating for full reintroduction of corporal punishment in Ghanaian schools as a means of enhancing student behavior and learning performance.

The study findings indicated that 21.1% of the teachers strongly agreed that other methods of maintaining discipline in schools besides corporal punishment are ineffective, 26.1% agreed, 16.1% were undecided, 24.4% strongly disagreed and 12.2 % disagreed that other methods of maintaining discipline in schools besides corporal punishment are ineffective. The results indicate that teachers utilize alternatives to corporal punishment, but the majority of the teachers believed that the alternative measures are ineffective when compared to corporal punishment. This may be attributed to inadequate training for teachers on adoption of innovative discipline management strategies in schools.

According to the findings, 58.9% of teachers believed that the prohibition on corporal punishment will cause school children to be out of control in school, while 29.4% did not believe that the ban on corporal punishment will not cause school children to lose control in school. This finding indicates that many teachers argued that without corporal punishment, schools would descend into violence and as a result pupils would become even more unruly to be controlled.

The results in Table 2 show that 29.4% of the teachers agreed the ban on corporal punishment serves no purpose in schools, and 27.8% of respondents also strongly agreed. About 11.1% of the respondents were undecided. 16.7% of respondents strongly disagreed that the ban on corporal punishment serves no purpose in schools, and the other 15% of



them disagreed. The findings imply that the teachers had a strong belief in and regard for corporal punishment because majority of them felt that the ban on corporal punishment served no purpose. This could explain why the government's edict prohibiting corporal punishment is not being followed. This is because a high proportion of teachers thought that prohibiting corporal punishment in schools serves no purpose.

From the results above, 26.7% of the teachers, which is less than 50 percent, believed that teachers have no authority in schools because of the absence of corporal punishment. This indicates that despite the ban on corporal punishment, teachers think that they still have authority in schools. This does not sit well with Gladwell (1999), who argued that the ban on corporal punishment had increased student' disruptive behavior and was a sign that teachers' authority to inculcate discipline among learners had been taken away from them.

**4.3.2 Research Question Two:** The second research question seeks to examine teachers' views about how the ban on corporal punishment is affecting their work as teachers. The result is presented in Table 3.

**Table 3: Teacher's view's on how the ban on corporal punishment is affecting their work**

Statement	Undecide	Strongly Disagree	Disagree	Agree	Strongly Agree
The ban on corporal punishment is negatively affecting my work as a disciplinarian.	9 (5.0%)	11 (8.3%)	41 (22.8%)	61 (33.9%)	54 (30.0%)
The ban on corporal punishment has made my work as a teacher difficult.	13 (7.2%)	21 (11.7%)	46 (25.6%)	60 (33.3%)	40 (22.2%)

*Table 3 continued*

Statement	Undecide	Strongly Disagree	Disagree	Agree	Strongly Agree
There is more stress on me than before as a result of the ban on corporal punishment.	15 (8.3%)	45 (25.0%)	29 (16.1%)	56 (31.1%)	35 (19.4%)
The ban on corporal punishment has reduced my sense of dignity as a teacher.	20 (11.1%)	68 (37.8%)	51 (28.3%)	20 (11.1%)	21 (11.7%)
I am unable to enforce classroom instructions due to the ban on corporal punishment	12 (6.7%)	61 (33.9%)	64 (35.6%)	21 (11.7%)	22 (12.2%)
I do not feel safe to do my work due to the ban on corporal punishment.	15 (8.3%)	69 (38.3%)	59 (32.8%)	16 (8.9%)	21 (11.7%)
The ban on corporal punishment has lowered my interest and morale in teaching.	12 (6.7%)	64 (35.6%)	48 (26.7%)	36 (20.0%)	20 (11.1%)

Source: Field Survey (2022).

The above table reveals that 61 teachers out of 180 teachers, which translates to 33.9%, agreed that the ban on corporal punishment is negatively affecting their work as a disciplinarian. This is solid proof that teachers' methods of correcting learners had been negatively affected by the ban on corporal punishment. Moreover, the majority of teachers (55.5%) felt that the ban on corporal punishment has made their work as teachers difficult. This is in accordance with Mwai (2014), whose research found that teachers continue to

advocate corporal punishment in schools due to the difficulty of maintaining classroom discipline and the lack of resources and training for alternate forms of punishment

The findings also show that a significant portion (50.5%) of teachers agreed that there is more stress on them than before as a result of the ban on corporal punishment. This is consistent with the findings of Gladwell (1999), who found that a significant portion of respondents said that teaching had become challenging after the abolition of corporal punishment.

When teachers were asked if the ban on corporal punishment has reduced their sense of dignity as a teacher, 37.8% of teachers strongly disagreed, while 28.3% disagreed as compared to 11.7% who strongly agreed and 11.1% who agreed. These results imply that teachers strongly disagreed that the ban on corporal punishment has reduced their sense of dignity as a teacher. The thrust of children's right and subsequent banning of corporal punishment that has ushered in an era of freedom for learners has not reduced their sense of dignity as educators. This means teachers' sense of dignity cannot be demanded forcibly through corporal punishment.

Majority of teachers representing 35.6% and 33.9%, disagreed and strongly disagreed respectively to the idea that they are unable to enforce classroom instructions due to the ban on corporal punishment. This supports an earlier finding by Fonkoua (2009), who discovered that a teacher's capacity to exert control over and be in charge of the classroom environment depends on his or her power and authority. As a result, effective teachers don't really need tools like the cane to maintain order in their classrooms; rather, their discipline should emerge from the ethics of the school, their personality and their traditional role as teachers. Moreover, the data presented in table 3 show that majority of the teachers (71.0%)

disagreed that they do not feel safe to do their work due to the ban on corporal punishment. It is not therefore surprising that 62.3% disagreed that the ban on corporal punishment has lowered their interest and morale in teaching. The results imply that despite the several reported cases of challenges faced by teachers as a result of the ban on corporal punishment, they still have the passion and interest to impact knowledge in the lives of students. Some of the findings are inconsistent with the findings of Naong (2007), who reported in a previous study that the current state of teaching in South Africa is marked by extremely difficult conditions, particularly, i) the incidence and impact of stress, (ii) low morale, and (iii) the number of teachers quitting or planning to leave the profession.

**4.3.3 Research Question Three:** The third research question seeks to determine alternative measures, instead of corporal punishment, used by teachers in basic schools.

The last question is associated with the issue of alternative measures. The teachers were asked to suggest various alternative measures, instead of corporal punishment, that they do administer to discipline students in their schools. The alternative measures that teachers meted out, instead of corporal punishment, are summarized and presented in table 4.

**Table 4: *Alternative measures, instead of corporal punishment, used by teachers in basic schools***

<b>Teachers' suggestions</b>	<b>Frequency</b>	<b>%</b>
Giving guidance, counselling and advice to students and educating them on social vices behaviors.	29	16.1
There should be more counselling coordinators in the various schools.	6	3.3
Motivating well discipline students and showing love and care to indiscipline students.	4	2.2
Listen to students.	3	1.7
Verbal warning and caution them.	5	2.8

Table 4 continued

<b>Teachers' suggestions</b>	<b>Frequency</b>	<b>%</b>
Writing a sentence like "I will not do that again repeatedly.	23	12.8
Giving manual or physical work around the school to the students.	26	14.4
Doing more extra assignment.	4	2.2
Kneeling down.	3	1.7
Let them squat.	3	1.7
Advising parents to inculcate good behavior and portray good morals to students.	4	2.2
clearing the chalkboard for the day for 2 days.	1	0.6
Suspension	10	5.6
Denying of students' privilege from activities they interested.	17	9.4
Sending the learner to the headmaster or Head of Department.	3	1.7
Restraining love and care from the students for a while.	3	1.7
Motivate and reward the good behavior, such as acknowledging students' behavior and the use of praises.	15	8.3
Setting of rules and regulation with the students.	12	6.7
Making s students sign bonds for good conduct.	4	2.2
Using Persuasive word.	2	1.1
Reciting the national anthem by students.	1	0.6
Sack them from the class.	2	1.1
<b>Total</b>	<b>180</b>	<b>100</b>

Source: Field Survey (2022)

According to the findings in Table 4, 16.1% of teachers suggested that counseling and guidance was an effective alternative measure that was used instead of corporal punishment to discipline students in their schools. The current study is in line with the finding of Ayieko (1988) who asserted that counseling and guidance services are crucial to student behavior management and academic improvement. Additionally, it is in line

with the report of Collins (2002), who asserted that counseling and guidance are crucial because they give learners insight into their working knowledge, abilities, and attitudes, which in turn changes their maladaptive behaviors.

Based on the data in Table 4, 14.4% of the teachers recommended using manual work as a substitute for corporal punishment when disciplining students. Manual work is the physical work, which includes tasks that are basic not degrading or lowly (Khewu, 2014).

Some of the teachers wrote the following comments:

*"I let the students mob the school laboratory and trim the school complex."*

*"Some of the penalties I offer the student include cleaning the bathroom and urinal, picking up rubbish, watering the flowers, and picking up stones."*

This is consistent with a study by Simatwa (2012) that found that most schools employed manual work as a form of punishment, such as removing a tree stump. Similar to this, Maphosa (2011) found that the most common form of punishment for serious cases of indiscipline in schools was manual labour.

Furthermore, the study shows that 12.8% of teachers suggested that an alternative to corporal punishment in schools was to let children write words repeatedly in their books to express regret. Some of the teachers made the following comments in writing:

*"Writing of scripts such as I promise I will never misbehave in class again in an exercise book".*

*"In their workout books, they wrote a swift brown fox jump over a slow dog 2000 times."*

*"I do assign children a lengthy paragraph to duplicate it numerous times, and as a consequence, their handwriting improves as a result of doing that."*

*"Let that pupil fill out an activity book with an apology for that offense."*

The study finding indicates that 9.4% of the teachers suggested that withdrawal of certain privilege from the learners was an alternative measure used to discipline students instead of corporal punishment.

Some of the comments made by the teachers in writing are:

*"Withdrawing children from participating in specific activities that make them joyful causes them to quit engaging in some of their wrongdoing."*

*" Isolating the child from the game he or she likes best and detaining the child in school for the number of minutes after school are a form of alternative measures I use instead of corporal punishment."*

Students may not disbelieve again, since they feel degraded for taking privileges away from them. Detention during the break instead of corporal punishment is a lighter punishment that would make the learner regret the behavior and therefore make him/ her not to repeat.

Additionally, 8.3% of the teachers who took part in this study said that praise and rewards were very important in sustaining discipline in basic schools.

Typical comments were as follows:

*"I reinforce positive behavior by praising pupils for their good behavior and acknowledging students' actions."*

*"I demonstrate compassion and concern to undisciplined pupils while motivating well-behaved discipline children."*

*"Applauding excellent behavior at school events and making positive remarks in termly reports may be utilized to manage students' behavior in schools."*

Setting rules and regulations with the pupils was another significant alternative technique that teachers recommended. About 6.7% of the teachers thought that setting of rules and regulations with the students was an effective alternative measured used in schools instead of corporal punishment. The findings indicate that the maintenance of discipline in a school also depends on how rules and regulations with the students are established. If rules and regulations are not set in the classroom, students may establish their own pattern of behavior. This finding is in line with Adams (2003) who found that rules and regulations are among the strategies designed to instill good conduct. The study deviates with the study of Jeruto and Kiprop (2011), which came to the conclusion that students' opinions are not taken into account when decisions are made regarding the formulation of school regulation, student discipline, and the nature of consequences.

The finding shows that 5.6% of the teachers substituted suspension for corporal punishment in the classroom. The term "suspension" describes the temporary expulsion of pupils from school due to a disciplinary offense (Skiba & Sprague, 2008). According to the report, children who committed major offenses were subject to suspension and were required to miss school for a set length of time. According to Kaguamba and Muola (2010), suspension was one of the methods used in Kenya to address students' behavioral problems. However, Skiba and Sprague (2008) argue against the use of suspension and claim that



schools with greater rates of suspension typically exhibit worse academic quality, pay little attention to the school environment, and obtain bad evaluations on school governance measures.

Table 4 lists additional alternative measure that are successful for teachers but less frequently used by teachers. These include sacking students from class, using persuasive words, restraining love from students, kneeling down, doing extra assignment, sending the students to the headmaster and others.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This section presents a summary of the findings of the study, conclusion and recommendations.

#### 5.2 Summary

The first research question sought to explore the perception of teachers about the ban on corporal punishment in basic schools in Wassa Amenfi West Municipality. The findings of the study showed that the majority of basic school teacher agreed that the ban on corporal punishment increased students' misbehavior. As a result, the ban on corporal punishment empowered students to look down upon teachers and made students out of control in the classroom. In addition, the research study elucidated that most teachers felt that other methods of maintaining discipline in schools besides corporal punishment are ineffective, so the ban on corporal punishment serves no purpose in schools. Instead, they believed that students would learn better when corporal punishment in school is allowed.

The second research question seeks to examine teachers' views about how the ban on corporal punishment is affecting their work as teachers. The analysis of the result revealed that the ban on corporal punishment is negatively affecting their work as a disciplinarian and made their work as teachers more difficult. The teachers agreed that the ban on corporal punishment had put them under more stress than before. However, the teachers' comments showed that despite the ban on corporal punishment, they are still able to enforce

classroom instructions. They also disputed that the ban on corporal punishment makes them feel unsafe to work. The study further identified that despite the numerous reported cases of problems faced by teachers as a result of the ban on corporal punishment, they still had a passion and interest in teaching and also agreed that their sense of dignity as teachers had not diminished after the ban on corporal punishment.

The third research question sought to determine alternative measures, instead of corporal punishment, used by teachers in basic schools. The survey results show that teachers used several alternative measures to discipline students in their schools instead of corporal punishment. Alternative strategies often suggested by teachers include guidance and counselling, manual labor, establishing rules and regulations with students, removing certain privileges from students, and suspension. Guidance and counselling were used most often, followed by manual labor. Other alternative measures that are effective for teachers but less commonly used or suggested include expelling students from class, using persuasive words, withholding students love, kneeling, doing extra homework, sending the students to the headmaster and others. It was highlighted that teachers utilize alternatives to corporal punishment, but teachers believed they are ineffective when compared to corporal punishment.

### **5.3 Conclusions**

Based on the results of this study, conclusions can be drawn from the whole study.

Regarding teachers' perception of the ban on corporal punishment in basic schools, majority of the teachers have negative attitude towards the ban on corporal punishment

which shows that teachers in basic schools, who are expected to implement the corporal punishment ban, still favour its use in management of student discipline.

In terms of teachers' views about how the ban on corporal punishment is affecting their work as teachers, the study concluded that the levels of learners' indiscipline after the ban of corporal punishment has increased in basic schools which have caused a negative significant impact on the work of teachers since it has made their jobs more difficult and has increased their stress levels.

Alternatives to corporal punishment that teachers used include guidance and counselling, showing love, withholding privileges, suspension and positive reinforcement. Teachers, on the other hand, thought that these alternative methods were ineffective as compared to corporal punishment.

#### **5.4 Recommendations**

In accordance with the findings and conclusions drawn in this study, the following recommendations were arrived at:

1. To change teachers' negative attitude towards the ban of corporal punishment, the researcher strongly recommend that the Ministry of Education should organize seminars, conferences, workshops, and other symposium on alternative strategies to deal with indiscipline issues in the absence of corporal punishment.
2. It is additionally recommended to look into additional factors that affect teachers' attitudes toward forbidding corporal punishment.
3. it is recommended that Ghanaian government, through the Ministry of education, modify the law to allow for limited use of corporal punishment rather than outlaw

it entirely because the ban on corporal punishment has some negative impact on teachers' work.

4. It is therefore recommended to the teachers' trainers that they should ensure that while undergoing training, the student teachers are adequately equipped with alternative methods of discipline now that corporal punishment is outlawed. Student teachers should be taught the importance of such methods in disciplining students.
5. Teachers identified guidance and counselling as the most common and useful alternative measures. For the sake of ongoing improvement, the Ghana Education Service should strengthen guidance and counselling units in basic schools so that teachers should be well trained on how to carry out their duties to improve their skills.

#### **5.5: Suggestion for Further Research**

1. Further study should concentrate on parents and students' perceptions on the prohibition of corporal punishment in Ghana's basic schools.

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## APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATIONAL STUDIES

DEPARTMENT OF EDUCATIONAL STUDIES

PROGRAMME OF STUDY: POSTGRADUATE DIPLOMA IN EDUCATION

### QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

My name is **Ishmael Twumasi**, a postgraduate student of the department of education foundation, Faculty of educational studies, University of Education, Winneba. The purpose of this study is to investigate **perception of teachers on the ban of corporal punishment in basic schools in Wassa Amenfi West Municipality, Ghana**. The findings from this study will help in the design of programmes and formulation of policies aimed at regulating the administration of corporal punishments in our basic schools. Your identity, responses and opinion will be kept strictly confidential and will be used for the purpose of this research only. Please note that you do not have to write your name on this questionnaire, also try and please give honest answers to the questions asked as much as your maximum co-operation will assist in making this research a success.

Would you want to participate in the study? (1) YES [ ] (2) NO [ ]

**Thank you very much.**

SECTION A



Biodata / profile

NO	QUESTIONS AND FILTERS	CODING CATEGORIES
	Date of answering questionnaire :	
1	Please indicate your gender	1. Male [ ] 2. Female [ ]
2	What is your age ?	_____years
3	What is your highest professional qualification?	1. Diploma [ ] 2. Bachelor in Education [ ] 3. BA with PGD [ ] 4. BSc with PGDE [ ] 5. BA with Education [ ] 6. BA with diploma in Education [ ] Other(Specify).....
4	How many years of service have you rendered as a teacher?	-----years

**SECTION B****PERCEPTIONS OF TEACHERS TOWARDS CORPORAL PUNISHMENT**

The table below contains a set of perception statement; Please tick (√) the most appropriate answer. Use Strongly Agree; Agree; Undecided; Disagree and Strongly Disagree to choose the correct answer by putting a tick (√) in appropriate cell against the statement.

Statement	Strong Agree	Agree	Undecide	Strongly Disagree	Disagree
It is the absence of corporal punishment that has increased student's misbehavior.					
The ban on corporal punishment empowered students to look down upon teachers.					
Banning of corporal punishment has increased violence in schools.					
Students will learn better when corporal punishment in schools is allowed.					
Other methods of maintaining discipline in schools besides corporal punishment are effective.					
The ban on corporal punishment would cause school children to be out of control in school.					
The ban on corporal punishment serves no purpose in schools.					
Teachers have no authority in schools because of the absence of corporal punishment					

**SECTION C****Teacher's view's on how the ban on corporal punishment is affecting their work.**

<b>Statement</b>	<b>Undecide</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
The ban on corporal punishment is negatively affecting my work as a disciplinarian.					
The ban on corporal punishment has made my work as a teacher difficult.					
There is more stress on me than before as a result of the ban on corporal punishment.					
The ban on corporal punishment has reduced my sense of dignity as a teacher.					
I am unable to enforce classroom instructions due to the ban on corporal punishment					
I do not feel safe to do my work due to the ban on corporal punishment.					
The ban on corporal punishment has lowered my interest and morale in teaching.					

**SECTION D: OTHER ACCEPTABLE, ALTERNATIVE MEANS OF DISCIPLINING STUDENTS INSTEAD OF CORPORAL PUNISHMENT IN SCHOOLS**

20. What alternative measures, instead of corporal punishment, are used by teachers in basic schools?

1. ....  
...
2. ....  
...
3. ....  
...
4. ....
5. ....
6. ....

