UNIVERSITY OF CAPE COAST

IMPLEMENTATION CHALLENGES OF THE BAN ON CORPORAL

PUNISHMENT IN PUBLIC BASIC SCHOOLS IN THE CAPE COAST

METROPOLIS

JOSEPH KINGSLEY AKWABOAH
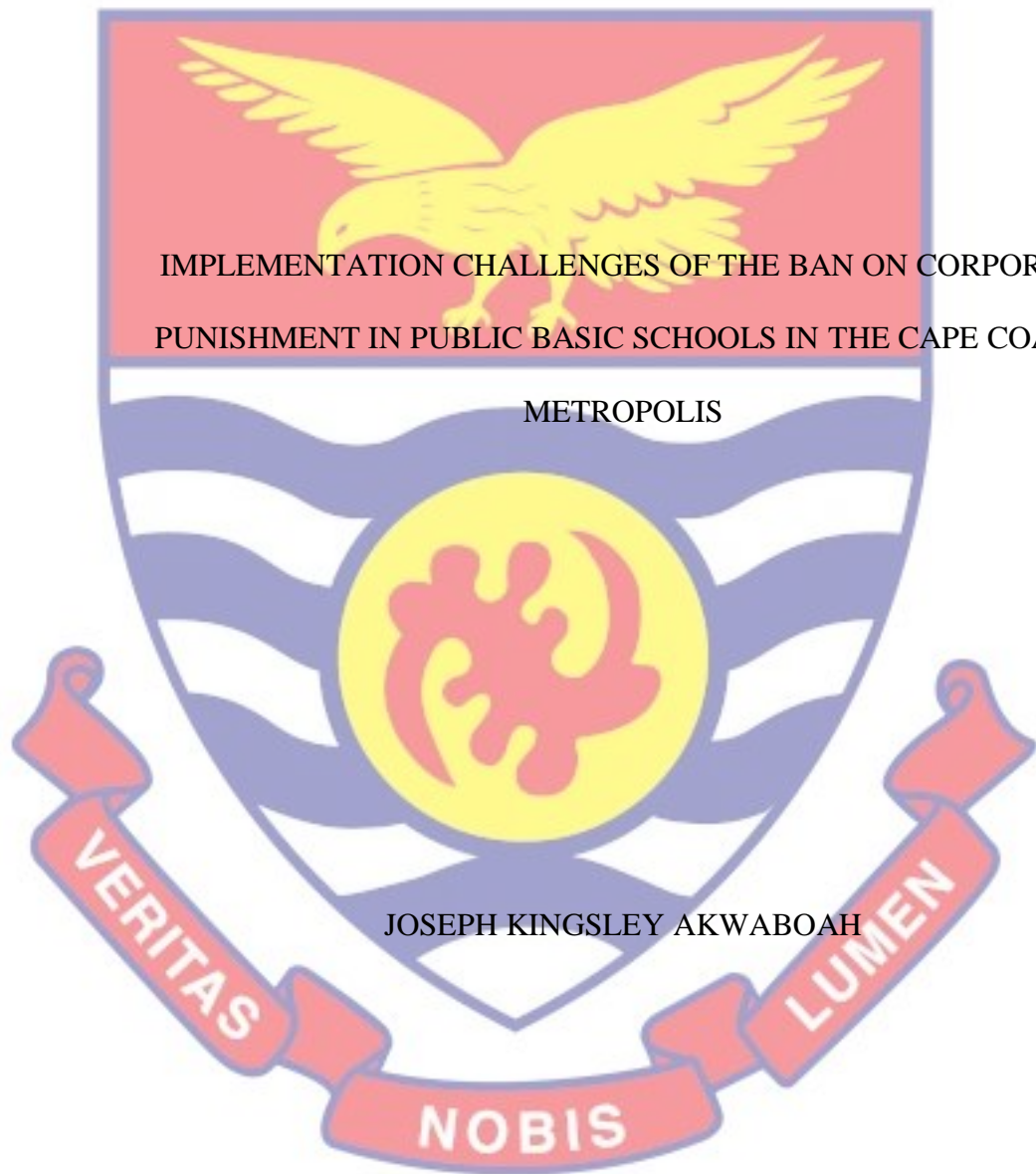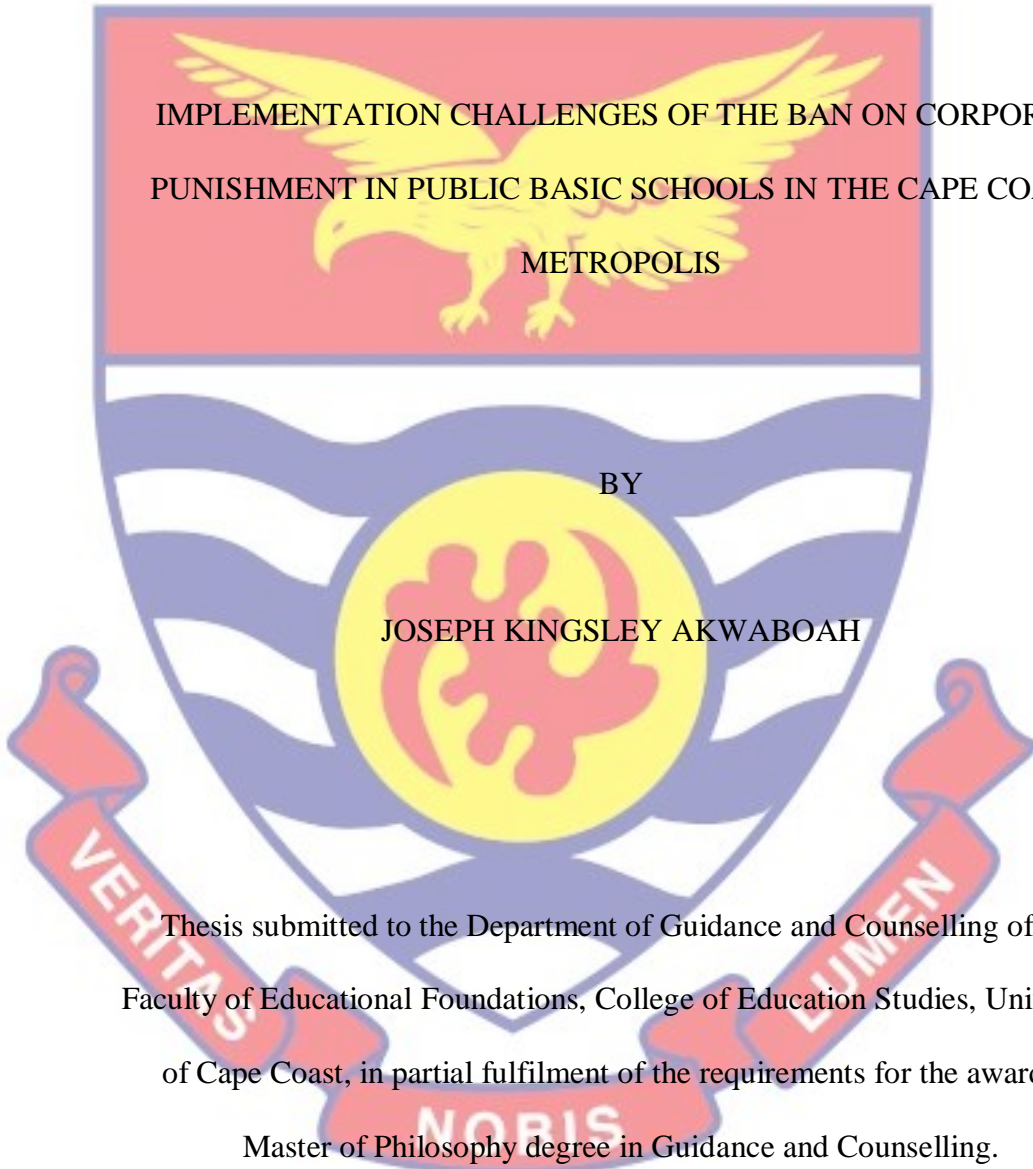
2021

© Joseph Kingsley Akwaboah

University of Cape Coast

UNIVERSITY OF CAPE COAST

IMPLEMENTATION CHALLENGES OF THE BAN ON CORPORAL

PUNISHMENT IN PUBLIC BASIC SCHOOLS IN THE CAPE COAST

METROPOLIS

BY

JOSEPH KINGSLEY AKWABOAH

Thesis submitted to the Department of Guidance and Counselling of the

Faculty of Educational Foundations, College of Education Studies, University

of Cape Coast, in partial fulfilment of the requirements for the award of

Master of Philosophy degree in Guidance and Counselling.

SEPTEMBER 2021

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

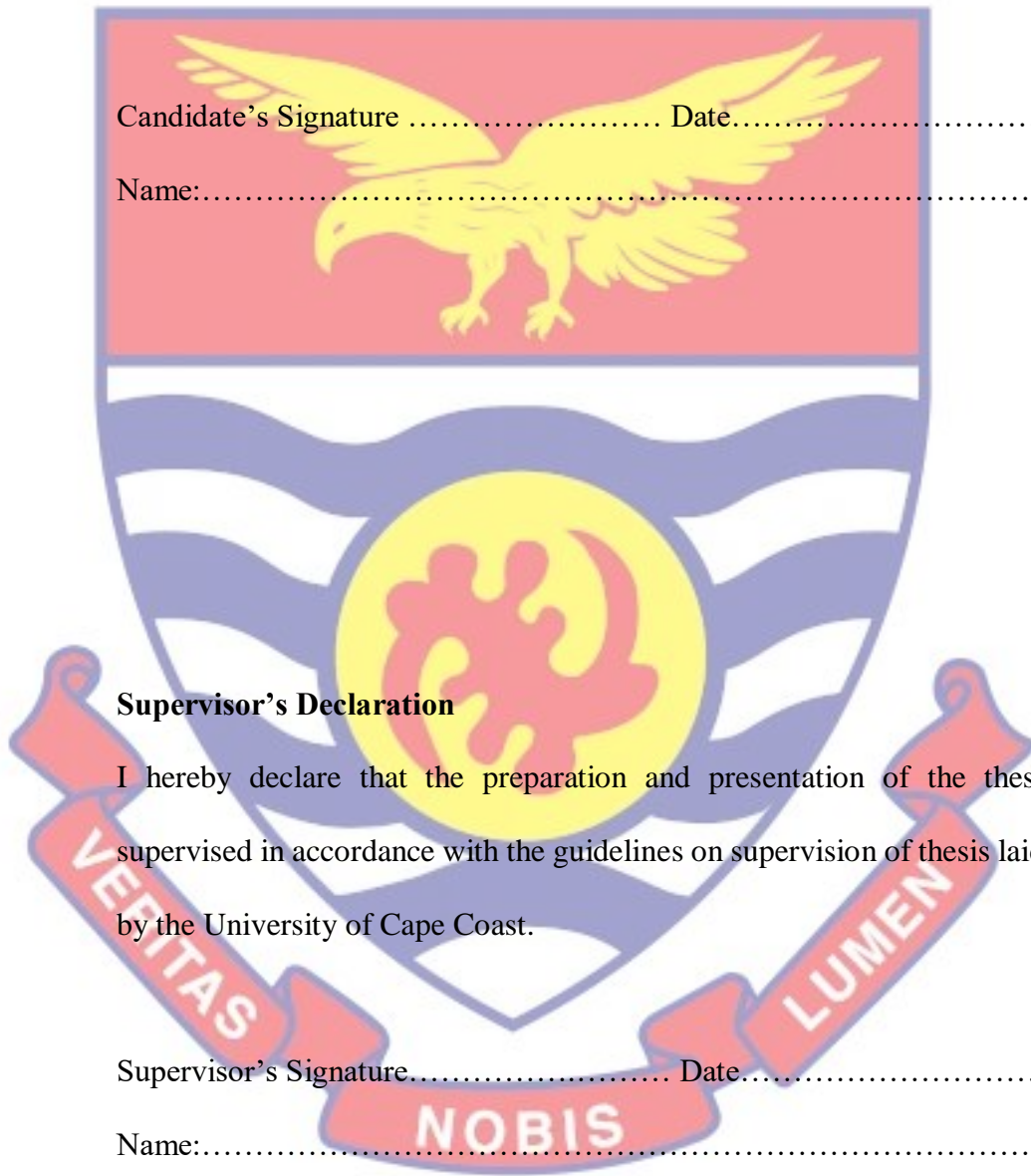Candidate's Signature …………………… Date……………………………

Name:…………………………………………………………………………..

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis was supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature…………………… Date……………………………

Name:…………………………………………………………………………..

ABSTRACT

The purpose of the study was to explore implementation challenges of the ban on corporal punishment in public basic schools in the Cape Coast Metropolis. A qualitative approach with a phenomenological research design was adopted. Purposive sampling technique was used to select 25 participants for the study comprising 15 teachers, five headteachers and five School Improvement Support Officers (SISOs). An interview guide was used to collect the data. The interview data was analysed thematically. The study revealed that teachers and headteachers viewed the ban of corporal punishment as the cause of increase in discipline among pupils while SISOs viewed it as a good initiative to stop physical, psychological, and emotional abuse on pupils. It was also found that teachers and supervisors used corporal punishment such as weeding, and fetching of water as Tools for Positive Discipline (TPD). The key challenges teachers and supervisors faced in using the Tools for Positive Discipline are: lack of parents' cooperation and unavailability of professional school counsellors. Based on the results of this study, it is recommended that the Ghana Education Service should sensitise parents, teachers, and supervisors on the policy on ban of corporal punishment and the TPD through training workshops and seminars. The Ghana Education Service should recruit and post professional counsellors to schools to provide counselling services to pupils to help curb indiscipline among pupils.

KEYWORDS

Corporal Punishment

Tools for Positive Discipline

Teachers

Supervisors

ACKNOWLEDGEMENTS

DEDICATION

To my late wife, Mrs. Jocelyn Akwaboah, Elder Joe Akwaboah, and children,

Benedicta and Michael.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ACRONYMS

CP   Corporal Punishment

GES   Ghana Education Service

NGOs   Non-Governmental Organisations

SISOs   School Improvement Support Officer

TPD   Tools for Positive Discipline

UNCRC   United Nations Convention on the Rights of the Child

xiii

CHAPTER ONE

INTRODUCTION

The provision of the learner with intellectual abilities, desirable attitudes, manipulative skills, and other employable abilities in order to make a livelihood and contribute his fair share to the economic development of the country is one of education's key functions. For education to achieve this goal, discipline must be enforced in educational institution. Although one way of enforcing discipline in school through the use of corporal punishment, seems to be abused in diverse ways. Some school children suffer from bruises and bleeding sores that provoke some parental aggression. To forestall all these, corporal punishment was abolished in Ghanaian public schools as a way of building safe and friendly school environment and also avoid the excesses of corporal punishment. Some previous studies done were for and others against the abolishing of corporal punishment in schools. The focus of this study is about the implementation of the ban on corporal punishment in public schools as directed by the Ghana Education Service (GES). It is hoped that the practical and theoretical implications of this study would help to promote safe and friendly environment for smooth and excellent academic work in schools.

Background to the Study

The history of corporal punishment (CP) dates back to pre-colonial era where communities and institutions used it as a method of subjecting people to comply and submit to authorities (Janak, 2019). The finding of a study conducted by Zolotor (2014) in the United States suggests that about 70% of people seem to believe that CP is the fastest and easiest way of correcting misbehaviour. CP has been used in schools in countries all over the world

1

(Johnson, Frankenberg & Holmqvist, 2010). CP can take many forms such as punching, slapping, hitting, and flogging. Other forms are use of excessive exercise, electric shock, prevention of urine, shoving, pinching, choking, kicking, shaking, use of various objects such as wooden paddles, sticks, and belts (Scheidegger, 2014). In the school setting, CP does not only refer to the occasional need of a school official to restrain a troublesome pupil, it is applied to serve as deterrent and to instil discipline in pupils (Holden, Brown, Baldwin, & Caderao, 2014).

The use of CP appears to be a common method of correcting misbehaviour in schools across the world (Gershoff, 2017). However, as early as the 11th century, Saint Anselm, Archbishop of Cantubury spoke against what to him was excessive use of CP in the management of children's misbehaviour. The use of CP in school has received criticisms which led to the ban of CP in Polish schools in 1783 (Conte, 2000). The United Nations Universal Declaration of Human Rights in 1948 prohibits all forms of violence against any human. Britain for instance declared CP illegal in 1989. According to the American Civil Liberties Union (2007), over a thousand children were punished corporally in schools. In addition, the American Civil Liberties Union (2007) stated that CP remained legal in 21 states in the United States and 2000 children were said to have been spanked in the year 2008. Legal use of CP gives clear parameters within which the punishment is administered leaving limited room for abuse.

In many traditional African societies, including Ghana, the practice of CP was common in educational institutions (Alhassan, 2013). In Ghana, history has it that CP was used before the arrival of the Europeans on the Gold Coast

(Slee, 2020). CP over the past years was used as a method of disciplining children and adults where pain is deliberately inflicted on them in response to their exhibiting unacceptable social behaviours. Gerald, Augustine and Ogetange (2012) conducted a study in Kenya and discovered that CP was administered by teachers, headteachers and school prefects. However, since the coming into effect of the United Nations Convention on the Rights of the Child (UNCRC) on the 20th November, 1989, many countries including Ghana have made efforts to abolish the practice of CP in schools, workplaces and homes (Cheruvalath & Tripath, 2015). In Ghana, the 1992 Constitution, the 1998 children's Act seeks to protect children from being subjected to violent acts which can hinder their growth and well-being (Brown, 2002).

Article 28(3) of the 1992 constitution provides the guidelines or circumstances in which adults may use appropriate punishment on children when they go wrong. Likewise, the 1998 Children's Act (560) following from the 1992 Constitution, recognised children as people who need protection and care. The 2010 revised headteachers' handbook emphasised that in any attempt to punish pupils, one should remember it is an illegal, violence, and abuse act against pupils. It further states that culprits of these offences will be prosecuted in a court of law. Furthermore, in the Teacher's Code of Professional Ethics (2016), Part 3 points out that any physical harm inflicted on pupils in any form constitutes a gross violation of the pupils' rights. Consequently, no teachers shall administer any act of CP, or any act that inflicts physical pain on the children or causes physical harm to their pupils such as pushing, pulling, hitting, and flogging.

Despite the existence of these legal regulations, school children continue to suffer immense physical injury, trauma, panic, psychological distress as a result of CP (Gershoff, Purtell, & Holas, 2015). In an attempt to strengthen policies on the restrictions of CP in schools by the Ghana Education Service (GES), the Tools for Positive Discipline (TPD) was introduced in 2016 to replace the use of CP and to serve as a manual for managing indiscipline among pupils in the basic school. The TPD was developed through engagement of stakeholders such as United Nations International Children's Emergency Fund (UNICEF) representatives, GES personnel, teacher union representatives, teachers and Non-Governmental Organisations (NGOs). Among issues discussed were possible factors that may negatively or positively impact the use of the TPD such as high teacher-pupil ratios that exist in Ghanaian schools and erroneous perception of CP.

Despite these provisions made to protect children from violent abuses in the school, there appear to be rampant use of CP in schools. For instance, pupils are flogged for coming to school late, talking in class, and failing to perform well in class exercises (Gerald, Augustine, & Ogetange, 2012). Therefore, the discussion presented above suggests that CP is still in existence. This practice has therefore instigated the enquiry into the implementation challenges of the ban of CP in basic schools in Cape Coast Metropolis, Ghana.

Statement of the Problem

For the past three decades, there have been concerns about the use of CP as a method for child correction in many countries of the world due its perceived negative effects on the growing children. Several studies have been conducted regarding the issue of corporal punishment in schools. The findings of studies

4

conducted in Kenya suggest that CP is used in basic schools despite its ban (Kimani, Kara & Ogetange, 2012; Makewa, Myriam & Benson, 2017; Ogetange, 2012). In Nigeria, it has been reported that pupils in basic schools are flogged as a medium of correcting their misbehaviour (Nwosu & Nwsor, 2013; Umezinwa & Elendu, 2012). Similarly, studies conducted in Taiwan by Lwo and Yuan (2011) and Tanzania by Nampoto (2018) found that CP was the dominant medium of managing pupils' indiscipline in school. However, the majority of the aforementioned studies employed a quantitative approach and were conducted outside Ghana.

Within the Ghanaian context, a survey conducted in four districts of Ghana by the Campaign for Female Education (CAMFED) (2014), a Non-Governmental Organisation (NGO) indicated that 94% of Ghanaian parents endorsed CP as a means of correcting misbehaving students. The survey which sampled 2,314 participants comprising parents, students, and graduates also revealed that 92% of students supported CP while 89% of graduates endorsed it. Sixty-four percent of graduates said CP must be tolerated (Ghana News Agency [GNA], 2012). The survey by CAMFED (2014) suggests that parents, graduates and students approved the use of CP in home and school settings. Addison (2015), found in his study that one of the causes of school drop-out by children of school-going age in Ghana is due to factors including the bad experience with CP. Also, Yeboah (2015) reported in his study that the use of CP remains teachers' and supervisors' preferred tool for disciplining learners in schools.

To show commitment to fight against the use of CP, Ghana was first in West Africa to sign and ratify the United Nation's Convention on the Rights of

the Child (UNCRC) in February, 1990. The convention requires that parties adopt possible means to abolish CP in all its forms and adopt alternative means to which are child-friendly that respects and recognises the fundamental human rights of children. Many published literature on the topic CP in Ghana are of the view that CP has very little potency to changing the required behaviour of children. Rather, it has the highest tendency to of causing harm, pains, low self-esteem and in some cases adverse health implications (Kyei-Gyamfi, 2008). The production of the Headteacher's Handbook in 2010 and the development of the Ghana Education Service Teacher's Code of Professional Conduct 2017, the creation of the Ministry of Gender, Children and Social Protection in addition to the numerous social interventions programmes are an indicative of the government resolve to protect children and other vulnerable groups in Ghana.

In a letter titled "BAN OF CORPORAL PUNISHMENT IN SCHOOLS" signed by the former Director General of Education Mr Jacob A.M. Kor on the 27th February, 2017, Ref. No. GES/CDLU/46/17, the GES indicated that CP in schools is illegal and would not be tolerated in any form. In the said letter, the GES also indicated that management's attention has been drawn that the ban of CP in schools were not been enforced by supervisors and headteachers. This implies that CP is still going in most schools. To ensure that all children of school going age in Ghana enjoy teaching and learning in a safe and protective school environment, the GES through the Guidance and Counselling Unit developed Tool for Positive Discipline (TPD) in 2016. The TPD is to guide school authorities on how to manage inappropriate behaviours among learners in schools (GES, 2016).

In another letter to all Regional Directors of Education dated 10th January, 2019 titled "ADOPTION OF POSITIVE DISCIPLINE MEASURES IN PRE-TERTIARY SCHOOLS" Ref. No. GES/G&C.HQ/C/VOL.3 and signed by the Mr Anthony Boateng , Deputy Director General of Education (MS) for the Director General of Education, the GES directed that the TPD together with the Headteachers Handbook (2010) and the Teacher's Code of Professional Conduct be used as measures for correcting learners misbehaviour in schools.

Despite the efforts being made by the government and the GES to end CP in schools, CP seems to be reoccurring in Ghanaian basic schools. It appears that from the aforementioned GES letters, some teachers and supervisors still give little or no attention to the TPD provided by GES as an alternative measure to the CP for the management of learners' misbehaviour in schools. Also, the total ban of the CP in basic schools has generated controversies and arguments among stakeholders in education and this sometimes manifests its self especially at Parents-Teachers Association now called Parent Association (PA) meetings whenever the issue of the ban of CP is raised.

It is not clear what might have accounted for the continuous use of CP in public basic schools despite all the interventions put in place by the GES, governments and the continuous sensitisation about the ban on CP in schools through several mediums. There seem to be some form of disagreement between parents, policy developers and policy implementers about the use of CP in basic schools in Ghana. Also, geographically, not many studies have been conducted in Ghana regarding the use of the TPD. There also seems to be a methodological gap in the available literature since the majority of the studies employed

quantitative approach. Additionally, although there is a policy on the ban on CP in basic schools, teachers seem to prefer using CP to any other form of disciplinary approach. This situation points a practice gap. The policy on the ban on CP also appears to lack details of an alternative medium of behaviour management approaches to be employed by teachers in the basic schools. This also points to a policy gap. Therefore, these gaps and other constellation factors call for an investigation into the implementation challenges of the ban on CP in basic schools in the Cape Coast Metropolis.

Purpose of the Study

The study sought to explore implementation challenges of the ban on CP in public basic schools in Cape Coast Metropolis. Specifically, the study sought to:

1. Find out the views of teachers and supervisors on the policy on the ban of corporal punishment in public basic schools in the Cape Coast Metropolis.

2. Examine how the policy provision has guided the ban of corporal punishment in public basic schools in the Cape Coast Metropolis.

3. Explore how the Tools for Positive Discipline are used by teachers and supervisors in public basic schools in the Cape Coast Metropolis.

4. Find out the challenges teachers and supervisors face in using the Tools for Positive Discipline in public basic schools in the Cape Coast Metropolis.

5. Explore how teachers and supervisors manage the challenged they face in using the Tools for Positive Discipline in public basic schools in the Cape Coast Metropolis.

Research Questions

The study was guided by the following questions:

1. What are the views of teachers and supervisors on the policy on the ban of corporal punishment in public basic schools in the Cape Coast Metropolis?

2. How has the policy provision guided the ban of corporal punishment in public basic schools in the Cape Coast Metropolis?

3. How do teachers and supervisors use the Tools for Positive Discipline in public basic schools in the Cape Coast Metropolis?

4. What challenges do teachers and supervisors face in using the Tools for Positive Discipline in public basic schools in the Cape Coast Metropolis?

5. How do teachers and supervisors manage the challenges in using the Tools for Positive Discipline in public basic schools in the Cape Coast Metropolis?

Significance of the Study

The findings of the study would add knowledge to literature on the ways teachers, headteachers, and School Improvement Support Officers (SISOs) ensure discipline among pupils in school. The results of the study would reveal the views of teachers, headteachers and SISOs about the ban of corporal punishment in schools. This information would serve as a reference materials to sensitise teachers, headteachers, and SISOs on the consequences of using corporal punishment on pupils and the need for its abolishment. The findings of the study would help to sensitise the general public to understand the importance

9

of positive teacher and supervisor characteristics as a factor that impacts discipline in pupils.

Furthermore, the results of the study would help the GES to know the strengths and weaknesses of the TPD as an alternative method of school discipline. Also, Non-Governmental Organisations (NGOs) both at the local and international levels would use the results of the study as one of the standards to determine the aspects of children's rights that should be intensified and respected in order to promote quality education. Lastly, the outcome of the study would broaden the understanding of the challenges teachers and supervisors face in using the TPD as an alternative method of managing pupils' behaviour in school.

Delimitations

Geographically, the study focused on public basic schools in the Cape Coast Metropolis. The Cape Coast Metropolis was chosen for the study because it is known for setting the pace of formal education in Ghana hence, an appropriate geographical location to represent the typicality of the situation (Graham, 2013). The study was delimited to professional teachers, headteachers and SISOs.

Limitations

The qualitative approach and the sample size of 25 participants adopted for the study reduced the degree to which the findings could be generalised (Pilot & Beck, 2017). Also, due to the sensitiveness of the study area, some participants were sceptical in giving information to the researcher. Some participants withdrew from the study because of the few of contracting the COVID-19 virus at the time of conducting the study.

10

Definition of Terms

The terms used in the study are operationally defined in this section to provide context and understanding of the study:

Corporal Punishment (CP): CP refers to punishment applied on the body including assault or any means that are meant to cause physical harm or humiliation.

Tools for Positive Discipline (TPD): It is an alternative disciplinary tool introduced by GES in 2016 to replace CP in basic schools in Ghana.

Teachers: Teachers are the professionals who are responsible for implementing the curriculum and facilitating the day-to-day teaching and learning among pupils in the school.

Supervisors: The term supervisors in this study means headteachers and SISOs who ensure a safe school environment to promote effective teaching and learning in schools.

Organisation of the Study

Chapter one of the study focused on the introduction, background to the study, statement of the problem, purpose of the study, research questions, Significance of the study, delimitations, limitations and definition of terms. Chapter two presented the literature review of the study. Specifically, the theoretical framework, conceptual review and empirical review was presented. Chapter three dealt with the research methods adopted for the study. Specifically, chapter two contains the research design, population of the study, sampling procedures, data collection instrument, data collection procedures, ethical consideration, trustworthiness of qualitative data, data processing and analysis. Chapter four focused on the results and discussion of the study.

11

Chapter five then looked at the summary, conclusions, recommendations, and areas for further research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter presents the review of related and relevant literature of the problem under investigation. In this chapter, the theoretical framework, its limitations and implication to the study is discussed. Concepts related to the study and empirical studies are also reviewed.

Theoretical Framework

The study was based on the Social Learning Theory. The Social Learning Theory focuses on how social factors influence behaviour. This is particularly significant when considering the school context which is made up of teachers, supervisors, and peers who are social models who have an impact on the behaviour of pupils (Nampoto, 2018). Specifically, the theoretical underpinning of the current study was based on the perspectives of Albert Bandura, B. F. Skinner and Ivan Pavlov. The limitations and implications of the Social Learning Theory to the study are discussed as well.

Social Learning Theory

Generally, behaviour is the observable actions of people including what they say and do (Docking & MacGrath, 2013). The behaviourist believes that behaviour is learned and therefore, can be unlearned (Bandura & Walters, 1963). Behaviourists posit that all theories should have observable processes such as actions. For them, only overt behaviour should be studied and recorded because inner states like motives or mental states cannot be measured objectively (Kasonde, Haambokoma & Tomaida, 2013).

Perspective of Albert Bandura

According to Bandura (1977), pupils learn behaviours through observation and imitation. In the society, pupils are surrounded by many influential social models such as characters on television, parents, teachers, relatives, peer group, and media (Price, Morris & Costello, 2018). These models provide examples of behaviour to observe and imitate. Examples of these behaviours include aggression, bullying, fighting, disrespect to authorities, violation of rules and regulations, sympathy, and politeness. Bandura's Social Learning Theory points that pupils pay attention to some of these models and imitate their behaviours. Therefore, children might imitate this behaviour whether they are socially acceptable or unacceptable (Bandura, 1962). However, there are a number of processes that make it more likely that children imitate acceptable behaviours in the society (Bandura, 1997). First, pupils are more likely to imitate behaviour modelled by people of the same gender. Second, if pupils imitate a model's behaviour and the consequences are rewarding, they are likely to continue exhibiting the behaviour. Lastly, pupils will take into account what happens to other people when deciding whether or not to imitate someone's actions.

Perspective of B. F. Skinner

Skinner held the view that behaviour is established through stimuli-response associations through conditioning. Operant conditioning was investigated by Skinner where he believed that children learn best when their actions are reinforced either positively or negatively (Skinner, 2014). Positive reinforcement refers to adding a desirable stimulus to increase a behaviour while taking away an undesirable stimulus to increase a behaviour is called negative

14

reinforcement (Alberto & Troutman, 2006). Reinforcement has been widely used in the educational setting as an approach for managing inappropriate behaviours among pupils in school (Henderson et al., 2018). Operant conditioning tends to work best if teachers focus on trying to encourage a positive behaviour among pupils rather than telling pupils what not to do (Blackman, 2017). Behaviourists believe that the use of corporal punishment (CP) has no theoretical underpinning hence, is an ineffective disciplinary approach (Darby, 2003).

Perspective of Ivan Pavlov

Ivan Pavlov, the Russian physiologist while researching the physiology of digestion, he observed that dogs salivate in anticipation of receiving food. In Pavlov experiment, he involved food, a dog, and a bell. He began by presenting the dog with a neutral stimulus such as a bell, several seconds after the bell he dropped food into the dog's feeding tray (Dembo, 2004). When the dog put food in its month salivated. As the paring of the bell and the food continued, the bell began to elicit salivation by itself, even of no food was given to the dog (Lavond & Steinmetz, 2003). Pavlov identified the food as an unconditioned stimulus and salivation as an unconditioned response. The bell, which originally had no particular meaning for the dog neutral stimulus, and took on meaning or became a conditioned stimulus because of its association with the food (Dembo, 2004). The implication of Pavlov's experiment to this study is that every pupil can learn positive behaviours if the school environment is well prepared in terms of stimulus and responses. Also, many pupils' attitude are learned through classical conditioning. Therefore, teachers and supervisors should establish a

15

classroom climate that will elicit good behaviours from pupils such as tolerance, friendliness, acceptance, empathy and responsibility.

Limitations of Social Learning Theory

Despite the significance of the behaviourist Social Learning Theory in managing pupils' behaviour in school, the theory has some limitations. The behaviourist theory cannot adequately account for how a whole range of behaviours including thoughts and feelings are developed (Porter, 2012). Simply put, it does not give the full explanation for all behaviours. Just because pupils have had bad experiences of violence does not necessarily mean they will imitate such behaviour (Piaget, 2013). Furthermore, behaviourist theory is limits the description of behaviour to either nature or nurture and attempts to do this underestimate the complexity of human behaviour (Humphreys, Crino & Wilson, 2018). Some scholars argue that behaviours pupils exhibit in school are due to a combination of biological and environmental factors (Groothuis & Taborsky, 2015). However, despite the limitations of the behaviourist social learning theory, it is the foundation of most learning theories (Land & Jonassen, 2012). Therefore, its educational relevance cannot be overemphasised.

Implication of Social Learning Theory to the Study

The implication of Social Learning Theory to the study is that teachers and supervisors are responsible to create a favourable school environment to stimulate good behaviours among pupils. This begins by involving pupils in developing rules and regulations in the school, reviewing the rules and regulations when needed, and familiarising pupils with the rules and regulations (Allen, 2010). With this, the school environment is being manipulated to increase the desired behaviours for reward while undesired behaviours go

unrewarded (Browne, 2013). Through behaviour modification, pupils are conditioned towards putting up good behaviours. Behaviourists do not agree with the use of CP in managing pupils' behaviour (Ferguson, 2013). They believe that CP is not effective in managing inappropriate behaviour because it only suppresses such behaviour temporarily. This, therefore, suggests that teachers and supervisors should not rely on CP as the means of correcting pupils' misconduct in school.

Another implication of Social Learning Theory to the study is that teachers and supervisors should be aware that pupils' appropriate or inappropriate behaviour is as a result of social and environmental influence (Riley, Noble, Byrne & Whiting, 2017). Behaviourists believe that behaviour is learned, hence can be unlearned (Stewart, 2012). Teachers and supervisors in the school as an institution are responsible for producing useful members in the society. Therefore, teachers and supervisors should make a conscious effort to find out from the pupils' environment to ascertain the factors that might be influencing pupils' behaviour in school. Lastly, teachers and supervisors in the school should use disciplined pupils as models to indiscipline pupils. This will encourage indiscipline pupils to imitate acceptable behaviours from disciplined pupils in the school.

Conceptual Review

Reviewing concepts in a study is important because it helps to put the study in proper perspective. This section discusses the concepts related to the study.

Corporal Punishment

CP refers to the intentional application of physical pain as a method of changing behaviour (Finkelhor et al., 2019). The method can take the form of

17

slapping, hitting, and spanking, kneeling, squatting, holding hands above head etc. CP is one of the oldest methods that have been used in schools to instil discipline and with the view to enhancing good behaviour among pupils (Pate & Gould, 2012).

Types of Corporal punishment Used in Schools and Homes

In Ghana and like any other country in the world, CPs take the form of hitting such as slapping, smacking, and spanking a child with an object or the hand. However, according to Busienei (2012), CP can be classified in two forms. They are: violent and non-violent.

1. Violent CP: The violent CP includes slapping, caning, spanking, and dipping a child's hands into boiling water.

2. Non-violent CP: The non-violent CPs are those that do not involve physical force. They involve denigrating, threatening, ridiculing, and humiliation.

The aforementioned forms of CP imply that CP is not the most effective technique to discipline youngsters. When children are disciplined in a way that upholds their core human rights, they won't quickly forget those actions (Docking & MacGrath, 2013). This is precisely why the GES first implemented TPD use before outlawing CP in educational settings.

Corporal Punishment from the Global Perspective

Historically, the use of CP as a method of discipline in general and schools in particular traces its root in the 10th century. CP has its recorded origin in classical civilisations such as Greek, Roman and Egyptian where religious practices such as whipping yourself or someone else for punishment as a common means of self-discipline (Beller, Kröger & Kliem, 2021). This had a

18

major influence on the use of CP in schools, since they were closely attached to the church. However, in the 11th century, Saint Anselm, Archbishop of Canterbury spoke strongly against what to him was excessive use of CP in the management of children (Slocum, 2016). Similarly, the work of John Locke as cited in Conte (2000) explicitly criticised the use of CP in education and this had a big influence on the banning of CP in public schools in 1783.

Corporal Punishment from the Biblical Perspective

CP as a mode of correcting misbehaviour of human beings is evident from the biblical perspective (Finkelhor, Turner, Wormuth, Vanderminden & Hamby, 2019). Though CP is not pleasant, both the old and new testaments of the Bible reveal instances where CP was used as a corrective measure for managing misbehaviours. For example, from the holy Bible, (Genesis 3: 16 - 17) "To the woman, God said, 'I will increase your suffering in childbearing, and you will give birth to your children in pain. You will be dependent on your husband and he will lord over you. To the man God said, 'Because you have listened to your wife and have eaten from the fruit which I have forbidden you to eat, cursed be the soil because of you! In suffering you will provide food for yourself from it, all the days of your life" (Christian Community Catholic Bible). The above statement from the bible suggests that correcting misbehaviour began with the creator himself according to the Bible. Religiously, both Christianity and Islam, the two most dominant religions in Ghana have doctrines on CP (Addai, Opoku-Agyeman & Ghartey, 2013). The Holy Bible in Proverbs 13:24 say "He who spares the rod hates his son, but he who loves him is diligent to discipline him." (RSV). John 19:1 it reads, "Then Pilate took Jesus and scourged him. This means that Jesus was flogged before

he was crucified. The Islamic religion likewise admonishes followers to corporally punish anyone who commits adultery (that is, Sharia Law) among other punishments.

Corporal Punishment from the Ghanaian Perspective

In Ghana, the history of CP dates to the pre-colonial era. As a method of generating submission, CP was prominent in communities and institutions. CP has continued to date as a method of correcting misbehaviour in communities and in schools (Pate & Gould, 2012). The question about whether CP has a positive influence on a child's up-bringing or not has been an issue of concern (Pate & Gould, 2012). Many people hold the view that CP has nothing good to offer a child and will not achieve the intended child's behaviour transformation rather it only causes childhood aggression, anti-social behaviour, truancy and hardens the child (Feinstein & Mwahombela, 2010).

Discipline in Schools and Homes before Independence in Ghana

In the 1950s, teachers were strict disciplinarians by all standards (Slee, 2020). In Ghana, teachers reported at school very early in the morning and were expected to ensure the school compounds were tidy before assembly was conducted. Various checks and inspections were carried out by teachers on duty and headteachers on pupils. Some of such inspections were fingernails, teeth, school informs among others. Pupils who met standards were awarded but those who didn't meet standards were corporally punished. Some teachers were seen holding canes in the mornings to check those who reported late at school and this made a lot of pupils drop out of school.

Additionally, when wearing a hat, it is expected of children to take it off when going indoors into a shop or when talking to an elderly person. Children

20

who flouted these rules were punished. CP was also perpetuated when learning to practice a particular faith in religion (Webb, 2011). For example, children who attended catechism to be baptised into the Roman Catholic Church were seen being punished corporally when they failed to remember what had been taught. Children who failed to attend catechism were equally punished. Furthermore, most of the schools running before Ghana's independence were not without the use of CP (Yeboah, 2020). Detention was given for many misdemeanours and children were never meant to speak back. Disciplining children in the 1950s has often been regarded as strict, harsh and oppressive (Lokot, Bhatia, Kenny & Cislaghi, 2020). Children were often not meant to be "seen but not heard". Benjamin Spock's publication, "Baby Child Care" which was published in 1946, greatly influenced how children should be raised. His was one of the first works to promote theories on parenting on how to discipline children

The Teacher's Code of Conduct

In order to ensure schools are safe and conducive for teaching and learning, the GES launched Safe Schools Resource Pack (SSRP) in 2018 which copies of these manuals have been distributed to schools across the country. The document states among other things that a school is safe when the environment is good for teaching and learning and that children and staff are free from any form of intimidation, violence and abuse irrespective of your race, sex, tribe, background and abilities. Simply, the document talks against all forms violence against pupils such as physical, psychological and sexual abuse. The Teacher's Code of Conduct (2016) highlights the following:

Physical Violence

i.   A teacher shall intervene to stop a fellow teacher from perpetrating physical violence or abuse upon another pupil.

ii.   A teacher shall intervene to stop a pupil from perpetrating physical violence or abuse upon another pupil.

iii. Any learner must not be purposefully excluded or ignored by a teacher.

iv.   A teacher is not permitted to use a learner's emotions for personal gain.

v.   A teacher is not permitted to use a learner's emotions for personal gain.

vi.   No teacher has the right to expel a learner for tardiness or absence.

vii. Teachers are not allowed to harass or force learners into participating in things they don't fully understand.

viii. Learner's physical difficulties should not be used by teachers as an excuse to threaten or mock them.

ix.   The feelings and situations of learners should be given the utmost care by teachers.

x.   The teacher should encourage learners to continue their studies and discourage early marriage.

xi.   The teacher must regulate his or her language to avoid endangering the learner or threatening to use cruel and degrading punishment.

Psychological Violence

i.   A teacher shall intervene to stop a fellow teacher from perpetrating psychological abuse upon another pupil.

ii.   A teacher will intervene to stop a pupil from perpetrating psychological abuse upon another pupil.

22

iii.   No teacher's actions are permitted to have a detrimental psychological impact on a learner. Therefore, no teacher shall intimidate, insult, tease, harass, threaten, snub, or discriminate against any learner while performing their job duties.

iv.   A teacher is not permitted to use a learner's emotions for personal gain.

v.   No teacher may expel a learner for tardiness or absence.

vi.   No teacher shall send a child out of class for absenteeism or lateness.

vii.   Teachers are not allowed to bully or force learners into participating in things they don't fully understand.

viii.   Teachers shall not use the physical challenges of children to intimidate or ridicule them.

ix.   The feelings and situations of learners should be given the utmost care by teachers.

x.   The teacher shall advise against early marriage and support children continuing their education.

xi.   The teacher shall control his/her utterances in order not to threaten with cruel and degrading punishment or hurt the pupil.

From the Teacher's Code of Conduct stated above, it is an offence for teachers and school administrators to administer CP in school. In 2017, the GES issued a directive to manage pre-tertiary schools (public and private) echoing the official ban of CP in schools in 2017. The TPD was adopted to be used as the main tool to manage pupils' behaviours in the school (GES, 2016). Additionally, the TPD is used together with the headteachers' handbook as measures for correcting pupils in schools. Inferring from the Teacher's Code of

23

Conduct and the above directive from the GES to school, it is obvious that CP in schools is not entertained by service yet corporal is on-going in schools.

Legal Justification for Corporal Punishment

Article 41 of the Criminal Offences Act of 1960 states:

1. A blow or other force may be justified for the purpose of correction, where;

a. A father or mother may correct his or her child, who is under 16 years of age, or a guardian, or a person acting as guardian, the ward who is under sixteen years of age for misconduct or disobedience to a lawful command.

b. A father or mother, guardian or a person acting as a guardian of a child may delegate to another person who any of the entrust, permanently or temporarily, with the governance or custody of the child or ward the authority of any of them for correction, including the power to determine in what cases correction ought to be inflicted.

Legal Documents Promulgated for the Protection of Children Allow CP

Article 13(2) of the Children's Act 1998, allows "justifiable" and "reasonable" CP of a child. However, Article 15(2) of the 1992 Constitution of the Republic of Ghana prohibits torture and other cruel, inhuman or degrading treatment or punishment. The juvenile justice 2003 prescribes no available sanction for the use of CP in school.

The Education Act 196 shows that CP is lawful in schools. According to the Ghana Education Act of 1961, a head teacher or another person with the head's permission may flog a student in second cycle schools for up to six strokes. From the above, stakeholders in education may find it difficult to

24

understand why GES will ban CP since it has not been scrapped from all the statutory books of the country Ghana.

However, the right-based approach to education is crucial in promoting and protecting the rights of children in the educational sector. It is, therefore, the duty of every government to adhere strictly to this approach in order to guarantee the rights of children (Rajasekhar & Sekar, 2016). This right to educating every Ghanaian child is expected to benefit the child holistically but this has been hampered by the continuous use of CP in schools by teachers (Ogawa & Nishimura, 2015).

Development of the Tools for Positive Discipline

The TPD was drafted in Ghana as a key product of a stakeholder engagement workshop held in 2016. Stakeholders involved in the development of the TPD for basic schools in Ghana were: United Nations International Children's Emergency Fund (UNICEF) representatives, Ghana Education Service (GES) personnel, teacher union representatives, teachers and Non-Governmental Organisations (NGOs). Possible issues that may have an impact on the implementation of TPD in basic were identified at the stakeholder engagement. These are:

1. Some teachers may believe that these tools will make things more difficult and will therefore be less receptive to them because of the high teacher-to-pupil ratios that exist in Ghanaian schools, their frequently extremely busy schedules, and an incorrect perception of CP as a quicker and less complicated approach.

25

2. Because they can no longer use corporal punishment to discipline students, teachers may feel that they have lost some of their authority or control.

3. Parents who support CP can object to the tools' introduction.

4. Some educators might worry about letting go of their reins in the classroom.

5. When positive discipline techniques are first introduced, some students may take this as a chance to question the authority of the teacher.

6. Particularly in situations where children show excessive provocation or don't seem to respond to the tools, teachers might lack the patience necessary to remain committed to the ongoing use of positive discipline techniques.

Rationale of the Development of the Tools for Positive Discipline

School children have suffered immense physical injury, trauma, panic, psychological distress as a result of CP (Gershoff, Purtell & Holas, 2015). It is based on these incidents that the TPD was developed to replace the use of CP in school. Additionally, the rationale behind the development of the TPD is to inculcate desired behaviours into school children. This rationale will be obtained through:

1. Using corrective measures in response to misbehaviour that are proportionate to the offence committed.

2. Participatory approaches.

3. Including students in the establishment of values, expected behavioural norms, and disciplinary actions.

4. Promoting mutual respect between the teacher and pupils.

The Components of the Tools for Positive Discipline in Ghana

The components of the TPD are presented in four levels. This can be seen in Tables 1, 2, 3, and 4 respectively.

Table 1: *Level One-Proactive Measures*

Tool	Description	Steps
1. Schoolwide Rule Book	Rules and regulations that guide the expected behaviours of teachers and pupils	This should be done after consulting with all necessary stakeholders (that is, GES, school administration, guidance and counselling personnel among others).
2. Classroom Rule Book	Make a note book that contains records on the behaviour standards that are expected from pupils	Step 1. Establish classroom rules and regulations in the general school. Step 2. Explicitly explain the rules and regulations to the pupils. Step 3. Hand over the document that contains the rules and regulations to the class prefect/peer instructor to periodically remind the pupils of the rules and regulations
3. Notice Board Poster	Classroom rules and regulations should be posted on notice boards to remind pupils of behaviours expected from them	Step 1. Establish classroom rules and regulations in the general school. Step 2. Discuss the rules and regulations with pupils and consider taking their feedback. Step 3. Post the rules and regulations on the notice board to serve as future reference to pupils who may go contrary to it.

Source: Ghana Education Service (2016)

27

Table 2: *Level Two-Early Detection/Intervention*

Tool	Description	Steps
Explanation	The teacher will make adequate effort to explain to the pupils why some behaviours are unacceptable	Step 1. Give a suitable period for discussion between teachers and pupils Step 2. Clearly describe to the pupils the behaviour observed and give advice on how and why they should exhibit good behaviours
Caution	Teacher points out to the pupil that he/she has gone against the laid out rules and reminds the pupil of possible consequences of repeating such behaviour	Step 1. Find out from pupils if they aware of the implications of their misbehaviour Step 2. If pupils agree they are aware, let them indicate how they understand it. If otherwise, refer to the rules of the school and let them know the consequence
Agreement	The teacher and the student agree that a specific behaviour shouldn't be repeated and that there should be consequences for breaking the agreement.	Step 1. Clearly explain the misbehaviour observed to the pupil Step 2. Discuss the consequences of repeating it Step 3. Verbally agree or agree by signing a document with pupils that repeating such misbehaviour will call for sanctions agreed upon
Pupil Behaviour Log	Involves entering infractions into a log book. Repeated entries for the same offence will bear a consequence.	Step 1. Present the behaviour entries to the class by explaining what their implication will be Step 2. Document misbehaviours in the log book

Source: Ghana Education Service (2016)

28

Table 3: *Level Three-Corrective Measures*

Tool	Description	Steps
Reflection period	Pupils will be mandated to report at a specified room for a specific period of time based on the activity to be given	Step 1. Describe the misbehaviour observed to the pupil Step 2. Notify the pupils that they will be mandated to take part in a reflection period due to their misbehaviour Step 3. Identify a suitable time for pupils to reflect on their misbehaviour. Step 4. Design an activity for the pupils to carry out during their reflection time to prompt them to re-think on their actions.
Writing Lines	Give pupils sentence to write several times that will reinforce them adhere to appropriate behaviours	Step 1. Describe the misbehaviour observed to the pupils Step 2. Make logistics for writing available. Step 3. Notify the pupils that they will have to write lines due to their misbehaviour Step 4. Make a sample of the sentence the pupils will write and give them deadline for submission
Cleaning	Involves pupils being asked to undertake some form of community service such as picking litter or cleaning some particular area in the school. But certainly not the toilets	Step 1. Describe the misbehaviour observed to the pupil Step 2. Notify the pupils that they will clean due to their misbehaviour Step 3. Determine the appropriate time for the child to perform the task Step 4. Ensure that the child carries out the sanction

29

Table 3 continued

Tool	Description	Steps
Designated Seating Position	To better keep an eye on the students, place the students directly in front of or next to the teacher.	Step 1. Describe the indiscipline observed to pupils Step 2. Make the pupils aware that they will sit at an identified location due to due behaviour Step 3. Tell pupils to move to the identified location
Counselling	Inform the consent of pupils and refer them to school counsellor alongside side detailed description of pupils behaviour	Step 1. Find out of from log book of all recorded infractions committed by pupils Step 2. Talk to the counsellor about the student's conduct and any violations that were noted. Step 3. Explain to pupils the rationale behind receiving counselling from the school counsellor. Step 4. Establish a suitable time for the student and the counsellor to meet.
Agreement	The student and teacher agree that a particular behaviour shouldn't be repeated and on the repercussions of breaking the agreement..	Step 1. Explain to the student in straightforward terms the improper behaviour you saw. Step 2. Explain the implication of repeating inappropriate behaviours. Step 3. Affirm in writing or in person that if a student engages in the same behaviour again, the discipline that was discussed with them will be applied.

Source: Ghana Education Service (2016)

30

Table 4: *Level Four-Rehabilitative Measures*

Tool	Description	Steps
Withdrawing a Responsibility	Pupils' position in the school could be temporally or permanently taken from them	Step 1. Expound the consequences of pupils' actions to them Step 2. Inform the child and other affected/concerned parties about withdrawal of the responsibility (including whether it will be permanent or temporary)
Letter to parents	Send notes to the pupils' parents to notice them of their indiscipline.	Step 1. Expound the consequences of the pupils' actions to them. Step 2. Send notes pupils' parents or guardian
Parent teacher meeting	Meet parent's to find out children's behaviour and identify steps to what steps to improve behaviour	Step 1. Describe the consequences of pupils' actions to them Step 2. Identify suitable time to engage with parents by sending an invitation to them
Counselling	Refer the pupil to the school counsellor alongside background on the pupils' behaviour	Step 1. Find out from log book of all entries on indiscipline committed by the pupil Step 2. Discuss the behaviour of the pupil and indiscipline recorded with the school counsellor Step 3. Explain the purpose of the counselling to the pupil Step 4. Set appropriate meeting time for the pupil to meet with the counsellor
Daily Report	Involves intensive monitoring of the students' behaviour. After each class, the student would receive a paper that needed to be signed by his or her teacher and turned in to the school counsellor at the end of the day.	Step 1. Clearly explain the implications of the infraction and its consequences to the pupil Step 2. Determine an appropriate observation period suitable for observing the misbehaviour

31

Source: Ghana Education Service (2016)

Empirical Review

This section presents the review of related empirical studies based on the research questions that guided the study.

Views on the Ban of Corporal Punishment

Regarding teachers' views on CP, a study conducted in Kenya by Kimani et al. (2012) found that teachers wanted CP to be reintroduced in primary schools in Kenya. Consistent with the findings of Kimani et al. (2012), Yeboah (2020) revealed in a study in Cape Coast that teachers agreed that the Ministry of Education should permit the use of CP such as flogging in the school. However, in the same study, it was discovered that teachers agreed that sanctions should be given to teachers who physically hurt pupils while using CP although teachers want GES to allow them to use CP. A study conducted by Prabha (2019) in India found that 90% of teachers were of the view that currently pupils were becoming more indiscipline since CP was prohibited in school. Furthermore, Makewa, Myriam and Benson (2017) reported in a study in Kenya that there is differences in gender, age, education and experience of teachers' views on CP. Consistently, Kimani, Kara and Ogetange (2012) conducted a study in Kenya and found that there is no difference in gender and professional qualification in teachers' support for CP. However, regarding teaching experience it was revealed that teachers with below 12 years teaching experience were likely to use CP more compared to teachers with higher teaching experience.

32

Similarly, Kimani, Kara and Ogetange (2012) discovered in Kenya that headteachers agreed that CP should be used in the public primary schools in Kenya although it has been banned. That is, headteachers preferred to use CP to maintain discipline among pupils in the school. In agreement with this finding, a longitudinal study conducted by Ogando-Portela and Pells (2015) in Ethiopia found that CP was prevalent in schools despite it being banned. Also, Kambuga, Mayengo and Mbalamula (2018) revealed in a study conducted in Tanzania that teachers used CP in schools. Heekes, Kruger, Lester and Ward (2020) conducted a study in Cape Town and found that CP was widely used in schools. Although CP was banned, several studies have reported that it is still in existence in schools nationwide. In Kenya, Kimani, Kara and Ogetange (2012) revealed in a quantitative study that teachers are not adequately prepared to use other alternative forms of punishment aside CP in schools in Kenya. Similarly, Nampoto (2018) found in a study conducted in Tanzania that teachers regarded CP as an effective means of maintaining discipline in Tanzanian secondary schools.

Additionally, a study in Johannesburg conducted by Cicognani (2004) who adopted a quantitative approach revealed that CP ruined the cordial teacher-pupil relationship in the school. A contradictory finding was reported by Nwosu and Nwsor (2013) in Nigeria that CP did not ruin cordial relationship with between teachers and pupils. Addison (2015) reported in a study conducted in Techiman District that CP results in school dropout among pupils. Similarly, Kambuga, Mayengo and Mbalamula (2018) found in Tanzania that the use of CP leads to dropout, absenteeism, and anxiety among pupils. A study conducted by Lwo and Yuan (2011) in Taiwan found that teachers were of the view that

33

the prohibition of CP will prevent physical abuse of pupils and promote the rights of pupils.

In an attempt to eradicate the usage of CP in schools, Lwo and Yuan (2011) revealed that teachers agreed on creating counselling centres and providing counselling staff in the school are among the effective strategies that can promote zero CP in the school. In addition, Gyan, Baah-Korang, McCarthy and McCarthy (2015) found in a study conducted in Sunyani that both teachers and pupils were of the view that counselling was an effective measure to solve indiscipline behaviour in the school. In Kenya, Kambuga et al. (2018) found that pupils preferred the use of guidance and counselling as an alternative disciplinary management rather than the use of CP. With regard to parents' views on the use of CP in schools, Yeboah (2020) discovered in a study in Cape Coast that parents believed CP is an effective means teachers use to manage pupils' behaviour in the school. In Taiwan, Lwo and Yuan (2011) also reported that the prohibition of the use of CP would lead to conflict between teachers and parents.

Awareness of the Ban on Corporal Punishment

A qualitative study conducted by Nampoto (2018) in Tanzania found that teachers were unaware of the ban on CP and they possess inadequate training on how to handle pupil's discipline. Contrary to this finding, Lwo and Yuan (2011) discovered in a study in Taiwan that teachers were aware of the ban of CP in Taiwan schools. Additionally, a survey conducted by the New Zealand's Children's Commission (2008) reported that 91% of educators were aware that CP had been abolished. The breakdown of the percentage are: 43% were in support of the ban, 29% had neutral stands, and 28% opposed the ban

of CP. A study conducted by Addison (2015) in Ghana found that CP was used as a tool to increase the academic performance of pupils since pupils who scored low marks in a test were canned. Addison in the same study reported that there was a statistically significant difference in the mean scores of pupils' academic performance when CP was used. This finding suggests that pupils turn to perform better when CP is used as a tool to instil positive learning habits in them.

Reasons for Using Corporal Punishment

In ascertaining the reasons why CP is used, the findings of a qualitative study conducted in Turkey by Kilimci (2009) revealed that school principals in Turkey adopted the use of CP due to the large population of pupil in the classroom. Concurring with this finding, a qualitative study conducted by Olivier (2010) in Pretoria found that educators viewed CP as an effective means to maintain discipline when there is a high teacher-pupil ratio. Nampoto (2018) also reported in a study conducted in Tanzania that teachers regarded CP as an effective means of maintaining discipline due to the large population of the pupils in the school. Parvin (2014) also reported that factors such as large class size indirectly stimulated teachers to use corporal punishment.

Lwo and Yuan (2011) revealed in a study in Taiwan that teachers regarded home contact, positive reinforcement and verbal correction as effective means of maintaining discipline. Little and Akin-Little (2008) reported in their study conducted in the United States that teachers did not rely on the use of CP to maintain discipline instead, they used disciplinary strategies such as sending pupils who misbehaved to the principal's office and withdrawing privileges from pupils. Umezinwa and Elendu (2012) adopted a qualitative

approach to investigate the use of CP in schools in Anambra State, Nigeria. It was revealed that teachers found the use of CP to be ineffective and unacceptable in managing pupils' discipline. It was also reported in a study conducted by Olivier (2010) in Pretoria that educators saw other forms of punishment such as suspension, sending notes to parents, and withdrawing privileges from pupils as ineffective in managing pupils' indiscipline.

A study conducted by Ogando and Pells (2015) in Ethiopia found that CP was dominantly used on young children of eight years than on older children of 15years. In Columbia, Han (2011) found that elementary school principals used CP more than secondary school principals. However, in Ghana, Addison (2015) discovered in a quantitative study that, CP such as flogging was less used on pupils at the kindergarten level whiles flogging commonly used on pupils at the Junior High School (JHS) level. Addison further reported that this is due to pupils' disregard to other forms of punishment such as suspension, sending notes to parents, and taking away privileges from pupils. In Tanzania, Nampoto (2018) revealed in a study that pupils did not mind other forms of punishment in managing their behaviour except CP.

Furthermore, Khanal and Park (2016) found in their study conducted in Nepal that teachers used CP to show their legitimate power in the classroom. Existing literature posits that punishment was used in maintaining discipline when pupils violate school rules and regulations such as jumping school walls to go home without permission from the school authority, fighting, bullying, and teasing (Addison, 2015). Similarly, Aklamanu (2016) discovered in a study in Ghana that the use of suspension as a disciplinary measure to replace CP was viewed as ineffective by teachers in Ghana. It was further revealed that pupils

got the chance to indulge in other disruptive behaviour since they received little or no supervision from their parents when they got home. However, a more recent study conducted in Ghana by Yeboah (2020) revealed that teachers disagreed on flogging as a form of CP to maintain discipline in the school. Contrary this finding, Nwosu and Nwsor (2013) conducted a study in Nigeria and found that flogging was an effective method in maintaining discipline among pupils in school.

Common Indiscipline and Forms of Corporal Punishment in Schools

A study in Nairobi conducted by Waithaka (2017) reported that among the common misconduct among pupils were absenteeism, bullying, and rudeness to teachers. Kimani et al. (2012) found that teachers used flogging, slapping and kneeling as the major forms of CP in school. Nwosu and Nwsor (2013) in a quantitative study conducted in Nigeria found that teachers used flogging as a form of CP. Consistent with this, Khanal (2015) found in a study in Nepal that teachers used CP such as flogging, kneeling down and pulling ears. Similarly, in Ghana, Addison (2015) reported in a quantitative study that teachers usually used flogging and kneeling down as major forms of CP in the JHS. Consistently, Gerald, Augustine and Ogetange (2012) conducted a study in Kenya and discovered that the most common forms of CP used on pupils in school were flogging, kneeling down, and pulling ears. A study in Cameroon conducted by Ngwokabuenui (2015) revealed that the common indiscipline among pupils that lead to CP were disobedience to school authorities.

In Nepal, Khanal and Park (2016) discovered in a quantitative study conducted that teachers usually used flogging and slapping to instil discipline during teaching and learning in private schools of Nepal. It can be inferred from

37

the above findings that flogging is the most dominant among all the forms of CP teachers and supervisors use in correcting pupils' indiscipline. Additionally, Waithaka (2017) reported in a study in Nairobi that the common factors that contributed to indiscipline among pupils in school were lack of self-control and self-discipline. Among other factors reported by Waithaka in the same study were inadequate infrastructure, administrators' negligence of pupils' welfare, and low self-esteem among pupils.

The Use of the Tools for Positive Discipline in Schools

In Serbia, Zuković and Stojadinović (2021) examined the correlation between the presence of positive discipline in schools and the level of pupils' self-esteem. It was found in the study that the application of the positive discipline in the school improves pupils' self-esteem. Zuković and Stojadinović further reported that in using positive discipline in schools, teachers who respect the rights of the pupils and know the characteristics of pupils, positively influence good behaviours. Consistent with this finding, Sevrika (2017) revealed that teachers who respect the diversity and differences in pupils encourage positive behaviours among pupils. However, Sevrika further found that teachers did not develop and share the classroom rules and decisions with the pupils although teachers used a positive tone of voice. Additionally, a study conducted by Peña and Espinosa (2020) in the Philippines showed that positive discipline improved the absenteeism of pupils.

In a study conducted by Wangchuk, Wangchuk, Choki and Drakpa (2018) in Bhutan, it was reported that positive discipline promotes positive behaviour while the use of CP such as suspension and verbal abuse as disciplining strategies negatively impacts pupils' behaviour. It was also found

38

that pupils who violated schools rules and were made to take up manual labour did not deter them from repeating the same misconduct. Madurai, Makondo and Bhebhe (2017) conducted a study in Swaziland on the perception of primary school teachers on positive discipline. It was found that teachers had limited awareness and knowledge on positive discipline and therefore had inadequate skill to administer it. It was also evident in the study that teachers used CP and viewed it as an effective means to make pupils focus on school work.

A study conducted by Sibanda and Mathwasa (2020) in Zimbabwe found that secondary schools adopted the modelling positive behaviour strategy to instil positive discipline among pupils. It was highlighted in the study that prefects were used as role models to encourage pupils to imitate them. This strategy produced affirmative behaviour outcomes among pupils in the school. Additionally, Carroll (2019) reported in a study conducted in the United States that providing training workshops on positive discipline improved the outcome of pupils' behaviour. Carrol further reported that teachers need training on positive discipline in order to effectively manage pupils' behaviour in school.

Challenges in Using the Tools for Positive Discipline

A study conducted by Sibanda and Mpofu (2017) in Zimbabwe revealed that the challenges that hinder the use of positive discipline in school included: not rewarding positive behaviour, ineffective communication, ineffective monitoring, lack of role models and inadequate financial support. It was further revealed that the factors that hindered the use of the practices of positive discipline in schools were mainly based on the influence of teachers, pupils, members in the community and parents. Furthermore, a more recent study conducted by Wang, Wang and Shang (2020) in China reported that

39

environmental factors such as class size is the main factor affecting classroom discipline in schools. Parvin (2014) reported in a study conducted in Bangladesh that large class size made it difficult for teachers to use positive discipline in schools. Parvin further found that teachers were aware of the negative impact of using CP but they perceived it as the most effective way of instilling good behaviours in pupils.

A study in Nairobi conducted by Waithaka (2017) reported that the increase in indiscipline among pupils was due to inadequate parental support and cooperation in disciplining pupils. It was further found that the persistence of school indiscipline in schools in Nairobi was primary due to the lack of professional guidance and counselling services and unconducive school environment to stimulate positive behaviours in pupils.

Regarding the ways in which the challenges faced in using positive discipline are managed, a study conducted by Lwo and Yuan (2011) discovered that teachers want a reduction of pupils' number in a class. It was found in the study that teachers viewed low class size as an effective means to minimise the use of CP in schools. Lwo and Yuan, in the same study further revealed that teachers suggested that organising conferences for teachers will enable teachers to be knowledgeable in using alternative disciplinary approaches aside CP.

Summary

In this chapter, the theoretical framework for this study was discussed. The Social Learning Theory was employed as the theoretical underpinning of this study. Specifically, the perspectives of Albert Bandura, B. F. Skinner and Ivan Pavlov were adopted. Some limitations of Social Learning Theory were presented as well its implications to the current study.

Further, concepts that were reviewed under the conceptual review included corporal punishment, types of corporal punishment used in schools and homes, corporal punishment from the global, Ghanaian and biblical perspectives. Also, the issues regarding discipline in schools and homes before independence in Ghana and the Teacher's Code of Conduct were discussed. Lastly, the conceptual review covered the development of the Tools for Positive Discipline, rationale of the Development of the TPD and the components of the TPD.

An empirical review was presented in this chapter. It was presented based on the objectives that guided this study. The objectives are as follows:

1. Find out the views of teachers and supervisors on the policy on the ban of corporal punishment in public basic schools in the Cape Coast Metropolis.

2. Examine how the policy provision has guided the ban of corporal punishment in public basic schools in the Cape Coast Metropolis.

3. Explore how the Tools for Positive Discipline are used by teachers and supervisors in public basic schools in the Cape Coast Metropolis.

4. Find out the challenges teachers and supervisors face in using the Tools for Positive Discipline in public basic schools in the Cape Coast Metropolis.

5. Explore how teachers and supervisors manage the challenged they face in using the Tools for Positive Discipline in public basic schools in the Cape Coast Metropolis.

It can be inferred from the empirical review that the majority of the studies were conducted outside Ghana. This suggests that there is a geographical

gap regarding the problem under investigation. Also, it appears that limited studies have been conducted on how the TPD is used by teachers and supervisors in basic schools in Ghana. Additionally, not much studies have been conducted on the effectiveness of the policy on the ban of CP in basic schools in Ghana. The findings reported on the reasons why teachers use CP seem inconsistent. The inconsistencies are: while some studies reported that teachers disagreed on the use of CP, others revealed that teachers support the use of CP. Also, while some studies reported that teachers had positive views about the use of CP, others found that teachers had negative views about the use of CP. Again, while some studies reported that teachers are aware of the ban on CP, others found that teachers are unaware of the ban of CP. This situation points to a geographical gap, knowledge gap and contradictory findings in literature. It is, therefore, based on the aforementioned gaps that this study sought to examine the implementation challenges on the ban of CP in public basic schools in Cape Coast.
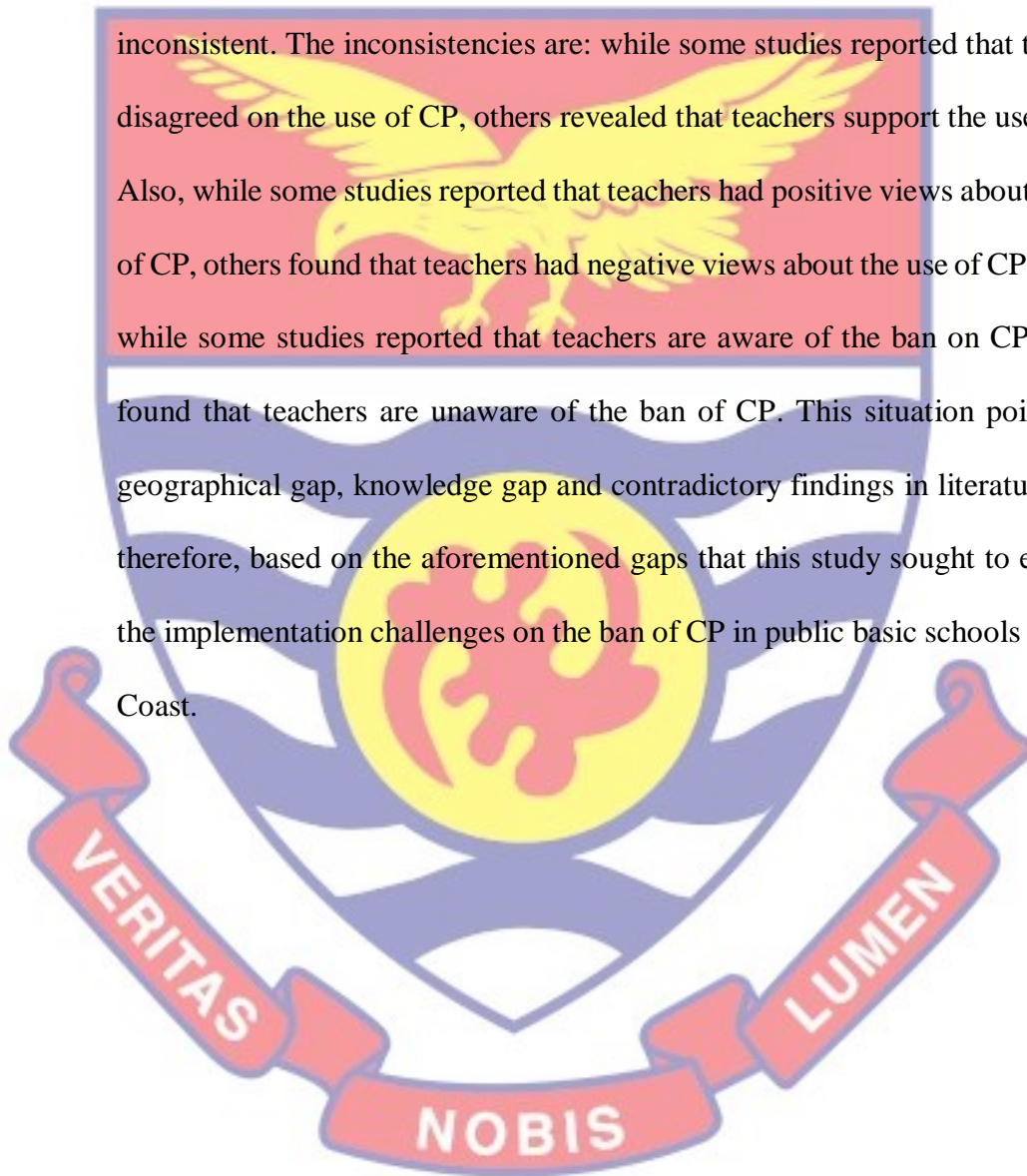
CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter deals with the research design, study area, population, sample and sampling procedures, data collection instrument, trustworthiness, data collection procedures, ethical consideration, data processing and analysis, and summary of the chapter.

Research Design

A research design is a plan that specifies how data relating to a given problem can be collected and analysed (Myers, Well, & Lorch, 2013). The study adopted a qualitative approach with a phenomenological research design. Qualitative studies provide a holistic, rich and in-depth understanding for those who are interested in a particular phenomenon (Maxwell, 2012). The reason for employing a phenomenological research design for the study was to provide a comprehensive understanding of the lived experiences of teachers, headteachers, and SISOs as far as Corporal Punishment (CP) in basic schools is concerned. In support of this assertion, Wilson (2015) posited that phenomenological research design looks at the phenomena under the study with high degree of accuracy and describes precisely the lived experiences of people from their perspective.

The qualitative approach with a phenomenological research design enabled the construction of a universal meaning of the event, situation, and experience to arrive at a more in-depth understanding of the phenomenon under study (Creswell & Poth, 2016). However, phenomenological research design provides detail and better understanding attached by people who have lived the

experience and enables researchers to adopt multiple sources of data collection, and interpretations to provide context and reliable conclusions (Van Manen, 2016).

Study Area

The study focused on public basic schools in Cape Coast Metropolis, Ghana. Cape Coast Metropolis was the study area because it is noted for setting the pace in formal education in Ghana hence, an appropriate area to situate the problem under investigation (Graham, 2013). The Cape Coast Metropolis consists of six circuits and these are Aboom, Bakaano, Cape Coast, Efutu, Pedu/Abura and Ola (Cape Coast Metro Education Office, 2020). As at 2016, there are 194 public basic schools in the Metropolis. The population of the Metropolis, according to Ghana Statistical Service (2010), stands at 169,894 with 82,810 males and 87,084 females. Cape Coast Metropolis is bounded on the south by the Gulf of Guinea and the common economic activity of the people is fishing.

Population

According to Creswell (2014), population in research is a group of individuals or subjects with some common defining characteristics that the researcher can take a representative sample from. The population for the study consisted of all basic school teachers, headteacher, and SISOs in the Cape Coast Metropolis. The population constituted five communities within the five circuits of the Metropolis which were grouped under; Urban, Peri-Urban and Rural setting.

44

Sampling Procedure

Sampling is the process of selecting a presentative subjects or people of a population (Acharya, Prakash, Saxena, & Nigam, 2013). Based on the sample size recommendation of 5-25 given by Creswell (2014), purposive sampling was used to select 25 participants for this study. Purpose sampling was used because the study focused on collecting data from participants who have the characteristics to give reliable information. This comprised 15 teachers (selected from BS 5, BS 6, and J.H.S. 1), five headteachers, and five SISOs. The justification for using these specific categories was because they fall within the pre-transitional, transitional, and new level where there has been persistence incidence of CP (Kyei-Gyamfi, 2011). The participants were purposively selected from five circuits in the Cape Coast Metropolis namely, Efutu, Abura/Pedu, Aboom, Bakano, and Ola. The communities where the 25 participants were selected were grouped under urban (Kotokoraba [five] and Ola [four]), peri-urban (Adisadel [six]) and rural (Efutu [five] and Kakumdo [five]) settings. The five communities (that is, Kotokoraba, Ola, Adisadel, Efutu and Kakumdo) were selected because the study sought to involve participants from each of the settings mentioned (that is, Urban, Peri-Urban, and Rural). This would help provide a holistic understanding of the problem under study.

Data Collection Instrument

To collect data for the study, an interview guide was used (See Appendix E). According to Creswell (2013), interviews allow researchers to probe further to collect in-depth information from participants as possible without strictly following the order in which questions had been written. The interview guide was adopted because it gave the researcher the opportunity to modify the order

45

of the questions, pace of communication, interview style, and language in order to elicit the detailed information from interviewees was possible (Adams, 2015). The interview guide was developed based on relevant literature and in five sections. That is, Section A to Section F. Section A collected the demographic data of the participants. The demographic data are gender, age range, educational qualification, and religious belief. Section B elicited information on the views of teachers and supervisors on the ban of CP. Section C elicited information on the policy provisions that guided the ban of CP. Section D elicited information on how teachers and supervisors use the Tools for Positive Discipline (TPD). Section E elicited information on the challenges teachers and supervisors face in the use of TPD. The last section F, elicited information on how teachers and supervisors manage the challenges they face in using the TPD.

Pilot-Testing of the Interview Guide

Fraser, Fahlman, Arscott and Guillot (2018) posit that pilot-testing of research instrument is critical in the research process because it helps researchers to adequately adjust methodological and practical issues as far as quality data collection is concerned. The interview guide was pilot-tested at public basic schools at Komenda/Edina/Eguafo/Abrirem District in the Central Region, Ghana. Pilot-testing of the interview guide helped the researcher to make necessary corrections in the items constructed in the interview guide. The corrections made included typographical errors, ambiguities, complex wordings and others. For example, the word 'limitations' was changed to 'challenges', 'necessitate' was changed to 'account' and 'propound' was changed to 'develop'. Furthermore, pilot-testing the interview guide gave the researcher an idea of the duration of the main interviews. Generally, pilot-testing the

46

interview guide was done to increase the possibility of having a trustworthy data collection instrument that will elicit reliable information based on the research questions (Fraser et al., 2018).

Trustworthiness of the Study

Trustworthiness is the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Pilot & Beck, 2017). The trustworthiness of the study was ensured based on the four criteria proposed by Lincoln and Guba (1986). These are; confirmability, transferability, dependability, and credibility.

Confirmability

Confirmability is the assurance that the results, conclusions and recommendations are backed by the data collected (Johnson & Christensen, 2012). Tape recordings were played to interviewees for them to confirm their responses. Member checking was used to ensure confirmability of the study. By this, I played back the tape recordings to the participants to affirm that the data transcriptions.

Credibility

Credibility refers to how the researcher represented the truths of the research participants as precisely as possible (Shufutinsky, 2020). To ensure credibility of the study, I used prolong engagement. With this, all the participants were given adequate time in the interviews to express their opinions and experiences regarding the research questions without interruptions. Subsequent dialogue with the participants were made after the interviews to further elicit information and issues they forgot to offer and address.

Transferability

Transferability is the extent to which the findings of the study would be applicable in different settings (Pilot & Beck, 2008). To ensure transferability, I recorded adequate information from the interviews. Also, I provided an extensive description of the interviewees which included their experiences (Burchett, Mayhew, Lavis, & Dobrow, 2013). To determine transferability, I gathered, interpreted and reported the data in a way that could facilitate the applicability of the study to other settings. Enough verbatim responses of the interviewees were presented to support the analysis.

Dependability

Ngunyulu (2012) defined dependability as one of the criteria that are used to establish trustworthiness by having one researcher(s) perform an audit of the study. Simply, dependability refers to the consistency of data over time. To achieve dependability, I gave the interpretations of the data and conclusions of the study to an experienced researcher in the field of study (that is, my supervisor) to examine its applicability (Hadi & Closs, 2016).

Data Collection Procedures

Permission was sought to collect the data from the selected schools with an introductory letter from the Department of Guidance and Counselling of the University of Cape Coast (See Appendix D). Phone calls were made with the participants who were selected to take part in the study. The intention of the phone calls was to ask for their willingness to participate, and to schedule an interview date, time, and location at the participants' convenience. The introductory letter gave information on the purpose of my study, a description of the research and clarification of the procedures data will be collected. I gave

48

informed consent to participants to endorse to indicate their agreement to be part of the study. The consent form gave information on the benefits of the study, potential risks and how they will be managed. The duration of the interview was 35 minutes. All interviews were audio-recorded with participants' consent in order to capture verbatim language and voice inflections. Follow up phone calls were made to make it possible for participants to further indicate their areas of concerns, seek clarifications, and make clarifications on the interview conducted. All data collected was adequately stored on a storage hard drive and iCloud service to provide backup for accidental loss of the files on the storage hard drive. A letter of appreciation was sent to the participants to thank them for taking part in the study.

Ethical Considerations

The research proposal was submitted to the Institutional Review Board (IRB) of the University of Cape Coast through the Department of Guidance and Counselling for approval before the actual study began (See Appendix A). After submitting the proposal, an ethical clearance letter was given by the IRB of the University of Cape Coast (See Appendix B). Ethical consideration refers to doing the right thing at the right time in order not to cause discomfort to participants or subjects involved in a study (Watson, 2010). I strictly conformed to the ethical standards in research writing. The rights and dignities of participants were duly respected. The rights include, privacy, fair treatment, protection from discomfort and harm, anonymity, and confidentiality. Participation was voluntary. Participants were given the right to withdraw from the study without any penalty. To maintain conditions of anonymity, the participants were assigned special codes (e.g. teacher 1, teacher 2, head 1, head

2, SISO 1, SISO 2) to prevent their identification. Participants were given a consent form to sign to confirm their agreement to participate in the study (See Appendix C). Lastly, imposition of my perceptions, beliefs, and values that have the tendency to influence decision making during the research and data analysis process were strictly avoided.

Data Processing and Analysis

The interview data was analysed thematically. Specifically, the thematic analysis by Braun and Clarke (2006) was adopted to analyse the interview data collected for the study. Braun and Clarke's (2006) thematic analysis has six stages. They are presented below.

Stage 1-Familiarising with the Data: In the first stage, I familiarised myself with the transcribed data by re-reading and listening to the audio recordings.

Stage 2-Generating Initial Codes: In the second stage, I applied codes to the data extract to generate themes. I also highlighted similar ideas in the interview data. This helped me to generate the central ideas of the data.

Stage 3-Searching for Themes: In the third stage, I sorted the different codes into potential themes, and collated all the relevant coded data extracts within the identified themes. In all, five main themes with 13 sub-themes emerged from the data.

Stage 4-Reviewing Themes: In the fourth stage, I reviewed the themes that were generated from the interview data. Themes that were similar in idea were merged and those with different ideas were separated. Also, themes that did not have enough data to support were collapsed. Content of the data that were irrelevant to the research questions were collapsed.

Stage 5-Defining and Naming Themes: In the fifth stage, I organised the themes in a coherent and consistent manner with accompanying verbatim. I gave concise names to the themes that were generated to correspond with the analysis. The themes were given names such as views of teachers and supervisors on the ban of CP and use of the TPD. The names that were given to the sub-theme include, knowledge of CP and involvement in the development of the TPD among others

Stage 6-Producing the Report: In the last stage, all the ideas collected from the data organised under the thematic areas were reported. In the report, I included sufficient verbatim responses from the participants to reflect the interpretations of the data.

Chapter Summary

This chapter described the research methods of the study. Specifically, it dealt with the research paradigm, design, study area, population, sample and sampling procedure, data collection instrument, pilot-testing of research instrument, trustworthiness of qualitative study, data collection procedures, ethical considerations, and data processing and analysis.
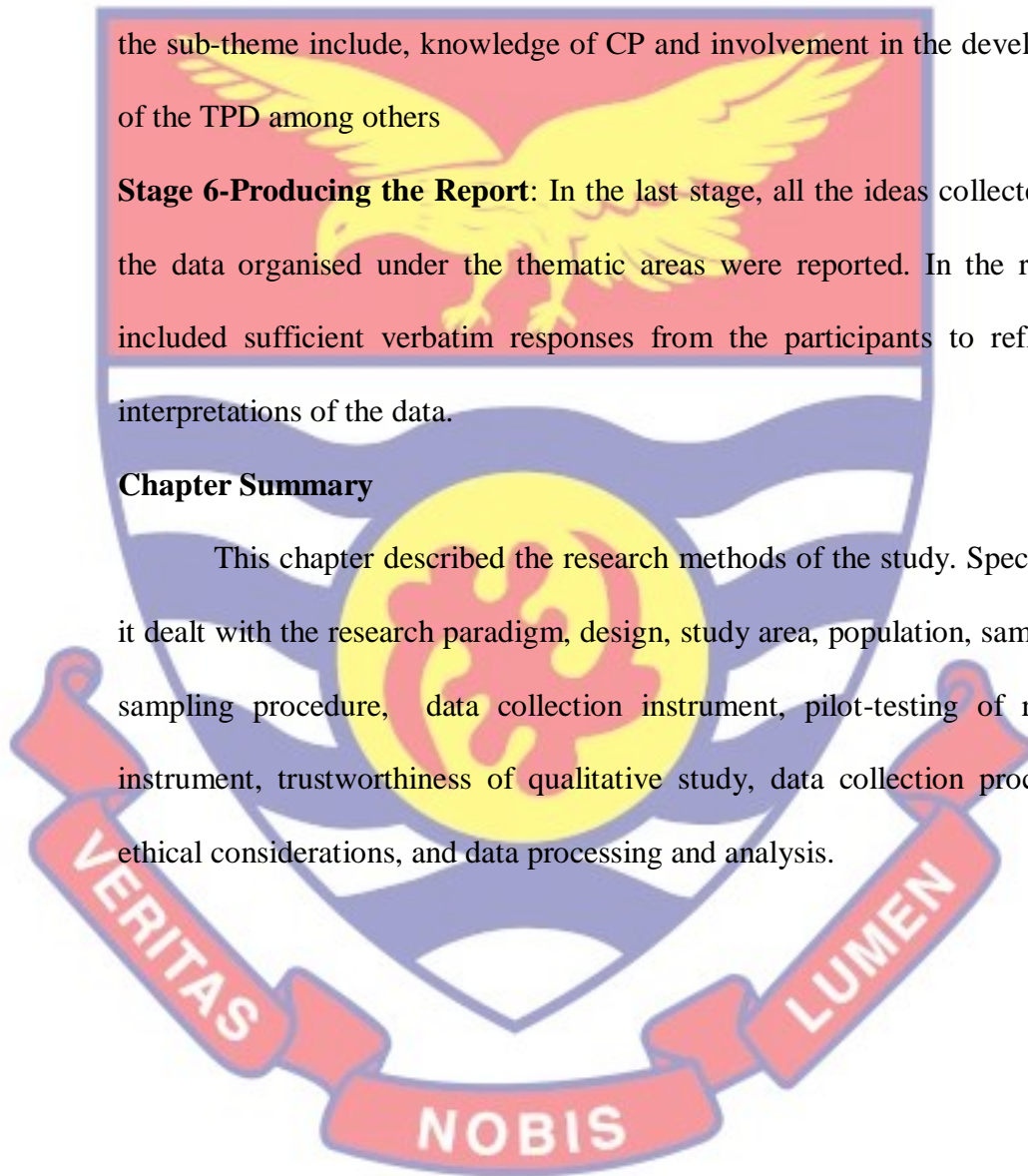
CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The purpose of the study was to explore implementation challenges of the ban on corporal punishment (CP) in public basic schools in the Cape Coast Metropolis, Ghana. The sample size used was 25 participants comprising 15 teachers, five headteachers, and five School Improvement Support Officers [SISOs] (formally called Circuit Supervisors). This chapter focuses on the results and discussions of this study.

Biographic Data of Teachers

A total of 15 teachers were interviewed comprising eight males and seven females. Out of the 15 teachers, five teach at Basic School (BS) five, five teach at BS six, and five teach at junior high school (JHS) One. The age range of nine teachers was 36-40, five teachers were 31-35, and one teacher was 25-30. Fourteen teachers hold a first degree and one teacher holds a master's degree. Nine teachers were Christians and six were Muslims. The understanding levels of a teacher with a higher educational qualification may differ from another teacher with lower educational qualification.

Biographic Data of Headteachers

A total of five headteachers were interviewed. They were three males and two females. All five Headteachers were above 41 years of age. Two headteachers hold a master's degree and three headteachers hold a first degree. Two headteachers were Christians and three were Muslims.

52

Biographic data of the School Improvement Support Officers (SISOs)

A total of five School Improvement Support Officers (SISOs) were interviewed. Two of the SISOs were females and three were males. All the SISOs were above 40 years of age. Two of the SISOs hold a master's degree and three of them hold a first degree. Three SISOs were Christians and two were Muslims. The SISOs are the Circuit supervisors who explain the policy directives to teachers in the circuit.

Results

The responses participants gave concerning the research questions are presented in two categories. These are; category A and category B. The responses of teachers and headteachers are placed in Category A while responses of the SISOs are placed in category B. Codes were given to the participants in the order in which they were interviewed. Codes given to teachers are; teacher 1, teacher 2, teacher 3, and so on. Codes given to headteachers are; head 1, head 2, head 3, and so on. Codes given SISOs are; SISO 1, SISO 2, SISO 3, and so on.

Research Question One: What are the views of teachers and supervisors on the ban on corporal punishment in public basic schools in the Cape Coast Metropolis?

This research question sought to explore how teachers and supervisors viewed the ban of CP in schools. The responses of the participants regarding this research question constituted one main theme and two sub-themes. These are presented in Table 5.

53

Table 5: *Emerged Themes and Sub-Themes (Research Question One)*

Main themes	Sub-themes
Views of teachers and supervisors on the ban on corporal punishment	Knowledge of corporal punishment
	Views on the introduction of the ban on corporal punishment

Views of Teachers and Supervisors on the Ban of Corporal Punishment

The teachers and supervisors were asked to state their views on the ban of CP in school. Their responses constituted two sub-themes which are presented below. Responses of teachers and headteachers are placed in category A while that of the SISOs are placed in category B.

Knowledge of Corporal Punishment

Category A

A majority response of the teachers (that is, 14 out of the 15) and a universal response of the headteachers (that is, 5 out of 5) interviewed suggest that teachers and headteachers have an adequate understanding of the term CP. They described CP as a punishment intended to cause physical pain or psychological discomfort to a person by hitting, pulling, twisting, slapping, pinching among others. Below are selected critical comments made by some of the teachers and headteachers interviewed.

It is a type of punishment that we use canes to punish pupils. Examples are; caning, or slapping pupils for doing wrong' **(Teacher 15).**

'Corporal punishment is inhuman punishment given to individuals which affects them emotionally, psychologically or physically' **(Teacher 13).**

'Corporal punishment is where pupils or pupils who go contrary to set rules and regulations are made to suffer for their act through means which are stressful and sometimes inflict physical pain on the offender… Example of them are inflicting cane strokes, weeding, uprooting tree stumps' **(Head 4).**

54

> *'Corporal punishment is an act of inflicting pain on a person with the aim of changing behaviour and stopping others from doing the same'* (**Head 2).**

The narratives suggest that teachers and headteachers use corporal punishment and they know the purposes and implications for which they administer CP in school. In the normal practice, teachers punish pupils for coming to school late, failing to do homework among others. This form of action from the teachers contradicts the Social Learning Theory. The Behaviourist believes that pupils' minds are blank slate when born, so all the behaviours are shaped through conditioning. Behaviours can be repeated through reinforcement in which the teacher offers praise for pupils who pay attention in class.

Category B

The SISOs described how they understand the term CP. A universal response of the SISOs interviewed (that is, all five) suggests that SISOs are knowledgeable of what CP is and its effects on the pupils. The SISOs said that CP is a punishment intended to deter pupils from repeating inappropriate behaviours by causing harm to them physically, emotionally, and psychologically. In connection to this assertion, **SISO 3** said, *'Corporal punishment is a type of punishment that inflicts pain on an individual'*

Below are examples of some verbatim responses from other SISOs:

> *'Corporal punishment is inflicting pain upon a child deliberately in response to a child's unacceptable behaviour'* (**SISO 2).**

> *'When we say corporal punishment, it means a punishment intended to cause pain or harm to the individual or person for committing an offense'* (**SISO 5).**

It can be inferred from the narratives from teachers, headteachers, and SISOs that reinforcement is positively associated with managing inappropriate

55

behaviour. From the behaviourist perspective, positive classroom behaviour can be promoted through observing and modelling positive behaviours from other pupils and the school authorities. This gives pupils the opportunity to learn and imitate acceptable behaviours and from others to manage self-discipline.

View on the Introduction of the Ban on Corporal Punishment

Category A

A majority response of the teachers (that is, 11 out of 15) and headteachers (that is, 4 out of 5) interviewed suggests that the introduction of the policy has contributed to the increase in disobedience and inappropriate behaviours among pupils. Below are verbatim responses of some teachers in support of this analysis:

> *'I know that sometimes the pupils get injured but I think it also deters them from repeating bad behaviours… When they said we shouldn't use canes anymore now the pupils' misbehaviour has become worse'* **(Teacher 9).**

> *'Pupils refuse to do their homework because they know we can't cane them… But at first, they know we will cane them so they do their homework'* **(Teacher 13).**

Four out of the 5 headteachers interviewed reported that although the policy was introduced to protect the fundamental human right of the pupils against the use of CP, some pupils have taken advantage of it. The headteachers said that the majority of the pupils in the school put up good behaviours when CP is used. In connection to this assertion, below are verbatim responses of some headteachers interviewed:

> *'I think the ban on corporal punishment was good but you see… it's difficult in our Ghanaian culture not to use canes because the pupils are too stubborn…'* **(Head 5).**

> *'The ban is very appropriate because some of the teachers were abusing the pupils. But now, the pupils are very happy with the*

56

ban and can even go to the extent of reporting teachers who still use canes' **(Head 3).**

It can be concluded that, despite the introduction of the ban on CP in schools, teachers and headteachers still rely on its usage to manage pupils' misconduct.

Category B

The SISOs interviewed gave their opinions on the introduction of the ban on CP. All the five SISOs interviewed were of the view that there is no justification for using CP in schools because pupils fall victim to serious wounds, and bruises due to CP. The SISOs agreed to the policy on the ban of CP. In support of this, below are verbatim responses some SISOs gave:

'...Infact there is no justification for causing harm to the children. So I think the ban was very appropriate. At least it has deterred the teachers caning the children unnecessarily' **(SISO 2).**

'I fully support the ban… some of the teachers were abusing the children with the little offense the pupils committed' **(SISO 5).**

'I think the introduction of the ban is good because it has reduced the incidence of injuries on the pupils' **(SISO 4).**

It can be concluded from the responses that teachers and headteachers had negative views on the ban on corporal punishment while SISOs had positive views on the ban of corporal punishment.

Research Question Two: How has the policy provision guided the ban of corporal punishment in public basic schools in the Cape Coast Metropolis?

This research question sought to assess the extent to which the policy provision has guided the ban of CP in schools. The responses participants gave regarding this research question constituted one main theme and three sub-themes. This is presented in Table 6.

Table 6: *Emerged Themes and Sub-Themes (Research Question Two)*

Main theme	Sub-theme
How the policy provision has guided the ban of corporal punishment	Involvement in the development of the policy
	The ways pupils' indiscipline were managed before the ban on corporal punishment
	The ways pupils' indiscipline are managed after the ban on corporal punishment

How the policy provision has guided the ban of corporal punishment

In exploring the effectiveness of the policy from the perspectives of the teachers and supervisors, two sub-themes emerged which are presented below. Responses of teachers and headteachers are placed in category A while that of the SISOs are placed in category B.

Involvement in the Development of the Policy

Category A

The majority response of the teachers interviewed (that is, 11 out of the 15) suggest that representatives from the teacher unions were involved but details of the discussions in the development process were not adequately disseminated to teachers in various schools. According to the teachers, it was after the development of the policy before they were informed through circular letters from the GES and social media. In support of these assertions, below are verbatim responses given by some teachers:

> *'I was involved through the teacher unions… But they didn't give us the details of the policy during the development. It was only when it was done before they sent us letters and I got to know of it through WhatsApp'* (**Teacher 3**).

> *'Personally, I wasn't involved but my association, Ghana National Association of Teachers [GNAT] was involved… It was*

58

after they developed and introduced it before we received circular letters from Ghana Education Service' **(Teacher 10).**

'We were not directly involved but our teacher unions represented us in the development of the policy…I got to know about the policy through letters from the Education Directorate' **(Teacher 5).**

The majority response (that is, 3 out of the 5) of the headteachers interviewed suggests that headteachers were involved through their representatives from the Conference of Heads of Basic Schools (COHBS) leadership. Also, some headteachers said that their representatives did not discuss with them the details of the policy development. However, the policy document was sent to them through circular letters from the GES and the media. Below are verbatim responses given by some headteachers in support of this assertion:

'A representative from COHBS leadership represented headteachers…I'm not so sure of the details of the development but when it was introduced, I received the document through circular letters…' **(Head 1)**.

'COHBS executives were involved in the decision making and when it was done, I got the document through social media from the District Directorate. Honestly, I'm not knowledgeable on how it was developed' **(Head 2).**

'I don't have much idea about the factors they considered during the development but our representatives were there to represent us… When it was done, we had the document through letters from the district head and the social media too' **(Head 5).**

It can be inferred from the responses of the headteachers and the teachers that their union representatives were involved in the development of the policy. However, the unions did not adequately educate them on the details of the policy.

Category B

The SISOs described how they were involved in the development of the policy. Three out of the five SISOs interviewed said that they were not adequately involved in the development of the policy. However, the SISOs said that after the development of the policy, the GES disseminated the policy document through circular letters and they also got to know of it in the media. In support of the above assertion, below are verbatim responses given by some SISOs:

> *'Well, the truth be told, we weren't involved in any way but we got to know of the policy after it was developed… Through circular letters, we got to know the policy document'* **(SISO 2).**

> *'There was no consultation at the district level concerning the development of the policy… The policy document was sent to use after they developed it'* **(SISO 4).**

> *'No we were not involved when the policy was being developed'* **(SISO 3)**.

The Ways Pupils' Indiscipline Were Managed Before the Ban on Corporal Punishment

Category A

The teachers described how pupils' misbehaviour was managed before the introduction of the ban on CP. The narratives given by 14 out of the 15 teachers suggest that before the introduction of the policy, teachers used CP as a means to manage pupils' inappropriate behaviours. In connection to this analysis, a teacher said, *'Children were given punishment such as weeding, flogging, and kneeling when they go contrary to school rules'* **(Teacher 6).**

Below are descriptions given by other teachers:

> *'Flogging pupils, kneeling down, carrying of stones, and cutting down trees were the ways we control pupils' misbehaviour'* **(Teacher 10).**

'We use the cane or at times we suspend them from school. For example, when they engage in serious fights when they hurt each other' (**Teacher 15**).

The headteachers were asked to describe how pupils' indiscipline was managed before the introduction of the ban on CP. A universal response of the headteachers interviewed (that is, 4 out of 5) indicates that headteachers use CP such as flogging, kneeling, and suspension to manage pupils' misbehaviour in school. In connection to this, below are verbatim responses given by some headteachers:

'Pupils were punished based on offense committed. Most at times, flogging, and kneeling were used' (**Head 2**).

'Suspension from school, flogging, weeding were used to manage misbehaviour' (**Head 1**).

'Pupils are canned and given weeding or are suspended from the school' (**Head 5**).

Category B

The SISOs explained how pupils' misbehaviour was managed in their circuit before the policy on the ban of CP was introduced. The narratives given by the SISOs suggest that CP is the approach used in the schools to manage pupils' misbehaviour because most teachers believed that it is effective. Below are verbatim responses given by some SISOs in connection to this point:

'Pupils who misbehaved were given plots to weed, fetch buckets of stones to school…' (**SISO 4**).

'The use of cane and weeding as a form of punishment was used to control the pupils' inappropriate conduct' (**SISO 5**).

'Corporal punishment was one of the tool used to manage the pupils' misbehaviour' (**SISO 2**).

The Ways Pupils' Indiscipline are Managed after the Ban on Corporal Punishment

Category A

The teachers were asked to describe how they manage the indiscipline of pupils in school after the introduction of the policy on the ban of CP. A majority response of the teachers (that is 11 out of 15) suggests that teachers advise pupils and/or report to the headteacher. However, the teachers said that they use CP such as flogging, weeding, and fetching of water and stones when pupils do not listen to their advice. Below are verbatim descriptions given by some teachers in support of this assertion:

'We call upon the headteacher to prescribe the punishment for the pupil' (**Teacher 3**).

'In our school, we try to advise and guide the pupils to change their bad attitude but if they still misbehave, we cane them' (**Teacher 12**).

'First, the teachers in the school and the head counsell the pupil who has offended. But if the pupil fails to listen to advice, we punish him or her' (**Teacher 9**).

The headteachers talked about how they manage pupils' misbehaviour after the introduction of the policy on the ban of CP in school. The majority of the response given by the headteachers (that is 3 out of 5) suggests that although headteachers advise the pupils, they sometimes suspend the pupils, cane the pupils, and/or ask the pupils to weed. Below are verbatim responses of some headteachers in connection to this assertion:

'We suspend them from school and sometimes we make them weed to manage their misbehaviour' (**Head 1**).

'Pupils were punished based on offenses committed. Most at times, flogging, insults and kneeling is used' (**Head 2**).

> *'Mostly, we advise them but in some instances the cane is used'*
> **(Head 5)**.

Category B

The SISO were asked to tell how they manage pupils' misbehaviour after the policy on the ban of CP was introduced. The narratives given by 4 out of the 5 SISOs interviewed suggest that although pupils are given some advice, CP is being used simultaneously. Below are examples of verbatim responses of some SISOs in connection to this analysis:

> *'Some of the pupils are advised not to repeat inappropriate behaviours but some teachers still use canes in the school when the pupils do not listen to their advice'* **(SISO 4).**

> *'Some teachers are flogging the pupils everyday... Yes, we advise the pupils but the teachers still use canes'* **(SISO 1).**

> *'The policy restricts the use of corporal punishment but the reality is that corporal punishment is still used in the schools'* **(SISO 2)**.

It can be inferred from the aforesaid comments that teachers and headteachers advised pupils to put up acceptable conduct. However, teachers and headteachers use corporal punishment in situations where pupils do not listen to their advice.

Research Question Three: How do teachers and supervisors use the Tools for Positive Discipline in public basic schools in the Cape Coast Metropolis?

This research question sought to find out how effectively do teachers and supervisors use the TPD in managing pupils' inappropriate behaviours in the school. The responses given by the teachers and supervisors constituted one main theme and two sub-themes. This is presented in Table 7.

63

Table 7: *Emerged Themes and Sub-Themes (Research Question Three)*

Main theme	Sub-theme
The use of the Tools for Positive Discipline	Awareness of the Tools for Positive Discipline
	How the Tools for Positive Discipline are used

The Use of the Tools for Positive Discipline by Teacher and Supervisors

In exploring how teachers and supervisors use TPD to manage pupils' indiscipline, two sub-themes emerged which are presented below. The responses of teachers and headteachers are placed in category A while that of the SISOs are placed in category B.

Awareness of the Tools for Positive Discipline

Category A

The narratives given by 12 out of the 15 teachers interviewed suggest that teachers are not adequately aware of the introduction of the TPD that guides teachers on the use of CP. The teachers said that they are not aware of the TPD so they manage pupils' misconduct based on their discretion and reference to the code of conduct. In connection to this, below are verbatim responses given by some of the teachers interviewed:

> *'Personally, I'm not sure there is a policy that directs us on how to discipline the pupils so we use our own discretion and we also follow the code of conduct'* (**Teacher 10**).

> *'There is no policy that guides teachers on the use of corporal punishment in schools so some of us manage the pupils' bad conducts from our experience...or we report to the head'* (**Teacher 6**).

> *'Ermm... I'm not sure but I think the headteachers' handbook guides the use of corporal punishment'* (**Teacher 5**).

64

The description given by four out of the five headteachers interviewed suggest that although headteachers are knowledgeable on other documents that guide the management of pupils' misconducts, they are not adequately aware of the TPD. According to the headteachers, they manage pupils' misconduct by referring to the headteachers' handbook, and the rules and regulations in the school. In support of this, below are verbatim responses given by some headteachers:

> *'The heads manage pupils' indiscipline with the headteachers' handbook, and the rules and regulation in the school'* (**Head 5**).

> *'... What actually guides us is the headteachers handbook, code and conduct of behaviour book, schools rules and regulations'* (**Head 2**).

> *'Yes, the headteachers handbook states the different misbehaviours and the punishment that accompanies the misbehaviours'* (**Head 3**).

Category B

In response to the policy that guides the use of CP, a majority response given by the SISOs (that is, 4 out of 5) suggests that the SISOs are not adequately aware of the TPD. However, the responses given by the SISOs suggest that they have ideas about other documents such as the code of conduct and handbook that guides the management of the schools. In support of this assertion, below are verbatim accounts given by some SISOs:

> *'I don't know any policy like that but what I know is that only headteachers can punish the children and this should be documented and not more than six strokes'* (**SISO 3**).

> *'There was a punishment book into which the headteacher is to enter the details and nature of the punishment to be given'* (**SISO 5**).

How the Tools for Positive Discipline are used

Category A

Concerning the use of the TPD, nine out of the 15 teachers interviewed said that pupils who engage in inappropriate behaviours are given guidance and counselling services. Also, the teacher said that parents are informed of pupils' misconduct. According to the teachers, through consultation with parents, counselling, and guidance services, the pupils' indiscipline sometimes improved. Below are verbatim accounts given by some teachers in support of this analysis:

> *'We try to counsell the pupils and advise them not to repeat the misconduct anymore... Apart from that we sometimes talk about it with their parents...Sometimes they stop putting up with bad conducts after we advise them'* **(Teacher 1)**.

> *'We caution them not to repeat the behaviour again and we try to talk to them and advise them about the consequences of their actions... Ooh sometimes they feel guilty of their actions so they change others too will not change'* **(Teacher 4)**.

> *'In some instances, the pupils change from their wrong doings if the head together and the teachers provide counselling for them. But some pupils even if you do all these they won't change'* **(Teacher 10)**.

Three out of the 5 headteachers said that pupils' attitudes and behaviours have improved because their parents are informed when they engage in behaviours like fighting, destroying school property, and sexually and emotionally harassing other pupils. According to the headteachers, although some pupils are difficult to work with, the TPD have contributed to changing a few other pupil's misconduct. In connection to this assertion, below are verbatim responses given by some headteachers:

> *'Some of the pupils if we advise and talk to them not to repeat what they did, they don't repeat the behaviour again. But for*

those who don't listen, we give them some small punishment like scrubbing and cleaning the wash rooms' **(Head 3)**.

'I call the pupils to my office and warn them not to do it again. Some of the pupils I don't have to call their parents, they change but some too are stubborn so we give them punishment' **(Head 5)**.

'On the average, I will say that, the Tools for Positive Discipline hasn't been as effective as expected because most of the teachers don't know how to use it... We still give the pupils some small punishments because they are too difficult to handle' **(Head 4)**.

Category B

The majority response of the SISOs (that is, 3 out of the 5) suggests that SISOs are not adequately aware of the TPD and this has negatively affected its effective implementation. The SISOs further said that although the policy is in its progressive stage, parents are not aware of it and this has hampered its efficacy. In connection to this assertion, **SISO 3** said:

'The policy has been introduced but the teachers are not really enforcing it because they are not that knowledgeable about how to use it. If you get to the grounds, Yes! some teachers still use canes'.

Below are examples of verbatim response of some other SISOs:

'The Tools for Positive Discipline is still on course, but it hasn't yielded the desired outcome. I'm saying this because corporal punishment is still being used in our schools' **(SISO 4)**.

'So far, the use of the tool for positive discipline is not that encouraging because pupils are still forced to weed, scrub the toilet, and being lashed. I can say that it is because the policy hasn't gone down well with the teachers' **(SISO 1)**.

It can be concluded that teachers and headteachers advice and encourage pupils to exhibit acceptable conduct in school. However, teachers and headteachers said that pupils who fail to comply are punished.

Research Question Four: What challenges do teachers and supervisors face in using the Tools for Positive Discipline in public basic schools in the Cape Coast Metropolis?

This research question sought to explore the challenges teachers and supervisors face in using the TPD in schools to manage the behaviour of pupils. The information obtained from the participants regarding this research question constituted one main theme and three sub-themes. This is presented in Table8.

Table 8: *Emerged Themes and Sub-Themes (Research Question Four)*

Main theme	Sub-theme
Challenges faced in using the Tools for Positive Discipline	Large Class Size
	Challenges with pupils' cooperation
	Challenges with parents' cooperation
	Unavailability of professional school counsellors

Challenges in Using the Tools for Positive Discipline

In exploring the challenges faced by teachers and supervisors in using the TPD, three sub-themes emerged. These are presented below. The responses of teachers and headteadchers are placed in category A while that of the SISOs are placed in category B.

Large Class Size

Category A

A majority response of the teachers (that is, 12 out of 15) suggest that the large number of pupils in the classroom increases indiscipline in the school. The teachers reported that as they attend to one pupil in the classroom, other pupils take advantage of that to misbehave. This makes it challenging to ensure

that all pupils comply with the rules and regulations in the school. Below are examples of verbatim response from some of the teachers interviewed:

'You see, the pupils in my class are many, about 55… So when one is misbehaving and you attend to him or her, the others will have the chance to also misbehave because I cannot focus on all the pupils at the same time' **(Teacher 4)**.

'The pupils are too many, even if a pupil is misbehaving, I cannot even identify him or her for discipline. If you call them, they will say, Sir it's not me…' **(Teacher 7)**.

'Oh Sir, hmmmm… Another thing is that, if the class number it large, it becomes difficult to monitor them. So they will hiding in the class and making noise' **(Teacher 1)**.

This is what some headteachers had to say:

'Well, I can say that the large class size is also a factor. Because if the pupils are many, it can be challenging to control them' **(Head 2)**.

'That's true, at the lower primary for instance, the least class size is 45. So the teachers cannot ensure discipline among all the pupils because even if they do, the rest of the pupils will take advantage of her attending one pupils to fool [misbehave]' **(Head 4)**.

Category B

The narrative given by three out of the five SISOs interviewed suggest that large class size contributes to the challenges SISOs face in using the TPD in schools to correct pupils' indiscipline. Some of the SISOs said that teachers are the direct implementers of the TPD hence, if the number of pupils they handle is beyond normal, implementing the TPD becomes difficult. In support of this information, below are excerpts of some of the SISOs interviewed:

'…Because of our busy schedule, always attending a series of meetings, it becomes difficult for us to pay attention to every pupil in the schools we visit. The pupils are many in the classes so this is not an easy task at all' **(SISO 2)**

'It is obvious that in our public basic schools, the children in the classes are beyond the required number… It is way beyond

normal so this makes it difficult to keep an eye on each of the children in the classroom' (**SISO 3**).

Challenges in Pupils' Cooperation

Category A

A majority response of the teachers (that is, 14 out of the 15) suggests that there is a lack of cooperation from pupils. According to the teachers, pupils refuse to attend guidance or counselling, and even those who happen to attend do not report on time. Below are verbatim responses given by some teachers in support of this assertion:

'I can say that there is a lack of total cooperation from pupils' (**Teacher 13**).

'Some pupils refuse to attend to the calls for counselling service' (**Teacher 1**).

'Getting the pupils on time for the workshop is very difficult' (**Teacher 14**).

Three out of the five headteachers interviewed said that some pupils do not comply with the rules and regulations of the school because they know that the teachers will only advise them but cannot punish them. In support of this point, below are verbatim descriptions given by some headteachers.

'The misbehaviours of the pupils have increased the burden on headteachers… We have to talk to them on several occasions to put up good behaviours' (**Head 4**).

'Some of the pupils are so difficult to handle, even after inviting their parents to the school they still repeat their bad behaviours' (**Head 1**).

'There is always the incidence of indiscipline among the pupils despite the counselling we give to them' (**Head 2**).

Category B

The majority response of the SISOs (that is, 3 out of the 5) suggests that pupils do not comply with the TPD. According to the SISOs, pupils do not

70

understand the tools and this has resulted in continuous indiscipline among them. In support of this, below are accounts of some SISOs:

> *'Pupils don't see the Tools for Positive Discipline as a punishment so they repeat their indiscipline very often'* (**SISO 1**).

> *'The pupils feel it is not deterrent enough to stop them from repeating their wrong doings'* (**SISO 2**).

> *'You see, the problem sometimes is with the pupils... They feel the teachers cannot punish them because of the ban'* (**SISO 4**).

Challenges in Parents' Cooperation

Category A

Ten out of the 15 teachers interviewed said that the majority of the parents do not support the TPD because indiscipline among their children has increased. Among these indiscipline behaviours are: going to school late and refusing to do homework. The teachers further reported that the parents bring their children to the school to be lashed for disrespecting the elderly and not performing house chores. Below are examples of verbatim responses from some teachers in connection to this analysis:

> *'Most of the parents are not in favour of the Tools for Positive Discipline because they have been bringing their children to school for teachers to punish them'* (**Teacher 2**).

> *'Some parents support the tools for positive discipline but the majority of the parents are against it... There have been occasions where the parents insisted we spank their children for misbehaving'* (**Teacher 7**).

> *'Majority of the parents prefer the corporal punishment because that's how they discipline their children at home'* (**Teacher 8**).

> *'Parents in general wish that the old ways of punishing pupils is restored'* (**Teacher 5**).

A universal response of the headteachers interviewed (that is, all the five) suggests that although some parents support the tools, the majority of

71

parents wish CP is still used to complement the TPD. According to the SISOs, parents report their children to teachers to punish them for being indiscipline at home. In connection to this analysis, below are the response of some headteachers:

> *'The problem we face is that some parents prefer the use of corporal punishment. The parents have been saying that their children don't listen to advice but they listen to canes'* (**Head 2**).

> '*Most parents do not agree to the abolishing of the corporal punishment. They still support the caning of pupils for misbehaving'* (**Head 5**).

> *'Parents wish corporal punishment continues in schools because their children are being too stubborn'* (**Head 1**).

Category B

The narratives given by three out of the five SISOs interviewed suggest that some parents want CP to be used in schools because they believe that approach of discipline is the best for an African child. In support of this assertion, below are verbatim descriptions given by some SISOs:

> *'Parents do not have the knowledge about the tools… but a lot of the parents are saying that the ban has spoiled the children by making them more disobedient'* (**SISO 5**).

> '*Parents don't subscribe to the Tools for Positive Discipline'* (**SISO 3**).

> *'The parents do not see the tools as stiffer to deter their children from misbehaving'* (**SISO 1**).

Unavailability of Professional School Counsellors

Category A

Eleven out of the 15 teachers interviewed said that they do not have professional counsellors in their schools to counsell the pupils. The teachers further expressed that because they are not professional counsellors, their advice to the pupils does not adequately bring any positive change in pupils' behaviour

72

and this makes it frustrating for them. Below are some responses from teachers in connection to this assertion:

> '*The pupils are so familiar with us so they don't take our advice but the problem is that there is no professional counsellor here to advise the pupils for us*' (**Teacher 12**).

> '*We don't have professional counsellors here in our school so we counsell the pupils ourselves*' (**Teacher 6**).

> '*Because the school counsellors are not available to us the children don't take our counselling seriously*' (**Teacher 3**).

The narratives given by 4 out of the 5 headteachers interviewed suggest that schools do not have adequate professional counsellors to provide counselling services to pupils. Some headteachers were of the view that pupils' indiscipline could be due to depression and problems from their homes. Given these perceived reasons, some headteachers said that professional counsellors are needed to offer counselling services to the pupils. Below are verbatim descriptions given by some headteachers in support of this analysis:

> '*Some of the pupils have problems in the house that's why they have been misbehaving in school… So if there were to be enough professional counsellors in our school that will help a lot*' (**Head 2**).

> '*We don't have counsellors in our schools who are experts at giving the pupils talk so that they will change for the better*' (**Head 3**).

> '*Because the counsellors are not available to us, it makes it very difficult for us because the pupils don't listen to any of us*' (**Head 4**).

Category B

The narratives given by 3 out of the 5 SISOs interviewed suggest that teachers do not have the expertise to provide counselling services to the pupils. Some of the SISOs said that although teachers do not have the skill and knowledge in counselling, they are compelled to do so because they do not have

73

enough professional counsellors and counselling centres available in their schools. In support of this, below are examples of the responses given by some SISOs:

> *'The heads have been complaining that they don't have professional counsellors who can provide professional counselling to the pupils'* **(SISO 3)**.

> *'I think pupils do not change their attitude because the teachers don't talk to the pupils in the best way. Teachers are not experts in counselling'* **(SISO 1)**.

> *'If there were enough school counsellors, and like counselling centres in the schools, I think the pupils' indiscipline will reduce and the teachers will also be a little'* **(SISO 5)**.

The challenges teachers, headteachers and SISOs encountered in using the TPD are large class size, lack of pupils' cooperation, lack of parents' cooperation, and unavailability of professional school counsellors.

Research Question Five: How do teachers and supervisors manage the challenges in using the Tools for Positive Discipline (TPD) in public basic schools in the Cape Coast Metropolis??

The participants were asked to describe how they manage the challenges in using the TPD in school. The information given by the teachers and the supervisors constituted one main theme and two sub-themes. This is presented in Table 9.

Table 9: *Emerged Themes and Sub-Themes (Research Question Five)*

Main theme	Sub-theme
Management of challenges in using the Tools for Positive Discipline	Collaboration between teachers and supervisors
	Collaboration with parents

74

Management of Challenges in using the Tools for Positive Discipline

The teachers and supervisors were asked to describe how they manage the challenges they face in using the TPD. Two sub-themes were generated from their responses which are illustrated below. The responses of teachers and headteachers are placed in category A while that of the SISOs are placed in category B.

Collaboration between Teachers and Supervisors

Category A

The narratives given by nine out of the 15 teachers interviewed suggest that in occasions where pupils do not listen to the advice of teachers, teachers report them to their headteachers for further action. The responses from the majority of the teachers suggest that they work together with their headteachers to set and revise school rules and regulations when needed. Below are examples of the responses given by some teachers in support of this analysis:

> *'After talking to the pupils and disciplining them, some of them change but those who don't I report them to my head for further action to be taken'* **(Teacher 4)**.

> *'In my school for instance, the teachers and the head sit together to plan and set rules in the school'* **(Teacher 1)**.

> *'We meet in staff meetings and we talk about how to help the children change their misconducts'* **(Teacher 9)**.

The description given by four out of the five headteachers interviewed suggests that headteachers work together with teachers by enlightening them on how to use the TPD. Some headteachers said that they invite teachers and the pupils involved in the misconduct to their office. In the meeting, the headteachers narrated that they and their teachers explained to the pupil the

75

school's rules and regulations and non-compliant effect. In support of this assertion, below are verbatim responses given by some headteachers:

> *'When the pupils are giving the teachers troubles, they send them to me. So I advise the teachers on ways to go about managing the pupil indiscipline'* **(Head 3)**.

> *'I call for staff meetings and in the meetings we talk about how to discipline pupils who always want to cause trouble for us'* **(Head 1)**.

> *'In cases where pupils disrespect their teachers, I invite the teacher and the pupil and we try to solve the problem in my office'* **(Head 5)**.

Category B

The descriptions given by four out of the five SISOs interviewed suggest that the SISOs work together with headteachers to investigate the reasons why some particular pupils always violate the rules and regulations of the school. According to some of the SISOs, working together with headteachers and teachers has helped to manage some of the indiscipline in schools. Below are some responses of the SISOs in support of the above information:

> *'...When I go for monitoring, I discuss with the heads about issues of indiscipline in the school... I suggest to the head and the teachers ways to handle misconduct. Ooh I tell them to exercise patience when dealing with the children'* **(SISO 2).**

> *'Sometimes we receive complaints from the teachers... We try to calm them down and give them some suggestions'* **(SISO 1).**

> *'I think that when there is constant disobedience in the school, we try to meet with the head and the teachers and talk about it'* **(SISO 5).**

Collaboration with Parents

Category A

The responses of 12 out of the 15 teachers interviewed suggest that teachers collaborate with parents by contacting them through phone calls to find

out the reasons why their children violate the rules and regulations of the schools such as coming to school late, not doing homework and wearing not prescribed uniforms. According to some of the teachers, parents are invited to Parent Teacher Association, now called Parent Association meetings to discuss the ways to minimise indiscipline among pupils in the school. Below are verbatim response given by some teachers in support of this analysis:

'I have some pupils in my class, they come to school without any book or pencil to write. Problems like this, I try to ask their parents why' **(Teacher 10)**.

'...Especially those who have been coming to school late, sometimes I call their parents to ask them why their children come to school late' **(Teacher 8)**.

'The pupils who have been coming to school in uniform that is not prescribed, we invite the parents to the school...' **(Teacher 3)**.

The narrative given by 4 out of the 5 headteachers interviewed suggests that headteachers collaborate with parents in managing the misbehaviours of pupils in the school. According to the headteachers, when pupils engage in behaviours such as fighting, destroying school property, sexually harassing another pupil, bullying, emotionally and psychologically intimidating other pupils, their parents are invited to the school to discuss the incidence, a caution is given to the pupil, and he or she signs a bond of good behaviours.

'Ooh not all offenses call for the involvement of their parents. Except for misbehaviours like frequent fighting and or something worse, I invite the parent to the school then we talk about it. The pupil will sign a bond not to repeat such misbehaviour again' **(Head 1)**.

'As for incidents like a pupil sexually harassing another pupil, we don't accept that. So together with their parents we give the pupil a strong warning and we ask the pupil to apologise to the victim' **(Head 3)**.

77

> *'As for the parents I have their telephone numbers so we talk on the phone… They tell me their children's behaviour at home'* **(Head 5)**.

Category B

The majority response of the SISOs interviewed (that is, 4 out of the 5) suggests that in meetings where stakeholders such as parents are involved, the SISOs use that as an opportunity to solicit the views of parents in the management of their children's misconducts in schools. The SISOs further said that they suggest to parents the disciplinary approaches to use at the home to ensure continuity of discipline in line with TPD developed by GES. Below are verbatim responses given by some SISOs in support of assertion:

> *'In meetings where the parents are involved, like when developing a policy, the parents' ideas are solicited because the policies are going to be implemented on their children'* **(SISO 3)**.

> *'In gathering where the parents are available, we advise them to continue disciplining their children so that the children will not feel there is freedom for them to misbehave in the house'* **(SISO 2)**.

> *'We don't normally interact with the parents personally but with the little opportunity we get, we try to get the views on board'* **(SISO 1)**.

Discussion

This section presents the discussion of the findings in the thematic areas. The discussion under the thematic areas are presented in line with the five research questions that guided the study.

Views of Teachers and Supervisors on the Policy on the Ban of Corporal Punishment

In exploring teachers and supervisors knowledge of CP, it was revealed in the study that teachers and supervisors had adequate knowledge of the

meaning of CP and its effects on pupils. The teachers and supervisors described CP as punishment intended to cause physical pain or psychological discomfort to a person by hitting, pulling, twisting, slapping, and pinching. The description teachers and supervisors gave of CP is consistent with the definition given by Finkelhor, Turner, Wormuth, Vanderminden and Hamby (2019). Also, the description given by the teachers and headteachers suggest that although they are aware of the immense physical, psychological, and emotional troubles pupils go through due to CP, teachers and supervisors still resort to it as their main disciplinary approach as reported by Parvin (2014). Despite the use of CP, the teachers and headteachers reported that some pupils repeat inappropriate behaviour of which they were punished for. This finding corroborates with that of Nampoto (2018) in Tanzania that pupils continue to exhibit indiscipline behaviours despite the fact that they were given strokes of canes. From my perspective, this suggests that CP may not necessarily work in correcting pupils' indiscipline in school. As affirmed by Skinner (2014), teachers and supervisors are responsible for creating a favourable school environment to stimulate good behaviours among pupils. This begins by including pupils in developing rules and regulations in the school, reviewing the rules and regulations when needed, and familiarising pupils with the rules and regulations.

Additionally, it was found in the study that teachers and headteachers view the policy on the ban of CP as the cause of an increase in pupils' indiscipline in school. This finding is consistent with that of Prabha (2019) in India that 90% of teachers are of the opinion that currently, pupils are becoming more indisciplined since CP was prohibited in school. The findings of the current study also confirms the findings of Aklamanu (2016) in Ghana that

teachers viewed that aside CP, all other alternative forms of disciplinary approach are ineffective. However, it was further found in the study that SISOs viewed the ban of corporal punishment as a good initiative to stop physical, psychological, and emotional abuse on pupils. The opposing views of teachers, headteachers, and SISOs found in this study confirms the report of Tiwari (2019) that the ban of corporal punishment has generated controversies among educational stakeholders. Teachers and headteachers' negative views about the policy on the ban of CP is probably because pupils do not mind other alternatives of discipline except CP as reported by Nampoto (2018) in Tanzania. However, the findings of Tiwari (2019) and Nampoto (2018) contradict Skinners' classical conditioning of managing behaviour which emphasises the use of reward to increase positive behaviours among pupils but not punishment (Skinner, 2014). Similarly, the perspective of Bandura's social learning theory posits that environmental factors such as characters on the television, social media, community, home, and school determine the behaviour of pupils. This implies that teachers and supervisors should make a conscious effort to investigate pupils' environment such as the home and community to find out the factors that might be the cause of pupils' indiscipline in school. In my view, once these factors are identified, developing measures to correct pupils' indiscipline will be much easier compared to caning pupils without finding out the cause of their indiscipline.

How the Policy Provision has guided the Ban of Corporal Punishment

In exploring the involvement of teachers in the development of the policy on the ban of CP, it was found that representatives of teacher unions were involved. Similarly, headteacehers were involved through their representatives

80

from the Conference of Heads of Basic Schools (COHBS) leadership. However, the SISOs reported that they were not consulted in the development of the policy on the ban of CP. According to the teachers and the supervisors, it was after the development of the policy that they were informed through social media and circular letters from the GES. The teachers and the supervisors said that their representatives did not discuss with them the details of the policy. In my view, the inadequate involvement of teachers, headteachers and SISOs in the development of the policy on the ban of CP is probably one of the reasons why they give little regard to the policy. For educational policies to be effective, it is essential that teachers, headteachers and SISOs are adequately involved and informed of the details of the policy as reported by Oloruntegbe (2011). This is perhaps why Avison (2010) argued that adequate involvement of educational stakeholders in policy development increases the chance of its effectiveness.

In investigating the ways teachers and supervisors manage indiscipline among pupils before the policy on the ban of CP was introduced, it was revealed in the study that teachers and supervisors used CP as a means to manage pupils' inappropriate behaviours. This finding corroborates with that of Kimani, Kara and Ogetange (2012) and Ogando Portela and Pells (2015) who reported in Kenya that headteachers used CP in public primary schools although it was banned. From the above findings, it can be said that before CP was banned, CP was the main disciplinary approach used by teachers and supervisors in correcting pupils' inappropriate behaviours in public basic schools. This, therefore, contradicts the position of the behaviourist social learning theory which stresses on the use of reward, modelling, and observation as means of correcting inappropriate behaviours. The use of CP as a behaviour management

81

strategy had limited positive impact on the pupils' behaviour as reported by Demirdag (2015).

In examining the ways teachers and supervisors manage pupils' indiscipline after the policy on the ban of CP was introduced, it was found that teachers and supervisors advised pupils and consulted their parents. However, the teachers and the supervisors reported they use CP such as flogging, weeding, and fetching of water and stones when pupils do not listen to their advice. This finding corroborates with the findings of Kambuga, Mayengo, Mbalamula (2018) in Tanzania and Heekes, Kruger, Lester and Ward (2020) Cape Town that CP is widely used in schools although it has been banned. The reason why teachers and supervisors continue to use CP is probably due to their religious belief where the Bible and the Quran indicates that 'Spare the rod, you spoil the child' as reported by Webb (2011). Consistent with this assertion, Ogetange (2012) reported in Kenya that headteachers are with the belief that CP is an effective way of correcting indiscipline in pupils. The continuous use of CP is school could also be because teachers and supervisors are not adequately prepared to use other alternative form of punishment aside CP as reported by Kimani, Kara and Ogetange (2012) in Kenya.

The Use of the Tools for Positive Discipline in Basic Schools

In exploring teachers and supervisors' awareness of the TPD, it was revealed in the study that teachers and supervisors were not adequately aware of the introduction of the TPD that guides the use of CP. This finding is consistent with the finding of Madurai, Makondo and Bhebhe (2017) in Swaziland that teachers had limited knowledge and awareness of positive discipline and therefore had inadequate skill to administer it. Also, it was found

82

in the study that teachers are not aware of the TPD so they manage pupils' misconduct based on their discretion and reference to the teachers' code of conduct. Similarly, the headteachers reported that they manage pupils' misconduct by referring to the headteachers' handbook, and the rules and regulations in the school. Although the teachers' code of conduct, headteachers' handbook and rules and regulations in the school can be used to manage pupils' indiscipline, the TPD gives much more detailed procedures to follow in dealing with inappropriate behaviours among pupils in school (GES, 2016). The inadequate awareness of the TPD might have contributed to the continuous use of CP by teachers and supervisors in basic schools in Ghana.

With regard to how the TPD was used by teachers and supervisors, the study found that teachers and supervisors informed parents of their children's misconduct, and pupils were given guidance and counselling services. This finding corroborates with the findings of Olivier (2010) in Pretoria that educators used positive discipline tools such as sending notes to parents as a disciplinary strategy for managing pupils' indiscipline. Also, it was revealed in the study that through consultation with parents, and providing pupils with counselling services, pupils' indiscipline sometimes improved. Furthermore, it was discovered in the study that pupils' attitudes and behaviours improved because their parents were informed when they engaged in behaviours like fighting, destroying school property, and sexually and emotionally harassing other pupils. The supervisors reported that although some pupils are difficult to handle, the TPD have contributed to improving a few other pupils' misconduct. However, the study found that teachers and supervisors used CP concurrently with the TPD especially when pupils continued to be undisciplined after

consulting their parents and being counselled by the teachers and supervisors. This finding is in line with the finding of a study conducted in Nigeria by Nwosu and Nwsor (2013) that teachers used flogging as a form of CP alongside positive discipline in schools to manage pupils' behaviours. Meanwhile, one effective way pupils' indiscipline could be managed in the school is by developing and sharing the classroom rules and decisions with them (Sibanda & Mathwasa, 2020). Sibanda and Mathwasa further recommended the use of modelling positive behaviour approach where teachers and supervisors encourage indiscipline students to model the appropriate behaviours of disciplined pupils in the school.

Challenges of Using the Tools for Positive Discipline

It was revealed in the study that large class size impedes the effective use of the TPD in the school. This finding corroborates with the finding of Lwo and Yuan (2011) in Taiwan that the large number of pupils in the class increased the use of CP by teachers. Similarly, a more recent study conducted by Wang, Wang and Shang (2020) in China reported that environmental factors such as large class size is the main factor affecting classroom discipline in schools. The teachers reported that when they attend to one pupil in the classroom, other pupils take advantage of that to misbehave. This problem might make it challenging for teachers to ensure that all pupils comply with the rules and regulations in the school. This finding is consistent with the finding of Jacob, Olawuyi and Jacob (2016) that there is a significant relationship between class size and discipline in schools in Yagba West of Kogi State. Large class size can make managing pupils' indiscipline difficult because teachers may be limited

84

in their expertise to observe the actions of every pupil in the school environment.

Another challenge revealed in using the TPD was the lack of cooperation by pupils and parents. Regarding pupils' lack of cooperation, the teachers reported that pupils refuse to attend guidance and counselling services, and even those who happen to attend do not report on time. Similarly, according to the supervisors, pupils do not comply with the rules and regulations of the school because they know that the teachers will only advise them but cannot punish them. This finding corroborates with the findings of Parvin (2014) that students were disrespectful to teachers because they know of the ban on corporal punishment in school. Pupils' lack of cooperation can make teaching stressful for teachers. Regarding parents' lack of cooperation, the teachers said that the parents bring their children to the school to be caned for disrespecting the elderly and not performing house chores. Consistently, the supervisors said that parents report their children to teachers to punish them for being indiscipline at home. This finding confirms that of the findings of a study conducted in Nairobi by Waithaka (2017) who found that the increase in indiscipline among pupils was due to inadequate parental support and cooperation. From the findings reported, it may be concluded that parents are the custodians of their children and are expected to collaborate with teachers and supervisors in managing pupils' misconduct in the school.

In addition, another challenge revealed in the study regarding the use of the TPD was the unavailability of professional school counsellors. The teachers reported that because there are no professional counsellors in the school, their advice to the pupils does not bring any positive change in pupils' behaviour and

85

this makes it frustrating for them. Similarly, the supervisors also said that schools do not have adequate professional counsellors to provide counselling services to pupils. This finding confirms the finding of Waithaka (2017) in Nairobi that the persistence of school indiscipline in Nairobi was primary due to the lack of professional guidance and counselling services to pupils. The availability of professional counsellors in basic schools is essential because the indiscipline of pupils may be due to depression, peer influence, and problems they face in their home. This assertion was reported by the headteachers that pupils' indiscipline could be due to depression and problems from their homes. Teachers and supervisors may not have the expertise to counsell pupils. It is, therefore, important to engage the services of professional counsellors who are experts in counselling pupils and parents.

Management of Challenges in using the Tools for Positive Discipline

In exploring how teachers and supervisors manage the challenges they face in using the TPD, it was found in the study that teachers and supervisors collaborated through staff meetings to discuss ways to instil discipline and positive behaviours in pupils in the school. It was also revealed in the study that in situations where pupils do not listen to the advice of their teachers, teachers reported them to their supervisors for further action such as investigating the cause of the pupil's misbehaviour. This finding is in agreement with the social learning theory by Bandura which indicates that environmental factors such as the media, peers, and characters on the television influence the behaviour of pupils. Similarly, the supervisors reported that they invited the teacher and the pupil to their office and explained to the pupil the school's rules and regulations and non-compliant effect. To ensure consistency in the explanation of school

rules and regulations to pupils, collaboration between teachers and supervisors is vital.

It was found in the study that teachers and supervisors collaborated with parents in managing pupils' behaviour in the school. It was revealed that teachers collaborate with parents by contacting them via phone calls to find out the reasons why their children violate the rules and regulations of the schools such as coming to school late, not doing homework, and wearing not prescribed uniform. Also, the teachers reported that parents are invited to Parent Association meetings to discuss the ways to minimise indiscipline among pupils in the school. It was further revealed in the study that supervisors invite parents to the school for discussion when pupils engage in behaviours such as fighting, destroying school property, sexually harassing another pupil, bullying, emotionally and psychologically intimidating other pupils. This initiative by teachers and supervisors in curbing the challenges they face in using the TPD is significant because parents are the major stakeholders in education hence, their views matter since they hold legal right to reject or accept any educational decision for their children as reported by Ule, Živoder and du Bois-Reymond (2015).

Implications for Counselling

Several counselling implications can be made based on the results of the study. In the school setting, counselling is applicable to behaviour modification as well as classroom management. Basically, teachers and supervisors should help pupils to assess themselves by relating their capabilities, achievements, interest and mode of adjustment to the decision they had made or have to make.

Helping pupils to make informed decisions can take many forms. For example, in situations where pupils violate school rules and regulations, they should be reminded of the school rules and regulations, and be given explanation of the consequences of their misconduct. From a counselling perspective, teachers and supervisors should engage pupils to ascertain reasons for violating school rules and regulations. All schools should have guidance and counselling to help pupils elicit acceptable behaviours.

Counsellors should make series of direct contacts with pupils and offer assistance in changing attitudes and behaviour. Personalised dialogue and positive interaction should be maintained between teachers, supervisors, and pupils who are experiencing behaviour problems. This would help pupils make self-reflection on their behaviour hence, improving their adjustment and decision making needs.

Summary

It was revealed in the study that teachers and supervisors had some level of understanding of CP and its effects on the pupils. The study found that teachers and headteachers viewed the introduction of the policy on the ban of CP as the cause of increase in indiscipline among pupils in school while the SISOs viewed it as a good initiative to stop the physical, psychological, and emotional abuse on pupils. Additionally, the study discovered that representatives of teacher unions and COHBS leadership were involved in the development of the policy on the ban of CP but details of the policy were not adequately disseminated to teachers and headteachers. Also, it was revealed that SISOs were not adequately involved in the development of the policy. The study found that teachers and supervisors were not adequately aware of the

introduction of the TPD in the basic school. Furthermore, the study showed that teachers and headteachers used CP concurrently with the TPD. The challenges teachers and supervisors faced in using the TPD are: large class size, lack of pupils and parents' cooperation, and the unavailability of professional school counsellors. Lastly, the ways teachers and supervisors managed the challenges they faced in using the TPD were: collaboration between teachers, supervisors, and parents to discuss measures to put in place to manage pupils' indiscipline in the school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The focus of this chapter deals with the summary, conclusions, and recommendations of this study. It also presents the key findings of the study and areas for further research.

Summary

The purpose of the study was to explore the implementation challenges of the ban on corporal punishment (CP) in public basic schools in the Cape Coast Metropolis. The study was guided by five research questions. The study adopted a qualitative approach and a phenomenological research design. Purposive sampling technique was used to select 25 participants for the study. The participants were: 15 teachers (eight males and seven females), five headteachers (three males and two females) and five School Improvement Support Officers (SISOs) (two females and three males). An interview guide was adopted to collect data for the study. The interview guide was developed based on relevant literature and was pilot-tested to check for its feasibility before being used for the main data collection. The interview data obtained was analysed thematically by adopting Braun and Clarke's (2006) thematic analysis.

Key Findings

The key findings of the study are presented below:

1. Teachers, headteachers, and SISOs had an adequate understanding of the term CP and its effects on the pupils.

i.   Teachers and headteachers were of the view that the introduction of the policy on the ban of CP has contributed to the increase in indiscipline among pupils.

ii. SISOs were of the view that the introduction of the policy on the ban of CP is a good initiative to stop the physical, psychological, and emotional abuse on pupils.

2.   Representatives of teacher unions and Conference of Heads of Basic Schools (COHBS) leadership were involved in the development of the policy on the ban of CP but details of the policy were not adequately disseminated to teachers and headteachers. Also, SISOs were not adequately involved in the development of the policy.

3.   Regarding how teachers and supervisors use the Tools for Positive Discipline (TPD), the findings are:

i.   Teachers, headteachers, and SISOs were not adequately aware of the introduction of the TPD that guides teachers on the use of CP.

ii. The teachers and headteachers provided counselling service to pupils who engaged in inappropriate behaviours and consulted their parents.

4.   The challenges teachers and supervisors faced in using the TPD are: large class size, lack of cooperation by the pupils and parents, and the unavailability of professional school counsellors.

5.   The ways teachers and supervisors managed the challenges they faced are: collaboration between teachers, supervisors, and parents to discuss measures to manage pupils' indiscipline in the school.

91

Conclusions

Based on the findings of the study, the following conclusions are made:

1. Teachers, headteachers, and SISOs had adequate knowledge of CP and its effects on pupils.

2. Teachers and headteachers had negative views on the ban of CP while SISOs have positive views on the ban of CP.

3. Teachers, headteachers, and SISO were not adequately involved in the development of the TPD.

4. Teachers, headteachers, and SISOs were not adequately aware of the TPD.

5. Teachers, headteachers, and SISOs did not have a comprehensive understanding of the TPD.

6. The TPD has not been adequately used as expected.

7. In using the TPD, teachers, headteachers, and SISOs faced some challenges. These are large class size, lack of cooperation by pupils and parents, and unavailability of professional school counsellors.

8. In an attempt to address the challenges faced in using the TPD, teachers, headteachers, and SISOs collaborated with parents to discuss ways to manage pupils' indiscipline in school.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. The Ghana Education Service (GES) should sensitise teachers and headteachers more on the policy on ban of CP through seminars and training workshops. For example, policy on ban on CP could be made mandatory of orientation practices for all newly trained and posted

92

teachers in GES at all districts across the country. Billboards, leaflets, videos and voice jingles all talking about effects of CP must be produced as part of the sensitisation process.

2. Representatives of teacher unions and COHBS leadership should disseminate the details of policies to teachers and headteachers in various schools by printing copies of the policies and distributing to them as well as joining the sensitisation trail.

3. The GES should recruit professional counsellors and assign them to every basic school to help provide professional counselling to pupils since teachers and supervisors may not have the expertise.

4. The GES through the District Directorate of Education should provide training workshops for teachers and supervisors to equip them with the knowledge and skills needed to use the TPD to manage pupils' behaviours in the school.

5. The GES and local government authorities should partner with Non-Governmental Organisations (NGOs) and business organisations to build classroom blocks for pupils and recruit an adequate number of teachers to reduce the large class size.

Suggestions for Further Research

Based on the findings and the conclusions of the study, the following suggestions are offered for further research:

1. The study used a qualitative approach with a sample size of 25 hence, reduced the generalisability of the findings of the study. For this reason, further studies should employ a mixed method approach to expand the

93

geographical location and population of the study to increase the possibility of generalising the findings.

2. The study did not focus on the views and experiences of pupils on CP and the TPD hence, this might have limited other perspectives that could be relevant to the study. Given these reasons, pupils' views and experience on the use of CP and the TPD should be investigated to provide additional insight into the problem.

94

REFERENCES

Acharya, A. S., Prakash, A., Saxena, P., & Nigam, A. (2013). Sampling: Why and how of it. *Indian Journal of Medical Specialties*, *4*(2), 330-333.

Adams, W. C. (2015). Conducting semi-structured interviews. *Handbook of Practical Program Evaluation*, *4*(6), 492-505.

Addai, I., Opoku-Agyeman, C., & Ghartey, H. T. (2013). An exploratory study of religion and trust in Ghana. *Social Indicators Research*, *110*(3), 993-1012.

Addison, A. K. (2015). Effects of corporal punishment on girl's enrolment and retention in the Techiman Municipality. *American Journal of Educational Research*, *3*(11), 1455-1468.

Aklamanu, I. (2016). Perceptions of teachers of the school suspension program in Ghanaian high schools. *International Journal of Humanities & Social Science*, *6*(9), 86-92.

Alberto, P., & Troutman, A. C. (2006). *Applied behavior analysis for teachers* (pp. 1-474). Pearson Merrill Prentice Hall.

Alhassan, A. B. (2013). School corporal punishment in Ghana and Nigeria as a method of discipline: A psychological examination of policy and practice. *Journal of Education and Practice*, *4*(27), 137-147.

Allen, K. P. (2010). Classroom management, bullying, and teacher practices. *Professional Educator*, *34*(1), 1-13.

Avison, C. (2010). Stakeholder engagement for improved school policy: development and implementation. *Canadian Journal of Public Health*, *101*(2), 22-25.

Bandura, A. & Walters, R. (1963). *Social learning and personality development*. Holt, Rinehart & Winston.

Bandura, A. (1962). *Social learning through imitation*. Lincoln, NE.

Bandura, A. (1977). *Social learning theory*. General Learning Press.

Beauchaine, T. P., Gatzke-Kopp, L., & Mead, H. K. (2007). Polyvagal theory and developmental psychopathology: Emotion dysregulation and conduct problems from preschool to adolescence. *Biological Psychology*, *74*(2), 174-184.

Beller, J., Kröger, C., & Kliem, S. (2021). Slapping them into heaven? Individual and social religiosity, religious fundamentalism, and belief in heaven and hell as predictors of support for corporal punishment. *Journal of Interpersonal Violence*, *36*(15-16), NP8482-NP8497.

Blackman, D. (2017). *Operant conditioning: an experimental analysis of behaviour*. Routledge.

Blackman, D. E. (2017). The experimental analysis of behaviour and its relevance to applied psychology. In *Applications of Conditioning Theory* (pp. 1-28). Routledge.

Browne, K. A. T. E. (2013). Challenging behaviour in secondary school students: Classroom strategies for increasing positive behaviour. *New Zealand Journal of Teachers' Work*, *10*(1), 125-147.

Burchett, H. E., Mayhew, S. H., Lavis, J. N., & Dobrow, M. J. (2013). When can research from one setting be useful in another? Understanding perceptions of the applicability and transferability of research. *Health Promotion International*, *28*(3), 418-430.

Busienei, A. J. (2012). Alternative methods to corporal punishment and their efficacy. *Journal of Emerging Trends in Educational Research and Policy Studies*, *3*(2), 155-161.

Carroll, P. (2021). Effectiveness of Positive Discipline Parenting Program on Parenting Style, and Child Adaptive Behavior. *Child Psychiatry & Human Development*, *4*(12), 1-10.

Cheruvalath, R. & Tripathi, M. (2015) Secondary school teachers' perception of corporal punishment: a case study in India, the clearing house. *A Journal of Educational Strategies, Issues and Ideas, 88*(4), 127-132,

Cicognani, L. (2004). *To punish or discipline? Teachers' attitudes towards the abolition of corporal punishment*. (Unpublished Master's thesis. University of the Witwatersrand. Johannesburg).

Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publication.

Darby, S. (2003). *Learning theories in the classroom: Behaviourism.* Routledge.

Demirdag, S. (2015). Classroom management and students' self-esteem: Creating positive classrooms. *Educational Research and Reviews*, *10*(2), 191-197

Docking, J., & MacGrath, M. (2013). *Managing behaviour in the primary school*. David Fulton Publishers.

Docking, J., & MacGrath, M. (2013). *Managing behaviour in the primary school*. David Fulton Publishers.

Downer, J., Sabol, T. J., & Hamre, B. (2010). Teacher–child interactions in the classroom: Toward a theory of within-and cross-domain links to children's developmental outcomes. *Early Education and Development*, *21*(5), 699-723.

Durrant, J. (2017). The global movement to end all corporal punishment of children. In *Violence Against Children* (pp. 64-85). Routledge.

Feinstein, S., & Mwahombela, L. (2010). Corporal punishment in Tanzania's schools. *International Review of Education*, *56*(4), 399-410.

Ferguson, C. J. (2013). Spanking, corporal punishment and negative long-term outcomes: A meta-analytic review of longitudinal studies. *Clinical psychology Review*, *33*(1), 196-208.

Ferguson, C. J. (2013). Spanking, corporal punishment and negative long-term outcomes: A meta-analytic review of longitudinal studies. *Clinical Psychology Review*, *33*(1), 196-208.

Finkelhor, D., Turner, H., Wormuth, B. K., Vanderminden, J., & Hamby, S. (2019). Corporal punishment: Current rates from a national survey. *Journal of Child and Family Studies*, *28*(7), 1991-1997.

Finkelhor, D., Turner, H., Wormuth, B. K., Vanderminden, J., & Hamby, S. (2019). Corporal punishment: Current rates from a national survey. *Journal of Child and Family Studies*, *28*(7), 1991-1997.

Fraser, J., Fahlman, D. W., Arscott, J., & Guillot, I. (2018). Pilot testing for feasibility in a study of student retention and attrition in online undergraduate programs. *The International Review of Research in Open and Distributed Learning*, *19*(1), 34-41

Ge, X., Conger, R. D., Cadoret, R. J., Neiderhiser, J. M., Yates, W., Troughton, E., & Stewart, M. A. (1996). The developmental interface between nature and nurture: a mutual influence model of child antisocial behavior and parent behaviours. *Developmental psychology*, *32*(4), 574-589

Gerald, N. K., Augustine, M. K., & Ogetange, T. B. (2012). *Teachers and pupils views on persistent use of corporal punishment in managing discipline in primary schools in Starehe Division, Kenya*. (Unpublished master's thesis, Narok University College, Kenya).

Gershoff, E. T. (2017). School corporal punishment in global perspective: prevalence, outcomes, and efforts at intervention. *Psychology, health & medicine*, *22*(sup1), 224-239.

Gershoff, E. T., Purtell, K. M., & Holas, I. (2015). *Corporal punishment in US public schools: Legal precedents, current practices, and future policy*. Springer.

Ghana Education Service (2016). *Tools for positive discipline*. https://www.universnewsroom.com/wpcontent/uploads/2019/01/Positi ve-Discipline-Tools-for-Schools-in-Ghana-2016.doc

Graham, C. K. (2013). *The history of education in Ghana: From the earliest times to the declaration of independence*. Routledge.

Groothuis, T. G., & Taborsky, B. (2015). Introducing biological realism into the study of developmental plasticity in behaviour. *Frontiers in Zoology*, *12*(1), 1-14.

Gudyanga, E., Mbengo, F., & Wadesango, N. (2014). Corporal punishment in schools: Issues and challenges. *Mediterranean Journal of Social Sciences*, *5*(9), 493-493.

Gyan, E., Baah-Korang, K., McCarthy, P., & McCarthy, P. (2015). Causes of indiscipline and measures of improving discipline in senior secondary schools in Ghana: Case study of a senior secondary school in Sunyani. *Journal of Education and Practice*, *6*(11), 19-25.

Hadi, M. A., & Closs, S. J. (2016). Ensuring rigour and trustworthiness of qualitative research in clinical pharmacy. *International Journal of Clinical Pharmacy*, *38*(3), 641-646.

Han, S. (2011). Probability of corporal punishment: Lack of resources and vulnerable students. *The Journal of Educational Research*, *104*(6), 420-430.

Heekes, S. L., Kruger, C. B., Lester, S. N., & Ward, C. L. (2020). A systematic review of corporal punishment in schools: Global prevalence and correlates. *Trauma, Violence, & Abuse*, *20*(10), 1-21.

Henderson, P., Islam, R., Bachman, P., Pineau, J., Precup, D., & Meger, D. (2018). Deep reinforcement learning that matters. In *Proceedings of the AAAI Conference on Artificial Intelligence*, *32*(1), 3207-3214.

Holden, G. W., Brown, A. S., Baldwin, A. S., & Caderao, K. C. (2014). Research findings can change attitudes about corporal punishment. *Child Abuse & Neglect*, *38*(5), 902-908.

Humphreys, L., Crino, R., & Wilson, I. (2018). The competencies movement: Origins, limitations, and future directions. *Clinical Psychologist*, *22*(3), 290-299.

Jacob, O. A., Olawuyi, B. O., & Jacob, A. J. (2016). Relationship between class size and discipline of secondary school students in Yagba West of Kogi State, Nigeria. *Sky Journal of Educational Research*, *4*(1), 008-013.

Janak, E. (2019). *A brief history of schooling in the United States: From pre-colonial times to the present*. Springer.

Kambuga, Y. M., Manyengo, P. R., & Mbalamula, Y. S. (2018). Corporal punishment as a strategic reprimand used by teachers to curb students' misbehaviours in secondary schools: Tanzanian case. *International Journal of Education and Research*, *6*(4), 183-194.

Kasonde Ng'andu, F. H., Haambokoma, N., & Tomaida, M. (2013). THE Contribution of Behaviourism Theory to Education. *Journal: Zambia Journal of Education*, *4*(1), 58-74.

Khanal, J. (2015). Corporal punishment in Nepalese private schools: Perception of teachers. *Journal of American Academy Research*, *3*(7), 1-9.

Khanal, J., & Park, S. H. (2016). Corporal punishment in private schools: The case of Kathmandu, Nepal. *Journal of Education and Practice*, *7*(26), 53-61.

Kılımcı, S. (2009). Teachers' perceptions on corporal punishment as a method of discipline in elementary schools. *Journal of International Social Research*, *2*(8), 242-251.

Kimani-Murage, E. W., Muthuri, S. K., Oti, S. O., Mutua, M. K., Van De Vijver, S., & Kyobutungi, C. (2015). Evidence of a double burden of malnutrition in urban poor settings in Nairobi, Kenya. *PloS One*, *10*(6), 1-17.

Kyei-Gyamfi, S. (2008). *Speech presented at the regional dissemination on violence against children*. Routledge.

Kyei-Gyamfi, S. (2011). Corporal punishment in Ghana. *Children's rights in Ghana: Reality or Rhetoric*, (pp. 77-97). Routledge

Land, S., & Jonassen, D. (Eds.). (2012). *Theoretical foundations of learning environments*. Routledge.

Lavond, D. G., & Steinmetz, J. E. (2003). The classical conditioning paradigm. In *Handbook of Classical Conditioning* (pp. 1-34). MA.

Little, S. G., & Akin-Little, A. (2008). Psychology's contributions to classroom management. *Psychology in the Schools*, *45*(3), 227-234.

Lokot, M., Bhatia, A., Kenny, L., & Cislaghi, B. (2020). Corporal punishment, discipline and social norms: a systematic review in low-and middle-income countries. *Aggression and Violent Behaviour*, *55*(2), 15-17.

Lwo, L. S., & Yuan, Y. S. (2011). Teachers' perceptions and concerns on the banning of corporal punishment and its alternative disciplines. *Education and Urban Society*, *43*(2), 137-164.

Madurai, N. S., Makondo, D., & Bhebhe, S. (2017). Perception of primary school teachers on positive discipline in the Manzini region of Swaziland. *Academic Research Journal of Social Science & Humanities*, *4*(17), 201-219

Matofari, F. N. (2019). Teachers' and students' support for corporal punishment. A practice outlawed by the Government of Kenya. *Journal of Interpersonal Violence*, *36*(19), N11071-N11086.

Maxwell, J. A. (2012). *Qualitative research design: An interactive approach*. Sage publications.

Miller, N. & Dollard, J. (1941). *Social learning and imitation.* Yale University Press.

Moen, O. M. (2020). Judicial corporal punishment. *Journal of Ethics & Social Philosophy*, *17*(2), 27-38.

Myers, J. L., Well, A. D., & Lorch Jr, R. F. (2013). *Research design and statistical analysis*. Routledge.

Nampoto, H. B. (2018). *Aspect of corporal punishment on maintaining discipline in schools in Tanzania: A focus on secondary schools in Mtwara-Mikindani Municipality*. (Unpublished doctoral dissertation. The Open University of Tanzania, Tanzania).

New Zealand Children's Commissioner (2008). *One year on: Public attitudes and New Zealand's child discipline law. Wellington, NZ: Office of the children's commissioner.* http://www.occ.org.nz/assets/Publications/OCC-UMR-Research-141108.pdf

Ngwokabuenui, P. Y. (2015). Students' indiscipline: Types, causes and possible solutions: The case of secondary schools in Cameroon. *Journal of Education and Practice*, *6*(22), 64-72.

Nwosu, K. C., Nwasor, V. C., & Ndubuisi, M. C. (2013). Perceived effects of corporal punishment on adolescents' behaviours. *The Nigerian Educational Psychologist*, *11*(1), 215-225.

Ogando Portela, M. J., & Pells, K. (2015). *Corporal punishment in schools: longitudinal evidence from Ethiopia, India Peru and Viet Nam, Innocenti Discussion Paper No. 2015-02*. UNICEF Office of Research, Florence.

Ogawa, K., & Nishimura, M. (2015). *Comparative analysis on universal primary education policy and practice in Sub-Saharan Africa: The cases of Ghana, Kenya, Malawi and Uganda.* Sense Publishers.

Olivier, G. H. (2011). *Educators' perceptions of corporal punishment.* (Unpublished doctoral dissertation, University of Pretoria, Australia).

Oloruntegbe, K. O. (2011). Teachers' involvement, commitment and innovativeness in curriculum development and implementation. *Journal of Emerging Trends in Educational Research and Policy Studies*, *2*(6), 443-449.

Parvin, N. (2014). *Corporal punishment in urban primary school settings.* (Unpublished doctoral dissertation, BRAC University).

Pate, M., & Gould, L. A. (2012). *Corporal punishment around the world*. Abc-clio.

Peña, R. E. & Espinosa, M. P. K. (2020). Effectiveness of positive discipline technique in the absenteeism rate among public elementary pupils. SAGE, *13*(4), 86-91

Piaget, J. (2013). *Behaviour and evolution*. Routledge.

Porter, L. (2012). Applied behaviour analysis: Its applications and limitations. In *The Routledge International Companion to Emotional and Behavioural Difficulties* (pp. 132-141). Routledge.

Prabha, G. (2019). Positive discipline: A unique method to replace corporal. *International Journal of Scientific & Engineering Research*, *10*(11), 975-984.

Price, J. A., Morris, Z. A., & Costello, S. (2018). The application of adaptive behaviour models: a systematic review. *Behavioral Sciences*, *8*(1), 11-27.

Rajasekhar, V. M., & Sekar, D. (2016). Education as a child right: An analysis of Right to Education Act. *Asia Pacific Journal of Research*, *1*(4), 90-93.

Riley, J. L., Noble, D. W., Byrne, R. W., & Whiting, M. J. (2017). Early social environment influences the behaviour of a family-living lizard. *Royal Society Open Science*, *4*(5), 1-16.

Sevrika, H. (2017). Positive discipline in managing the classroom at STIKIP PGRI West Sumatera. *Scientific Journal of Linguistics, Literature and Language Education*, *6*(1), 31-37.

Shufutinsky, A. (2020). Employing use of self for transparency, rigor, trustworthiness, and credibility in qualitative organisational research methods. *OD Practitioner, 52*(1), 50-58.

Sibanda, L., & Mathwasa, J. (2020). Modelling positive behaviour: A vital strategy in instilling positive discipline among secondary school learners. *Randwick International of Social Science Journal*, *1*(2), 308-323.

Sibanda, L., & Mpofu, M. (2017). Positive discipline practices in schools: A case of Mzilikazi District secondary schools in Zimbabwe. *Journal of Educational and Social Research*, *7*(3), 117-134.

Skinner, B. F. (2014). *Contingencies of reinforcement: A theoretical analysis* (Vol. 3). *BF Skinner Foundation*. Routledge.

Slee, R. (2020). *Changing theories and practices of discipline*. Routledge.

Slocum, K. B. (2016). 2. Becket as archbishop of Canterbury. In *Liturgies in Honour of Thomas Becket* (pp. 29-43). University of Toronto Press.

Stewart, M. (2012). Understanding learning: theories and critique. In *University teaching in focus* (pp. 3-20). Routledge.

Tiwari, A. (2019). The corporal punishment ban in schools: Teachers' attitudes and classroom practices. *Educational Studies*, *45*(3), 271-284.

Tomasevski, K. (2004). *Manual on rights-based education: Global human rights requirements made simple*. UNESCO.

Ule, M., Živoder, A., & du Bois-Reymond, M. (2015). 'Simply the best for my children': patterns of parental involvement in education. *International Journal of Qualitative Studies in Education*, *28*(3), 329-348.

Umanailo, M. C. B. (2019). *Overview phenomenological research*. Sage

Umezinwa, R. N., & Elendu, I. C. (2012). Perception of teachers towards the use of punishment in Sancta Maria primary school Onitsha, Anambra State, Nigeria. *Perception*, *3*(2), 49-57.

Van Manen, M. (2016). *Phenomenology of practice: Meaning-giving methods in phenomenological research and writing*. Routledge.

Waithaka, T. K. (2017). *Indiscipline in public secondary schools: The case of Nairobi County*. (Unpublished Doctoral dissertation, University of Nairobi, Nairobi).

Wang, J., Wang, Y., & Shang, F. (2020). *Research and practice of Chinese class discipline management for overseas students*. https://www.dpi proceedings.com/index.php/dtssehs/article/view/33841

Wangchuk, C., Wangchuk, C., Choki, K., & Drakpa, D. (2018). Life skills education as a positive disciplining intervention for students with disciplinary issues in the school. *CERD Educational Journal*, *19*(2), 18-37

Watson, C. W. (2010). Ethical issues in research. In *conducting research in conservation* (pp. 248-260). Routledge.

Webb, W. J. (2011). *Corporal punishment in the Bible: A redemptive-movement hermeneutic for troubling texts*. InterVarsity Press.

Wilson, A. (2015). A guide to phenomenological research. *Nursing Standard*, *29*(34), 38-43.

Yeboah, D. (2020). Teachers' perceptions of the abolition of caning in Ghanaian schools. *Issues in Educational Research, 30*(1), 379-395.

Zolotor, A. J. (2014). Corporal punishment. *Paediatric Clinic*, *61*(5), 971-988.

Zuković, S. & Stojadinović, D. (2021). Applying positive discipline in school and adolescents' self-esteem. *International Journal of Cognitive Research in Science, Engineering and Education*, *9*(1), 1-11.
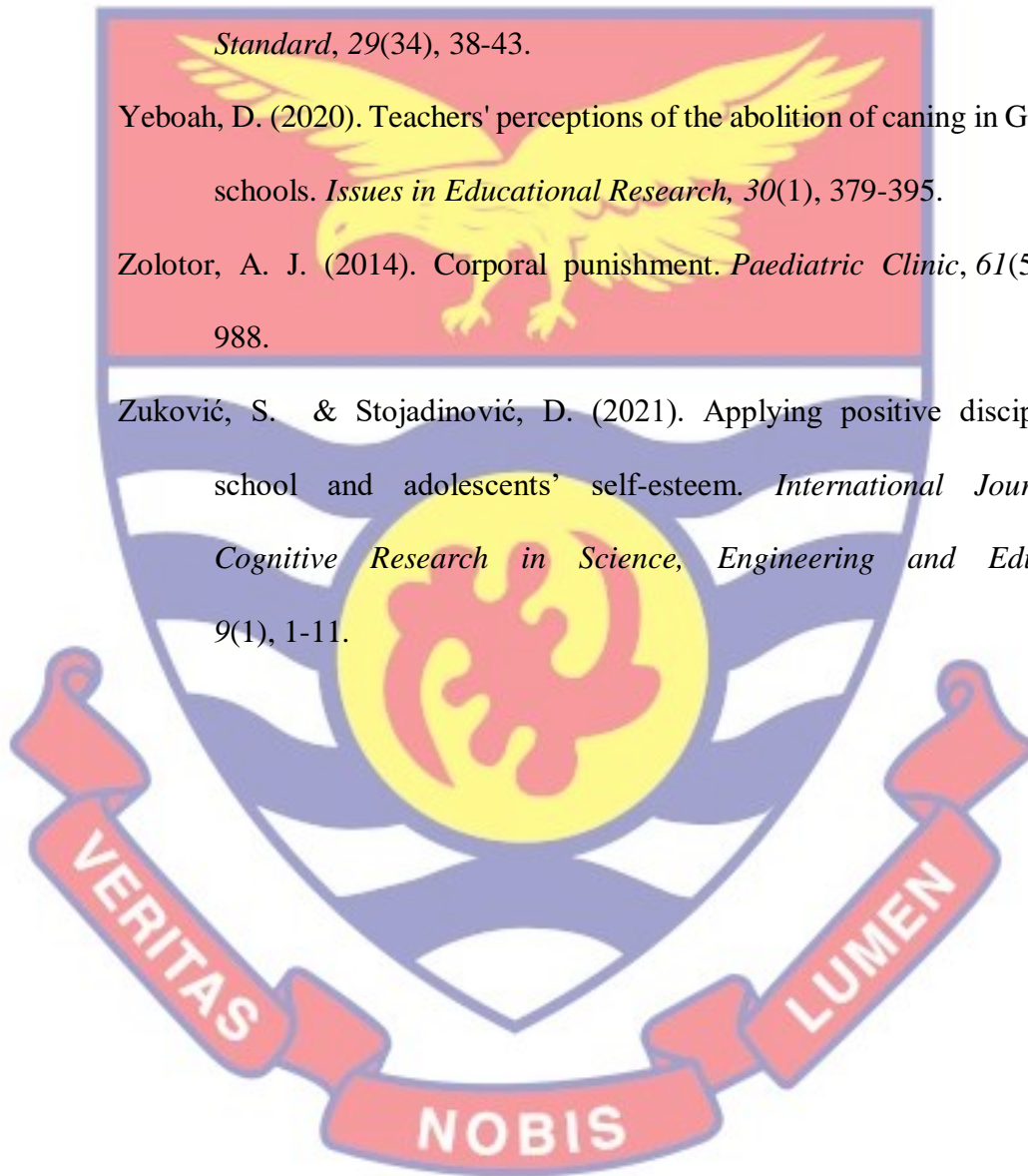
APPENDICES

APPENDIX A: LETTER FOR ETHICAL CLEARANCE (IRB)

Department of Basic Education,

University of Cape Coast,

Cape Coast.

8th January, 2021.

The Chairperson

Institutional Review Board

University of Cape Coast

Cape Coast

Dear Sir/Madam,

ETHICAL CLEARANCE

I am Dr Alex Kwao, a senior lecturer at the above mentioned department supervising M.Phil. thesis of Mr Joseph Kingsley Akwaboah. I wish to acknowledge that, my supervisee has defended his thesis proposal. He has had his progression and working hard to accomplish the task.

This is to inform you that my supervisee is on course.

Thank you.

Yours sincerely,

Dr Alex Kwao

Senior Lecturer

Department of Basic Education

0203342401.

DEPARTMENT OF BASIC EDUCATION

UNIVERSITY OF CAPE COAST

CAPE COAST

108

APPENDIX B: ETHICAL CLEARANCE LETTER FROM IRB (UCC)

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES-ERB/ucc-edu/V5/21-76

Date: 2nd September, 2021

Your Ref: ....

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman, CES-ERB
Prof. J. A. Omotosho
jomotosho@ucc.edu.gh
0243784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
0244742357

Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680

The bearer, Joseph K. Atwaboah, Reg. No. .... is an M.Phil. / Ph.D. student in the Department of .... in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. He / ~~She~~ wishes to undertake a research study on the topic:

Implementation challenges facing teachers on the ban of corporal punishment in public basic schools of Cape Coast Metropolis, Ghana.

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/~~her~~ proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/~~her~~ study. The ERB would be grateful if you would give him/~~her~~ the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)

APPENDIX C: INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF GUIDANCE AND COUNSELLING

Telephone: 0332091854
Email: dgc@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

16th December, 2020

The Chairman
Institutional Review Board
U. C. C.
Cape Coast

LETTER OF INTRODUCTION

We introduce to you, Joseph Kingsley Akwaboah a student from the Department of Guidance and Counselling, University of Cape Coast. He is pursuing M.Phil in Guidance and Counselling.

As part of his requirement, he is expected to work on a thesis titled:

"IMPLEMENTATION CHALLENGES FACING TEACHERS ON THE BAN ON CORPORAL PUNISHMENT IN PUBLIC BASIC SCHOOLS OF CAPE COAST METROPOLIS, GHANA"

He has successfully defended his proposal and is seeking for ethical clearance to collect data for the study.

We would be most grateful if you could provide him the necessary assistance for ethical clearance for his study.

Thank you.

for:- SN Coonsey

DR. STEPHEN DOH FIA
HEAD OF DEPARTMENT

110

APPENDIX D: INFORMED CONSENT FORM

I………………………………………………… volunteer to participate in a research by Joseph K. Akwaboah from the University of Cape Coast. I understand that the research is to explore the implementation challenges of the ban on corporal punishment in public basic schools in Cape Coast Metropolis**.**

1. My participation in this study is voluntary and I may withdraw and discontinue participation at any time without penalty.

2. I understand that interviews will be conducted and kept confidential.

3. I understand that interview will last approximately 35 minutes.

4. I understand that interviews will be audio recorded and note will be taken.

5. I and the researcher agree to sign and date this inform consent form.
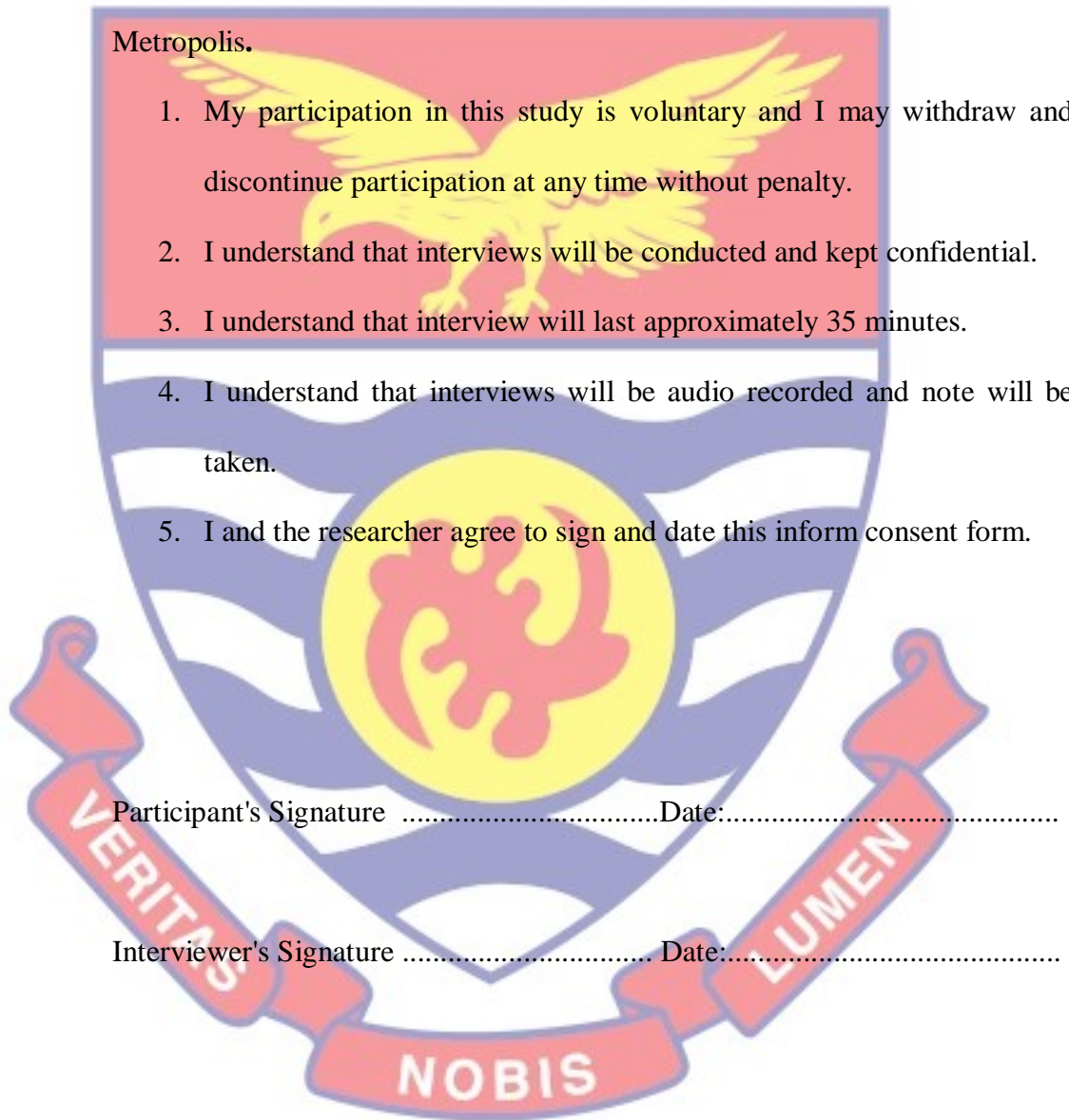
Participant's Signature ....Date:...

Interviewer's Signature .... Date:...

APPENDIX E: INTERVIEW GUIDE

Research Topic: Implementation Challenges of the Ban on Corporal Punishment in Public Basic Schools in the Cape Coast Metropolis**.**

Duration of Interview: 35 to 45 minutes

SECTION A

Biographic Data of Participants

1. What is your gender?

2. What is your educational qualification?

3. What is your religious belief?

4. Which age interval does your age fall?

SECTION B

Research Question One: What are the views of teachers and supervisors about the policy on the ban of corporal punishment in public basic schools in the Cape Coast Metropolis?

1. How would you describe corporal punishment?

2. What accounts for the continuous use of corporal punishment?

3. How often do you use corporal punishment?

4. When would you recommend the use of corporal punishment on a pupil?

5. What are your justifications for the use of corporal punishment? Elaborate on your answer.

SECTION C

Research Question Two: How has the policy provision guided the ban of corporal punishment in schools?

1. How do you address students' misbehaviour in school?

2. What is your general opinion on corporal punishment?

3. What accounted for the ban of corporal punishment by the Ghana Education Service?

4. How do you address students' misbehaviour in school?

SECTION D

Research Question Three: How do teachers and supervisors use the Tools for Positive Discipline in public basic schools in the Cape Coast Metropolis?

1. What current policies are there to govern students' behaviour?

2. How are they developed?

3. How have you been involved?

4. How was students' misbehaviour managed prior to the introduction of the tools for positive discipline?

5. How is students' misbehaviour managed after the introduction of the tools for positive discipline?

SECTION E

Research Question Four: What challenges do teachers and supervisors face in using the Tools for Positive Discipline in public basic schools in the Cape Coast Metropolis?

1. How challenging is it with pupils' cooperation in using the Tools for Positive Discipline?

2. What are the difficulties you encounter in collaborating with parents in using the Tools for Positive Discipline?

3. What are the challenges you face in involving professional counsellors in proving counselling and guidance services to the pupils?

113

SECTION F

Research Question Five: How do teachers and supervisors manage the challenges in using the Tools for Positive Discipline in public basic schools in the Cape Coast Metropolis??

1. How do you manage the challenges with pupils' cooperation?

2. What measures do you put in place to manage the difficulties you encounter in involving the parents in using the Tools for Positive Discipline?

3. Regarding the unavailability of professional counsellors in the school, how to do deal with such problem?