UNIVERSITY OF CAPE COAST

ATTITUDE OF JUNIOR HIGH SCHOOL STUDENTS TOWARDS THE
USE OF PUNISHMENT IN BEHAVIOUR MANAGEMENT

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USE OF PUNISHMENT IN BEHAVIOUR MANAGEMENT

BY

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award of Master of Philosophy degree in Educational Psychology

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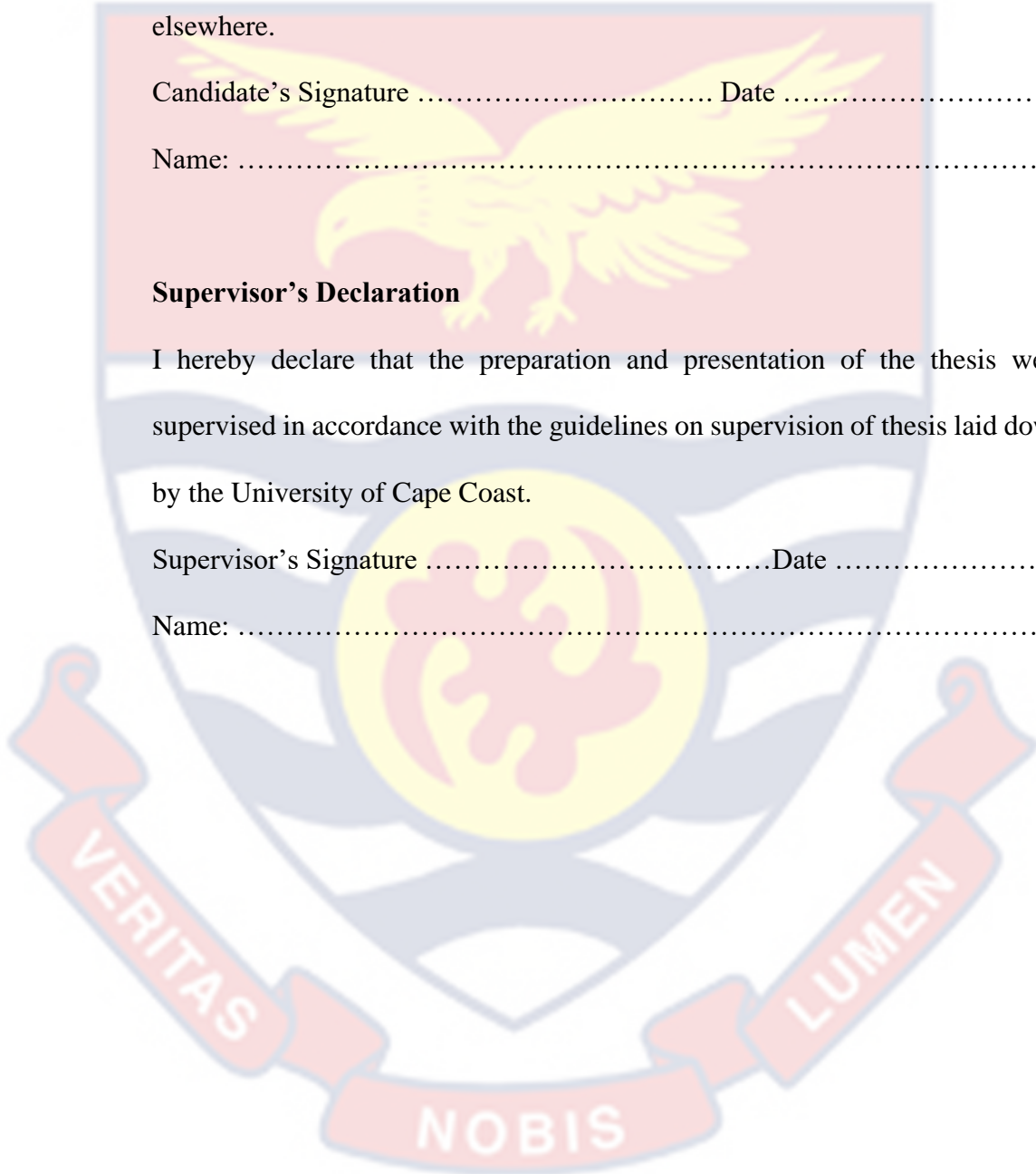
Candidate's Signature ………………………. Date ……………………….

Name: ……………………………………………………………………….

Supervisor's Declaration

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

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

Name: ……………………………………………………………………….

ABSTRACT

This study investigated the attitude of Junior High School (JHS) students in the Sissala East Municipality towards the use of punishment in behaviour management. Descriptive survey design was used for the study. A total of 291 respondents were sampled from an accessible population of 1,208 JHS Two students using probability sampling techniques. A closed-ended questionnaire was used to collect data for the study. The data was analysed using Means, Standard Deviations and Mann-Whitney U test. The study revealed that there is frequent use of corporal punishment in Junior High Schools in the Sissala East Municipality. It also found that Junior High School (JHS) students in the Municipality have negative attitudes towards the use of punishment, as well as towards teachers who use punishment in behaviour management. More so, respondents reported that punishment has both positive and negative impact on the behaviour of students. However, the study found no statistically significant differences in the attitudes of JHS students, in terms of sex and age, towards the use of punishment in behaviour management. The study therefore recommends teachers to stop the use of corporal punishment such as caning, insulting, and asking students to kneel down. Teachers are also encouraged to use alternatives to corporal punishment to manage disruptive behaviour, such as asking students to sweep. Also, the study encourages teachers to learn and apply various strategies that make alternatives to corporal punishment effective.

KEYWORDS

Attitude

Behaviour Management

Junior High School

Punishment

Sissala East Municipality

Students

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DEDICATION

To my family

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INTRODUCTION

Background to the Study

Success in any human activity is determined by discipline and good behaviour. One can only agree with Gyan, McCarthy, McCarthy, and Baah-Korang (2015, p. 1) when they pronounced as follows: "The assertion that discipline is the mother of all great achievements cannot be overemphasized in the field of education. Good discipline allows children to do their best in academic attainments. It also leads to the effective achievement of the goals of the school and the aspirations of the community. One of the key goals of teachers' work in the school is to ensure successful student teaching and learning, as this is necessary for successful results and for the teacher to be able to establish favourable teaching environments for the students (Jiménez, Valero-Valenzuela, Anguera, & Suárez, 2016). As a result, good student behaviour is an essential requirement.

Yeboah, Nyarko-Sampson and Forde (2020) discovered that indiscipline is one of the major concerns teachers are facing, even though good behaviour is necessary to achieve learning outcomes. Similarly, Yunisa, Aliyu & Ezeani (2019) submitted that problems brought about by students' misbehaviour, and the management techniques used by teachers worry teachers around the world. According to Sulbarán and León (as cited in Jiménez, Valero-Valenzuela, Anguera, & Suárez, 2016), poor student behaviour in the classroom has an increasing detrimental impact and occurs frequently. According to Peña and Ángulo (cited in, Jiménez, Valero-Valenzuela, Anguera, & Suárez, 2016), this serves as one of the worrying problems in education which must be addressed.

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Seidman (2005) posited without fear of contradiction, meeting undesirable behaviour of students cannot be averted. This is a challenge met by all teachers, regardless of their level of effectiveness or experience (Kerr & Nelson, 2010). Similarly, Gordon (2001) argued that behaviour management is more a challenge for inexperienced teachers. Gordon identified different levels of students' disruptive behaviour which range from minor behaviours such as playing in class, to major disruptive behaviours which include physical violence.

Maphosa and Mammen (as cited in Ofori, Tordro, Asamoah, & Achiaa 2018) revealed that basic school learners of today in Ghana often engage in different forms of misbehaviour including disrespecting authorities, lateness, bullying, poor dressing habits, destroying school property and physically harming instructors because they have disciplined them or their peers. Other undesirable behaviours identified to be carried out by students are pre-marital sex, armed robbery, drug abuse, and alcoholism according to Asare and Twene (as cited in Ofori, Tordro, Asamoah, & Achiaa, 2018).

Ngozi (2004), bluntly stated that indiscipline in the school, particularly at junior and senior high schools in Ghana, is occurring at very alarming levels. According to Ngozi, most high school students are in the adolescent age group and are transitioning from childhood to adulthood. They often rebel against authority because it is one key characteristic of that milestone.

Lansing Community College (2018) defined disruptive behaviour as any incident that disrupts teaching, learning, and implementation of disciplinary measures either on or outside school. This means that it is any student behaviours that prevent a teacher from teaching and/or students from learning.

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Indiscipline has blatant repercussions and bad effects. It impairs instructional delivery because focus moves from the academic activities to the diversions supplied by negative behaviours, raising the psychological and physical stress levels for both the teacher and learners (Parsonson, 2012). It is imperative for teachers and educators to put much effort into managing the behaviour of learners because in order for teaching and learning to occur, student indiscipline must be appropriately managed (Nanyele, Kuranchie & Owusu-Addo, 2018).

University of London (2014) and Yunisa, Aliyu and Ezeani (2019) expressed fear that it is difficult for teachers to find and use the appropriate techniques for modifying undesirable behaviour of students. Nonetheless, laws required for school safety and positive behaviour have compelled teachers and schools to be interested in effective ways of managing disruptive behaviour (Detrich & Lewis, 2013).

Approaches to behaviour management in schools are based on the flexibilities of societies. An overview of the history of behaviour management in classrooms traces to a wide range of approaches, often negative, from corporal punishment, to the work of the behavioural theorists of the twentieth century (NSW Institute of Teachers, 2008). The Operant Conditioning theory by B. F. Skinner, which is also termed as the Law of Effect by E. L. Thorndike, has been relied on heavily to manage behaviour as it offers effective techniques. This theory advocates reinforcement and punishment as ways of managing behaviour, where undesirable behaviours are handled by using consequences (Skinner, 2014).

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The use of punishment to manage behaviour is supported by *Deterrence theorists*. They argue that the fear of punishment makes students to choose appropriate behaviour, according to Losen (cited in Ward, 2016). There are different ways of defining behaviour management. It could be defined as the step-by-step use of principles of learning to change behaviour of animals, including humans, which are substituted with desirable behaviours (Yeboah, Nyarko-Sampson & Forde, 2020)**.**

According to Yeboah (2020), Ghana was among the countries where punishment was accepted as a useful technique for controlling student behaviour. A position paper issued by the Ministry of Gender, Children and Social Protection in 2018 reported that the use of punishment (corporal) is rampant across the globe, and Ghana is not different. For instance, 70% of Ghanaian students reported that they are most likely to experience physical punishment in school (Twum-Danso, 2010). The paper went further to report that in Ghana, students are punished in the school and other care centres. This placed Ghana first in sub-Saharan Africa and second to Yemen globally. The paper concluded that it was not a surprise that both grown-ups and children see the application of punishment as appropriate.

The Ghanaian government, through the Ministry of Education and the Ghana Education Service, made some efforts to enforce policies to advise against all forms of corporal punishment at all levels of the country's educational system after realizing that punishment does not produce the desired results in terms of behaviour (End Corporal Punishment, 2021). This is in accordance with the Children's Act of 1998 (Act 560) and the United Nations Convention on the Rights of the Child (CRC) which Ghana adopted in 1990. Subsequent to

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that, the Ghana Education Service and the Ministry of Education advocated in 2016 that alternative disciplinary measures be adopted as preferable solutions for controlling students' behaviour in classrooms.

Stakeholders allege that some teachers continue to discipline pupils in schools by caning, weeding, kneeling down, escorting students out of the classroom, and suspending them from school, despite these efforts to completely eradicate the use of punishment (Yeboah, 2020; Yeboah, Nyarko-Sampson & Forde 2020). The practice has compelled the National Schools Inspectorate Authority (NaSIA) to issue a letter on 21ˢᵗ June, 2021, cautioning all proprietors against corporal punishment malpractices in pre-tertiary schools (Appendix A). Soon after that, on 20ᵗʰ September, 2021, the Ghana Education Service issued a similar letter complaining about an increase in corporal punishment in schools, and cautioning all directors and stakeholders in education against the use of corporal and other forms of inhumane punishments (Appendix B).

Maag (2001) argued that many teachers choose to use punishment because they think it is easy to use, it is appropriate for any situation, and because it has been used for several years. This means that teachers' reluctance to stop using punishment is due to varied reasons. Despite the continuous use of punishment, Nelson (2002) observed that there are a lot of unanswered questions about the continuous use of punishment because of dearth of psychological study in the use of punishment (Galván-Domínguez, Beggio, Pardo-Cebrián Segovia-Arroyo & Froján-Parga, 2014). Jeffrey cited in Morrow and Singh (2014) proposed the need to do further investigations into the extent and nature of punishment in schools, especially, in the global South.

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Particularly, findings on sex (Darkwa, Akpanglo-Nartey & Kemetse, 2020) and age (UNICEF, 2015) differences with regards to attitudes towards punishment are inconclusive. Kutateladze and Crossman (2009) submitted that there exists a void in validated assessments that measure sex differences in punishment.

Experts predict that the attitude of students towards different forms of punishment being used to manage behaviour could provide answers to the worrying concerns about the practice. Mansfield (2007) clearly indicated that understanding how students perceive and respond to punishment types is very necessary to help improve good behaviour. Similar to this, Cheng (2013) urged teachers to constantly take into account students' opinions when utilizing various techniques to control their behaviour because the purpose of applying those techniques is to manage and assist students in changing their unwanted behaviours to acceptable ones.

However, according to Morrow and Singh (2014), little consideration has been given to how children perceive school in underdeveloped nations from their perspectives and the frequency of corporal punishment. Even though teachers may think these children have positive views, it may not be the case, Cheng (2013) predicted. For instance, a study conducted in Singapore revealed that both primary and secondary school students had negative attitudes towards most behaviour management strategies even though their teachers ranked them as the most effective strategies (Cheng & Tan, 2002). The question then is, what is the attitude of students towards the use of punishment in behaviour management?

Statement of the Problem

Most strategies for handling student negative behaviour involve the use of various types of punishment (Lawrent, 2012) including sacking from the classrooms, penalties, internal and external suspensions, and withdrawals (Maag, 2001). Punishment is one of the strategies commonly used in every aspect of the world and its usage in the school is very extensive and cannot be stopped (Dad, Ali, Janjua, Shahzad & Khan, 2010). In Ghana, there has been an increase in the use of punishment by teachers to manage behaviour of students at the pre-tertiary levels of education, including Junior High Schools. This is resulting in complaints from parents and other stakeholders which has compelled the NaSIA and G.E.S. to issue two separate letters in 2021 cautioning teachers and proprietors to abandon the practice. The continues use of punishment in teaching and learning is an issue that requires thorough research (Pehlivan & Köseoğlu, 2017).

However, a careful analysis of literature on behaviour management reveals that much focus, is put on rewards and reinforcement; and in most cases, only teachers' views are measured (Brophy & Rohemper as cited in Allen, 1983; Cheng, 2013). Allen lamented that this skewed and narrow research efforts on behaviour management appears not helpful for promoting good behaviour.

There have also been numerous studies done on punishment. For instance, Yeboah (2020) looked into teachers' perspectives of caning in Ghanaian schools while Mwai, Kimengi, and Kiposi (2014) explored teachers' perceptions of the restriction on corporal punishment in Kenyan pre-primary institutions. In the United States, Tulley and Chiu (1995) looked at how instructors felt about the effectiveness of various behaviour management

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strategies, and Johnson (1994) looked into teachers' understanding about classroom management is. A careful examination of the literature reveals that it is strongly skewed toward examining teachers' views and perceptions of corporal punishment, which is the process of inflicting physical harm on a person with the aim of restraining or changing that person's unwanted behaviour. Rakolobe and Tlali (2022) observed that some researchers see punishment in schools only as corporal punishment thereby ignoring other forms of punishment.

Studies that seek to report the views of students are also predominantly concentrated on corporal punishment. These studies are delimited to Senior High School students in locations that are remote from Sissala East municipality. For example, Ngussa and Mdalingwa (2017) investigated students' perception on corporal punishment and its effect on learning in Secondary schools in Babati rural district of Tanzania. Subramonian (2015) also studied perceptions of students about corporal punishments in schools. Similarly, Gwando (2017) investigated pupils' perceptions on corporal punishment in enhancing discipline in primary schools in Tanziania. Yakubu, Abdulkadir and Odinaka (2019) analysed Nigerian secondary school students' perceptions and attitudes towards punishment and rewards. In Ghana, Sackey, Amanianmpong and Abrokwa (2016) investigated the state of discipline in Kwanyarko Senior High School where they analysed the attitudes of students and teachers towards discipline strategies. It seems no study has been conducted on the attitudes of JHS students in the Sissala East Municipality towards the use of punishment in behaviour management, hence this study.

Purpose of the Study

The main purpose of the study is to find out the attitudes of JHS Students in the Sissala East Municipality of Ghana towards the use of punishment in behaviour management. Particularly, this study sought to investigate:

1. The frequency of occurrence of punishment in Junior High Schools in the Sissala East Municipality.

2. The attitude of JHS students in the Sissala East Municipality towards the use of punishment in behaviour management.

3. The attitude of JHS students in the Sissala East Municipality towards teachers who use punishment in behaviour management.

4. The impact of punishment on the behaviour of JHS students in the Sissala East Municipality.

5. The difference in the attitudes of male and female JHS students in Sissala East Municipality towards the use of punishment in behaviour management.

6. The difference in the attitude of JHS students of different age groups in the Sissala East Municipality towards the use of punishment in behaviour management.

Research Questions

The study sought to answer the following research questions:

1. What is the frequency of occurrence of punishment in Junior High Schools in the Sissala East Municipality?

2. What is the attitude of JHS students in the Sissala East Municipality towards the use of punishment in behaviour management?

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3. What is the attitude of JHS students in the Sissala East Municipality towards teachers who use punishment in behaviour management?

4. What is the impact of punishment on the behaviour of JHS students in the Sissala East Municipality?

Research Hypotheses

The following research hypotheses were tested by the study:

1. H_0: There is no statistically significant difference in the attitudes of male and female JHS students in the Sissala East Municipality towards the use punishment in behaviour management.

   H_1: There is a statistically significant difference in the attitudes of male and female JHS students in the Sissala East Municipality towards the use of punishment in behaviour management.

2. H_0: There is no statistically significant difference in the attitudes of JHS students of different age groups in the Sissala East Municipality towards the use of punishment in behaviour management.

   H_1: There is a statistically significant difference in the attitudes of JHS students of different age groups in the Sissala East Municipality towards the use of punishment in behaviour management.

Significance of the Study

Findings of this study will benefit stakeholders, especially, the Ministry of Education, Ghana Education Service, guidance and counselling coordinators, teachers, and researchers.

The study would guide the Ministry of Education and Ghana Education Service to develop and implement policies that target ensuring the provision of appropriate strategies for behaviour management in schools.

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The findings of the study could also help Guidance and Counselling Coordinators to develop learner-centred approaches to behaviour management. This will enhance the professional delivery of guidance services in the schools.

Another significance of the study is that the findings would inform classroom teachers about the attitudes their students have towards them based on their use of punishment as a behaviour management strategy. Teachers, could therefore be guided by the findings of the study which will help to promote a positive teacher-student relationship. Teachers will use findings of this study to provide positive psychological environments in their classrooms which may facilitate good teaching and learning outcomes in the schools.

Last but not least, the study will also benefit researchers who are interested in finding out the attitudes of students towards the use of punishment in behaviour management.

Delimitation of the Study

This study is delimited to JHS students in the Sissala East Municipality, Ghana. Findings of the study are delimited to students in the fifty-four Junior High Schools in the Sissala East Municipality.

The study also specifically investigated the attitudes of students towards the use of punishments. The attitudes of other stakeholders, such as teachers and parents, towards punishments were not covered by this study.

Limitation of the Study

One limitation of the study is that findings of the study cannot be generalized to include JHS students in other districts because of geographical differences. Also, findings cannot be generalized to cover Senior High School

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students, Primary and Kindergarten learners in the Sissala East Municipality because of differences in developmental factors.

Definition of Terms

This section of the study covered definition of terms.

Junior High School Student: A learner who is at grade seven, eight or nine in the Ghanaian educational system.

Attitude: This refers to the feelings an individual has towards a person, an action, an event, or an object.

 Punishment: Any behaviour management strategy or consequence which will decrease and or weaken a student's performance of a particular behaviour by inflicting pain or harm on the student, or by denying the student a pleasurable experience.

Negative Punishment: Any behaviour management strategy where a pleasurable stimulus is taken away from a student in order to decrease or eliminate an unwanted behaviour that the student has performed.

Positive Punishment: Any behaviour management strategy where a painful stimulus is introduced in order to decrease or eliminate an unwanted behaviour that a student has performed.

Behaviour Management: Is a process of ensuring that persons behave in a personally rewarding and socially acceptable manner or appropriately.

Organization of the Study

There are five chapters in the study. The first chapter covered the introduction, which highlighted the background to the study, problem statement, purpose of the study, research questions, significance of the study, delimitations of the study, limitations of the study, and definitions of keywords. In chapter

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two, the literature pertaining to this study was reviewed. It covers theoretical framework, conceptual framework review and, and empirical review. Chapter three also covered the research design, study area, population, sampling, sampling procedure, data collection instrument, data collection procedure, and data processing and analysis methodologies. In chapter four, the results of the study were presented and discussed. Finally, chapter five summarized the key findings and offered recommendations and ideas for future research.

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CHAPTER TWO

LITERATURE REVIEW

Introduction

The purpose of this study is to examine the attitude of JHS students in Sissala East Municipality of Ghana towards the use of punishment in behaviour management. This chapter comprises theoretical review, conceptual framework, conceptual review, and empirical review of literature related to the topic. The literature was reviewed under four main headings:

i.   Theoretical framework

    a. Operant Conditioning theory by B. F. Skinner

    b. Classical Conditioning Theory by Ivan Pavlov

    c. Social Cognitive Theory by Albert Bandura

    d. Theory of Reasoned Action developed by Martin Fishbein and Icek Adzen in 1967

ii.   Conceptual framework

iii. Conceptual review

    a. Attitudes

    b. Punishment

    c. Behaviour management

    d. Reinforcement

    e. Premack Principle

iv.   Empirical review

    a. Extent of occurrence of punishment in schools

    b. Positive attitudes of students towards punishment and its impact

    c. Negative attitudes of students towards punishment

    d. Attitudes of students towards teachers who use punishment

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      e.   Sex differences in terms of attitudes towards punishment

      f.   Age and Attitude towards Punishment

Theoretical Framework

Baron, Branscombe and Byrne (2009), as well as Onuoha and Eze (2013) contend that social psychologists use three theories; Operant Conditioning theory (B. F. Skinner), Classical Conditioning theory (Ivan Pavlov), and the Social Cognitive theory (Albert Bandura), to explain the concept of attitude formation and for that matter behaviour management. These theories, including the Theory of Reasoned Action, have been reviewed as the theoretical framework for this study.

Operant Conditioning theory by B. F. Skinner

The Operant Conditioning theory was developed by American Psychologist B. F. Skinner (1904 – 1990). According to Skinner (2014), Operant Conditioning moulds human behaviour into a fashion that is desirable, much like sculptor moulds clay. The theory is also known as *Instrumental Conditioning* (Chance, 1994).

This theory of learning puts emphasis on the use of consequences on a behaviour which determine the chances of the behaviour being repeated or not (Tuckman & Monetti, 2011). Tuckman and Monetti further states that a teacher who applies the operant conditioning strategies can influence the probability of a student engaging in a particular behaviour or not.

The principles of operant conditioning are among the most effective methods in psychology for modifying the behaviour of children, adults, and even pets (Coon & Mitterer, 2007). According to them, acts are associated with their consequences in operant conditioning. Rewards and penalties are

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determined by the behaviour of the learner or individual (Santrock, 2011). Behaviours that are reinforced or rewarded turned to be repeated whereas behaviours that are punished turned not to be repeated. Coon and Mitterer indicated that operant conditioning is based on the works of pioneering Theorist Edward L. Thorndike called the Law of Effect.

E. L. Thorndike stated that if a cat is confined in a box, it would display a variety of behaviours, some of which may be useful in opening the door for it to escape (Skinner, 2014). This illustrates the consequences of behaviour. Thorndike noted that in an experiment where a cat was repeatedly placed within a box, the behaviour that eventually led to the cat escaping the box became simpler and quicker when the experimenter repeatedly placed the cat inside the box (Skinner, 2014).

The cat had thought out a solution to a puzzle that it was confronted with as well as if it were a "reasoning" human being, though may not be so fast. Skinner stated, however, that Thorndike observed no "thought-process" in the behaviour of the cat, by arguing that thought process was not needed for the cat to escape. The law explains that responses that result in pleasurable and desirable outcomes are more likely to be repeated given a similar situation, and responses that produce pain and undesirable outcomes are less likely to occur given a similar situation.

Skinner later described this process of Trial - and – Error responses as superfluous after he conducted his own investigation with a pigeon where he set out to choose a line on a given scale that was not regularly reached by the head of the pigeon. Skinner first determined the height at which the pigeon's head was typically held. He then started keeping an eye on the scale and immediately

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opened a meal tray anytime the head rose above the rarely attained line. According to Skinner, if the experiment had been carried out as planned, the frequency with which the head crossed the line would have changed right away. Additionally, you would see higher lines being crossed. The bird will modify its position in a minute or two such that the top of its head hardly fell below the line that was first selected.

Based on his pigeon experiment, Skinner (2014) claimed that the phrase Trial-and-Error learning, which is usually related to the Law of Effect, is inappropriate. Nonetheless, Skinner was influenced by that theory to create the Operant Conditioning theory. According to Weiten (2007), Skinner greatly admired Pavlov's work and utilized it as the basis for his own hypothesis.

The term "operant" was coined by Skinner to describe any active behaviour that affected the environment to make people accept consequences (Skinner, 2014). The words "operate" and "environment," in a similar vein, are combined to form the term "operant" (McSweeney & Murphy, 2014). The term 'operate' is a unique category of behaviour that acts on its surroundings to achieve results. These outcomes, according to the authors, include reinforcers that raise the frequency at which a behaviour occurs, and punishers that lower the frequency at which a behaviour repeats or is repeated. According to Santrock (2011) there are two major components of operant conditioning. These are rewards (reinforcement) and punishment. These two components are identified as consequences that are contingent on the behaviour of an organism.

McLeod (2018) claims that Skinner conducted an experiment by putting a hungry rat in the operant chamber known as the Skinner box. A lever was located on one side of the box. The lever would get knocked off by the rat as it

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moved around inside the box. A food pellet then soon followed into a container next to the lever for the rat to eat. As time passed, the rat soon picked up the behaviour of going directly to the lever after being placed in the box a few times. The rat was drawn to press the lever repeatedly because it would receive food if it did so. This means that reinforcement is a consequence that increases the occurrence of a particular behaviour of any other organism, as it did to the rat.

Skinner extended his experiment by putting the rat in his Skinner box and then exposing it to an electric current, which made the rat uncomfortable (McLeod, 2018). After that, whenever the rat walked about inside the box, it would unintentionally knock the lever, turning off the electricity. After being placed in the box a few times, the rat eventually learnt to press the lever in this manner. This revealed that punishment is also a consequence that when applied will turn to weaken the occurrence of an unwanted behaviour responses from an organism. The illustration of Skinner Box is shown in Figure 1.
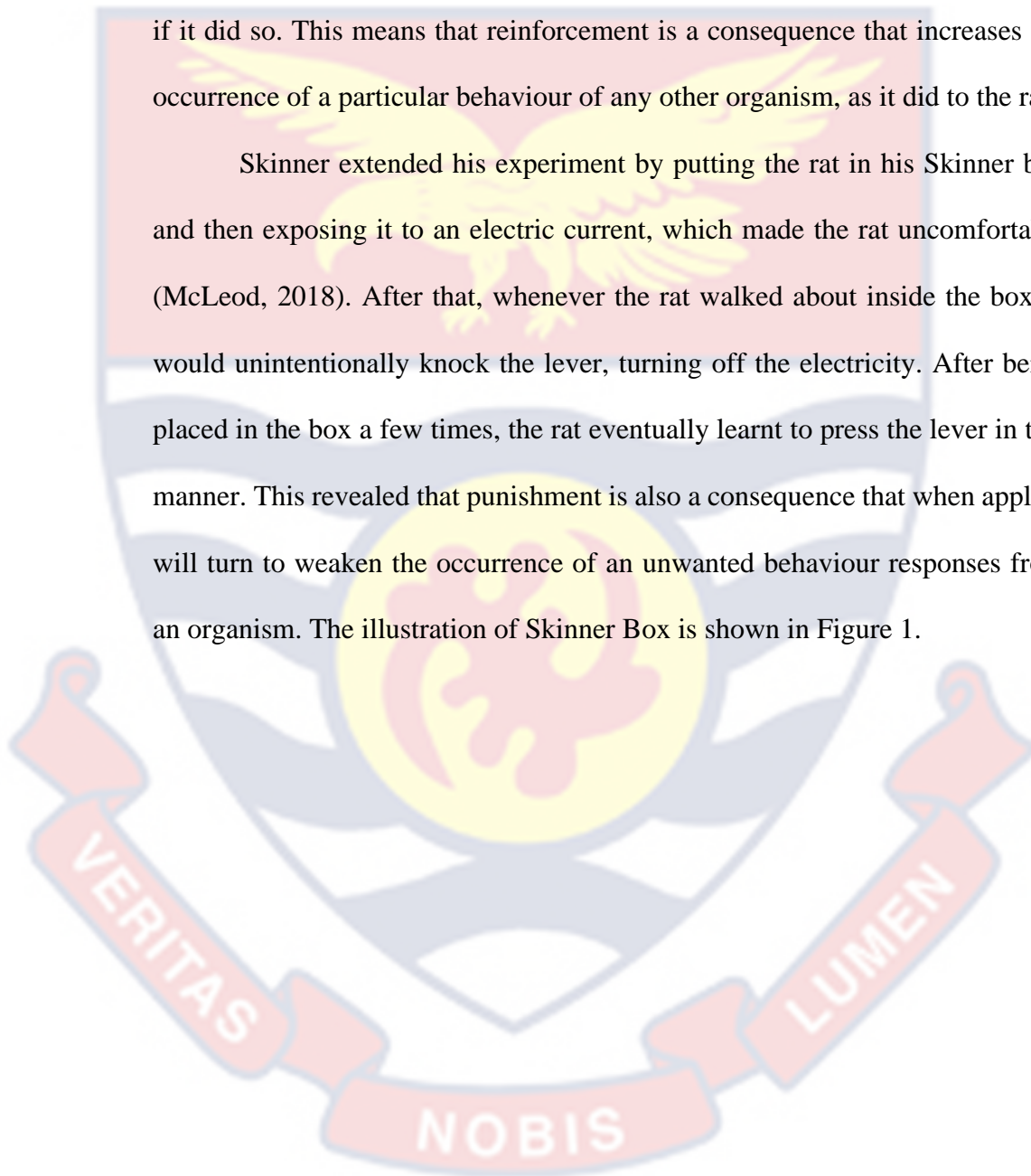
Figure 1

Skinner Box
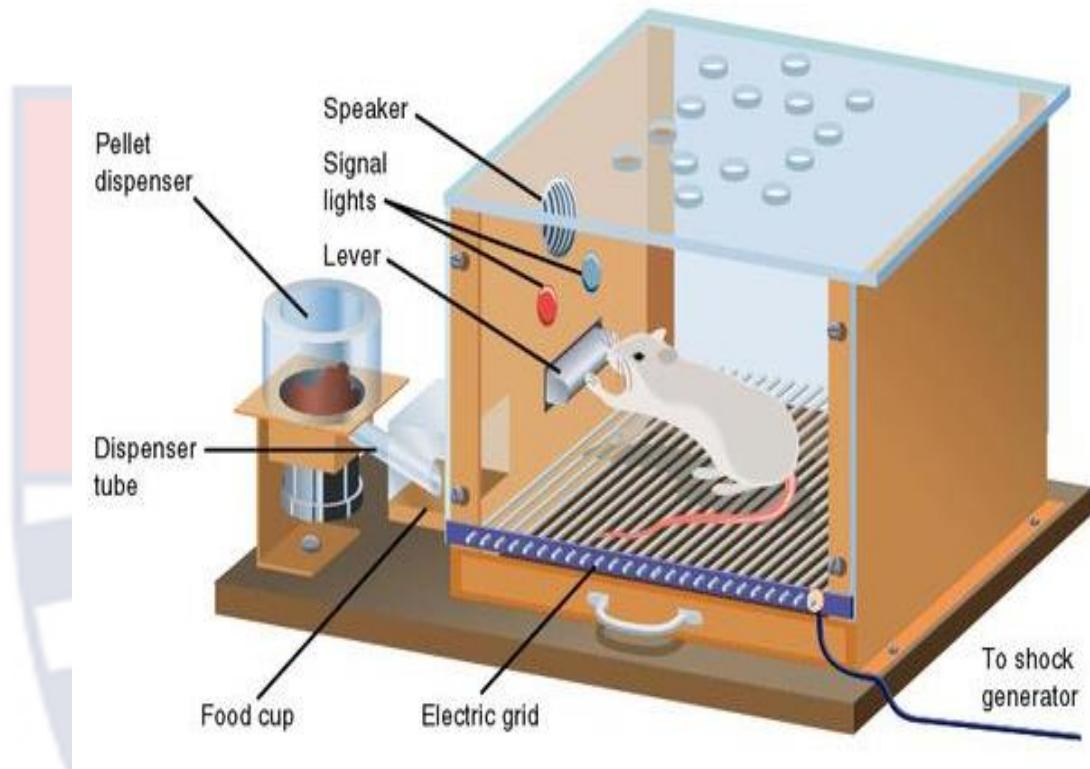
Source: McLeod (2018)

Operant Conditioning Processes

The following processes underline the Operant Conditioning theory as proposed by B. F. Skinner in his book titled *Science of Human Behaviour.*

1. *Generalizations/Induction:* Skinner (2014) stated that when a behaviour is under the control of a given stimuli, certain other stimuli also become effective. He added that it is the spread of the effect of a particular stimulus. Skinner illustrated this by saying that if a pigeon has been conditioned to peck a red spot on the wall of an experimental chamber, the response will also be evoked, may be without the same frequency, by an orange or even yellow spot. Coon and Mitterer (2007) described the process as a situation where a reinforced response is made again when similar antecedents are

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presented. The view of Santrock (2011) is the same when he said generalization in operant conditioning arises when there is a tendency of a stimulus similar to conditioned stimulus to produce a response that is similar to the conditioned response.

2. *Discrimination/Abstraction:* According to Skinner (2014), a single property can condition and govern behaviour while releasing it from the control of all other properties. According to Santrock (2011), discriminating entails distinguishing between stimuli or environmental occurrences. To do this, one must distinguish between antecedent cues that suggest rewards and those that do not (Coon & Mitterer, 2007). According to Skinner, training a respondent to respond to a circular red spot while suppressing responses to circular spots of all other colours will train them to distinguish between distinct stimuli.

3. *Extinction:* Santrock (2011) asserted that this happens when a previously reinforced reaction is no longer rewarded, ultimately leading to a decline. Taking away attention from a behaviour that is being reinforced by attention is the most prevalent application of extinction in the classroom.

Spanking, warnings, fines, failing grades are some of the punishments teachers often use to control behavour (Coon & Mitterer, 2007). Teachers use them to decrease the chances of a student performing an undesirable behaviour. The painful and uncomfortable nature of punishment results in fear, resentment or dislike for punishment, and people who use it through a process known as conditioning. The Operant Conditioning theory is therefore suitable for the study because it contends that punishment as a component of the theory results

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in unintended attitudes towards the people and situations who are associated with it. Punishment and attitude are variables in this study.

Classical Conditioning Theory by Ivan Pavlov

Russian Psychologist Ivan Pavlov was studying digestion and placed meat powder (unconditioned stimulus) on a dog's tongue. Pavlov noticed that the dog was salivating (unconditioned response) even before the food reached its mouth (Coon & Mitterer, 2007). This happened after repeated exposure of the dog to the meat. The theorist further discovered that stimuli which are neutral, including seeing the one who usually brought the meat, are able to initiate salivary reflex in his dogs (Gleitman, 1991). Accordingly, the dog begun to salivate when Pavlov entered the room at a point in the experiment. Pavlov termed this principle of learning through conditioning as *stimulus generalization.*

According to Baron, Branscombe, and Byrne (2009), the first stimulus becomes a signal for the second when a stimulus with the potential of eliciting a positive or negative response (the unconditioned stimulus) routinely appears before the second stimulus (the conditioned stimulus). In this procedure, an attitude is evoked by associating an unconditional stimulus with a neutral or conditioned stimulus, which is a fundamental psychological premise.

Attitudes are developed through Classical Conditioning (Johnston & Markle, 2015). The effects of this procedure on attitude formation are significant. It has a significant impact on societal views. For instance, a youngster witnesses her mother frowning and displaying other signals of annoyance each time a member of a particular ethnic group is encountered. The young person will initially have no feelings towards those in this group and their

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outward appearance (skin colour, style of dress, accent). However, when these cues are regularly coupled with the mother's negative emotional responses and attitudes, classical conditioning takes place, and the infant eventually learns to react badly to those who belong to the specific ethnic group. This can happen without the child being aware of how her mother's modest face changes contributed to the development of the new attitude (De Houwer, Thomas, & Baeyens, 2001).

In fact, just exposure—having seen something previously but not remembering having seen it—can cause humans to establish attitudes. Even when these attitudes conflict with how we are explicitly required to behave, once created, they can still have an impact on our behaviour. Consider a young person who has been traditionally conditioned to have negative opinions against a certain ethnic or religious orientation, such as Arabs or Muslims, and who then attends a multicultural classroom where these negative attitudes are non-normative (De Houwer, Thomas, & Baeyens, 2001).

This theory is suitable for the current study because students' responses to various stimuli (punishment types) can be conditioned to include those (teachers) who are exacting these punishments the same way Pavlov's dog was conditioned to salivate even at the sight of the experimenter. According to Coon and Mitterer (2007), emotional conditioning takes place when people make the common mistake of hitting (punishing) their pets if they do not respond to their calls, which then makes calling the animal a conditioned stimulus for fear and withdrawal. It is not a surprise the pet disobeys when called on future occasions. In the same manner, teachers who punish their students by screaming at them, belittling, and or physically abusing them commit the same mistake of

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conditioning fear for the act and the person executing the act, according to Coon and Mitterer.

Undoubtedly, people acquire many of their likes and dislikes as conditioned emotional responses (Chance, 1994; Coon & Mitterer, 2007). Coon and Mitterer concludes that all attitudes are learned through conditioning. Therefore, Gray (2007) points out that classical conditioning can be applied toward understanding unique human characteristics such as attitudes. A number of studies including Staats and Staats (1957) have explored how attitudes are established through Classical Conditioning. In this current study, punishment (unconditioned stimuli) is the independent variable which elicits attitudes of like and dislike (unconditioned response) towards various acts of punishment, and the teacher (conditioned stimuli) who uses the punishment types.

Social Cognitive Theory by Albert Bandura

Research in observational learning brought significant attention to the work of Albert Bandura and his colleagues in the 1960s and 70s (Fryling, Johnston & Hayes, 2011). Their experiments were targeted at questioning the assumptions and prepositions of behavioural, cognitive and the other developmental theories. The fact that rewards and punishment can ensure learning, their consequences are risky and laborious (Bandura, 1971). The Social Cognitive approach to learning is therefore a bridge between behavioural and cognitive learning theories (Tuckman & Monetti, 2011). It explains how people learn by observing and imitating others (Humeijia, 2021).

Observational learning is a method through which attitudes are established and continue to function even in the absence of specific rewards for

developing or displaying such attitudes. It happens when people pick up attitudes or behaviours by just observing others (Bandura, 1997).

We often imitate or adopt other people's attitudes because we have a likelihood to compare ourselves to others so as to establish if our perception of social reality is accurate or not. This is known as social comparison (Festinger, 1954). Myers (2008) concedes that humans are natural mimics of expressions. Our tendency is to assume that our thoughts and attitudes are valid to the extent that they are shared by others. After all, if others share our viewpoints, they must be the correct ones. Bandura (1971) observes that among the many factors that influence observational learning, associated preferences are undoubtedly of greater importance. Bandura explains that the people one often associates with delimit the types of behaviours they will repeatedly observe and learn. These include attitudes.

People frequently alter their attitudes in order to align their beliefs with those in their reference groups who they esteem and identify with. New attitudes can develop as a result of social comparison with individuals whom we esteem. Without ever having met any members of the group, we can adopt similar opinions after hearing individuals who we perceive as being similar to ourselves express negative thoughts about them (Terry, Hogg, & Duck, 1999).

Normal conflicts between persons that they perceive to be different from themselves do not usually bother them since they anticipate that these people will have different perspectives (Turner, 1991). However, as Turner points out, it can be awkward to disagree with those we see as being similar to us and, consequently, with whom we anticipate finding common ground.

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The Social Cognitive theory has been used as the theoretical framework for various studies to explore attitudes and punishment, such as Lawrent (2012), and Hyde (2014). This theory is also chosen for the study because the study seeks to explore age and sex differences in the attitudes of JHS students towards the use of punishment in behaviour management. The theory contends that people in the same reference group turn to have similar attitudes towards a phenomenon. The participants in this study share common reference groups in terms of sex, and age as adolescents, and people who find themselves at the same level of education. It therefore makes the Social Cognitive theory appropriate as a theoretical framework to investigate if there is a statistically significant difference in the attitudes of JHS students towards punishment in terms of their sex and age.

Theory of Reasoned Action by Martin Fishbein and Icek Adzen

People initially did not assume that attitudes eventually affect behaviour (Kassin, Fein & Markus, 2008). The sociologist Richard LaPiere was the first to note that opinions and behaviour do not always go hand in hand according to Kassin, Fein, and Markus. Although his study was intriguing, researchers later found his methodology to be defective. Aside this finding, researchers have been looking at the relationship between attitude and behaviour. One of such theories is the Theory of Reasoned Action developed by Martin Fishbein and Icek Adzen in 1967.

The theory of Reasoned Action is a very important theory which looked at the link between attitude and behaviour. According to Trafimow (2015), it is a leading theory in Social psychology for the last few decades. The theory is used predominantly to predict how people will act based on their pre-existing

attitudes and intentions. Similarly, Godin (1993) contend that the primary goal of the theory is to understand and predict behaviour based on attitudes.

The theory suggested that there is a relationship between attitude and behaviour (A – B relationship). Attitudes are one of the important determinants of behavioural action. These attitudes are influenced by outcomes and evaluation of the outcomes of a particular behaviour.

Yzer (2013) claims that the three structural components of the Reasoned Action Theory—(a) the prediction of behaviour from behavioural intention, (b) the explanation of intention as a function of attitude, perceived norms, perceived behavioural control, and their underlying beliefs, and (c) the exposition of beliefs originating from a multitude of potential sources known as subjective norms—combine to explain how behaviour is formed.

The Theory of Reasoned Action contends that an individual's intention to perform a behaviour is the main factor that predicts whether he or she will carry out the behaviour or not. This intention is a function of the attitudes the person has towards the act or the object, and the attitude of subjective norms which refer to the perceptions of significant others such as family members, friends, peers, and teachers. These subjective norms are described as perceived social pressures to behave or not to behave in a particular way. This means that the attitudes students have towards punishment and the attitudes of parents, teachers, peers, determine their intention to behave in certain ways or not, and their eventual behaviour.

The work of Martin Fishbein and Icek Ajzen was supported by Stephen Kraus (1995) who examined all the data on the topic and came to the conclusion that attitudes greatly and strongly predict future behaviour (Kassin, Fein &

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Markus, 2008). He concluded that before his finding would be changed, 60,983 more research would have to reveal a zero association. Based on this Kassin, Fein and Markus (2008) reported the following conditions under which attitudes most clearly predict behaviour based on the theory of reasoned action.

    i.   *Correspondence:* This refers to the level of similarity between attitude measures and behaviour. Attitudes correlate with behaviour only when the measures closely match the behaviour question used to measure them. When attitudes are measured from general to specific, the specific questions correlate very well with behaviour.

    ii.   *Subjective norms:* The need to conform to social pressures also often lead people to behave in ways that are odds with their inner convictions. Basically, our beliefs about what other people think we should do influence our behaviour which will be inconsistent with our attitudes.

    iii.   *Control:* the extent to which a person lacks confidence in their ability to engage in a particular behaviour, can as well influence their behaviour irrespective of their attitudes.

    iv.   *Strength of the attitude:* Some attitudes have influence on behaviour than others because some are dearer to the heart of the individual than others. Some attitudes turn to be stronger than others because those attitudes (1) directly affect self-interest (2) are related to deeply held political, religious, and philosophical values; and (3) are of concern to their close friends, family, and social groups.

    The theory of reasoned action has been used as a theoretical framework in a number of empirical studies. Burak, Rosenthal and Richardson (2013) used

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the theory to examine attitudes regarding the use of exercise as punishment, where it explained close to 70% of the difference in respondents' tendency to implement exercise as punishment. The Reasoned Action theory is appropriate for this study because the attitudes students have towards a given phenomenon (punishment) turn to influence how they behave.

Conceptual Framework

A conceptual framework describes the dependent and independent variables to be investigated, and establishes the presumed relationship between the variables (Herbman & Mills, 1994). Kankpog (2020) states that a conceptual framework is a conception of what a researcher plans to explore and what is happening with the things and the reason accounting for what is happening.

As submitted by Baron, Branscombe and Byrne (2009), as well as Onuoha and Eze (2013), social psychologists use the Operant Conditioning, Classical Conditioning, and the Social Cognitive theories to explain the concept of attitude formation. The Operant Conditioning theory contends that consequences of behaviour, such as punishment, can be used to control and manage behaviour (Dworetzky, 1988). This makes punishment one of the major strategies teachers use to manage the behaviour of students. According to the Operant and Classical Conditioning theories, punishment (unconditioned stimulus) produces unconditioned responses such as fear, pain, dislike and other unfavourable attitudes in the students towards the acts of punishment. This means that punishment elicits various attitudes in students as teachers use them in behaviour management. The theory submits further that these attitudes of dislike can also be elicited by a previously neutral stimulus (teacher) as a result of repeated pairing of it with the unconditioned stimulus (punishment)

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(Gleitman, 1991). Therefore, when teachers continue to punish students it will get to a time when the same attitudes that are elicited by the punishment will be associated with the teachers too through stimulus generalization.

These attitudes that students develop towards punishment, as well as towards teachers who punish them, tend to be shared by people/students of the same social reference group according to the Social Cognitive theory. People often adjust their attitudes towards a given phenomenon as they look up to their peers for validation. Consequently, these attitudes, according to the theory of reasoned action determine the behavioural intention of the students, and therefore, their eventual behaviour.

In this study, punishment is an independent variable which influences the attitudes and the behaviour of JHS students. The attitudes of students towards punishment; attitudes of students towards teachers who use punishment; and the impact of punishment on behaviour of JHS students, are the dependent variables that the study sought to explore. These are the proximal measures; because they are the variables that are directly measured (Rye & Pargament, 2002). Also, the study also sought to assess if there is a statistically significant difference in the attitude of JHS students in terms of their sex and age towards punishment. Sex and age are independent variables and attitude is the dependent variable. This is represented in Figure 2.

Figure 2

A Conceptual Framework
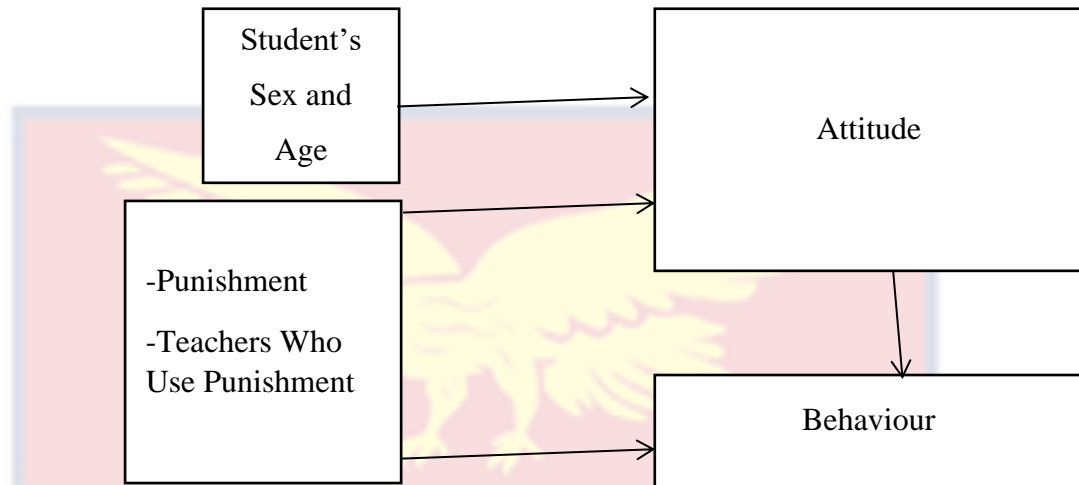
Source: Author's Construct

Conceptual Review

The conceptual framework covers the following key areas.

1. Attitudes

2. Punishment

3. Behaviour management

4. Reinforcement

5. Premack Principle

Meaning of Attitude

The term attitude is used by social psychologists to describe how people feel about almost any element of their social lives according to Olson and Maio (as cited in Baron, Branscombe & Byrne, 2009). Similar to this, Kassin, Fein, and Markus (2008) describes attitude as an evaluation of an object that is

conveyed with a specific level of intensity in the person's life and might be positive, negative, or mixed.

People react favourably or unfavourably to certain problems, concepts, things, acts, or social groups as a whole. Like, love, dislike, hate, adore, and detest are important adjectives individuals use to indicate attitudes toward things or people in the world, according to Kassin, Fein, and Markus (2008). Schwarz and Boher (as cited in Baron, Branscombe & Byrne, 2009) observed that situations make attitudes either stable and resistant or unstable and unpredictable.

Cognitive Dissonance and Behaviour Change

One concept that explains how attitudes change is the concept of Cognitive Dissonance which was developed by Leon Festinger. The theory believes that when there is an inconsistency among attitudes it directs people towards attitudinal change (Weiten, 2007). When related cognitions are inconsistent with one another, or contradict one another, cognitive dissonance results.

People are motivated to release this tension since it causes an unpleasant condition of stress. Typically, this is accomplished by having them alter their behaviour to reflect their attitudes (Festinger, 1957). According to the theory, people also frequently reject fresh knowledge that conflicts with pre-existing beliefs, according to Coon and Mitterer (2007).

How Attitudes Are Measured

Kassin, Fein and Markus (2008) stated that measuring attitudes is often tricky. That notwithstanding, the researchers identified the following ways of measuring attitudes.

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1. *Self-Report Measures:* According to Kassin, Fein and Markus (2008) the easiest way to assess a person's attitude about something is to ask the person. Across the world, researchers assess public opinion on a range of topics including politics, the economy, health care, religion among others. Researchers who study attitudes normally use multiple-item questionnaires known as attitude scales.

2. *Covert measures:* These involve measuring attitudes indirectly, covert measures of attitudes that cannot be controlled. Facial expressions, tone of voice, and body language of the individual can be observed as a way of studying his or her attitudes. The challenge associated with this method, according to Kassin, Fein and Markus (2008) is that behaviours only provide clues but are far from perfect. For instance, sometimes a person may nod his head to show he agrees, at other times he may nod to be polite.

3. *The Implicit Association Test (IAT):* Researchers claim that because people are unaware of possessing such implicit sentiments, they are unable to self-report them in questionnaires. This method assesses how quickly individuals link related topics. This method, for instance, can be used to gauge racial prejudices that people have. According to Kassin, Fein, and Markus (2008), the IAT can be used to gauge how people react to Black-Bad or White-Good pairings in comparison to Black-Good and White-Bad pairings.

Punishment

Punishment eludes a single definition. There are different definitions given by various authorities. Nairne (2003) claims that the term "punishment"

describes outcomes that reduce the probability of responding. According to Kazdin (2001), punishment involves the giving or removing of a stimulus or event following a response, which lowers the likelihood that that reaction will occur again. According to the Psychological Science of Applied Behaviour Analysis, punishment is any action taken in response to a behaviour that lowers the possibility that it will happen again in the future (Cathcart, Peterson & Palmon, 2015).

According to Coon (1995) and Skinner (2014) punishment is the most common technique of control in modern life. Skinner contended that education has not completely abandoned the use of the birch rod. He went further to say that behaviour is controlled commonly through spanking, snubbing, censure, disapproval and banishment. He noticed that all of these actions aim to lessen propensities to act in particular ways. According to Skinner, punishment is intended to break down a person's propensity to act in a particular way. Punishment is a component of operant conditioning which is intended to decrease the probability of a particular behaviour occurring.

Types of Punishment

Tuckman and Monetti (2011) and Dad, Ali, Janjua, Shahzad and Khan (2010) identified two types of punishment as *presentation punishment* (which involves the presentation of an aversive stimuli or a painful event such as scolding) and *removal punishments* (which involves taking away a positive reinforcer).

According to McSweeney and Murphy (2014), a stimulus must follow a behaviour and lessen the likelihood that it will occur for it to count as a positive punisher. A rat, for instance, might receive a shock after each lever press. If the rate of pressing the lever lowers, the shock acts as a positive punishment. Positive punishment is used in applied psychology to reduce self-harming behaviour. For

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instance, Todd R. Risley shocked a girl with autism briefly with electricity in 1968 when she climbed high items like chairs. After some time, the rate of risky climbing dropped to zero, while the rate of acceptable behaviour increased. In their 2014 study, McSweeney and Murphy stressed how commonplace positive punishment is in daily life.

Contrary, negative punishment involves the contingent elimination of a stimulus that lowers the rate of a behaviour. According to McSweeney and Murphy (2014), examples of negative punishment in practice include bank fees for late credit card payments and traffic fines.

Effects of Punishment

Skinner (2014) observed that there has recently been concern that punishment may not have the intended effect. "An immediate effect in reducing a tendency to behave is clear enough, but this may be misleading" (Skinner, 2014, p.183). A reduction in strength may not be permanent, he concluded. Researchers have reported a number of effects associated with the use of punishment in managing behaviour. In his research, Skinner identified the following effects of punishment:

i.   One result of punishment is that it is limited to the current circumstance. This is demonstrated by the fact that pinching a child hard enough to stop them from laughing in church causes reactions that are incompatible with laughing and strong enough to stop it. As a result, inappropriate behaviours like anger are brought on. This finding was supported by other researchers. According to Weiten (2007), punishment has a wide range of unintended and undesired side effects, including anger and anxiety. Nairne (2003), also claimed that

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punishment can have negative side effects, most notably wrath, resentment, and aggressiveness.

ii.   A state of guilt or shame is also brought on by punishment. This state is brought on not just by prior activity that has brought it on, but also by any recurring external occasion for that behaviour. Someone may feel guilty after receiving punishment. For example, punishing sexual activity may discourage others from indulging in it in settings where it is socially acceptable, such as marriage.

iii.   Additionally, any stimulation that follows a particular response and an aversive stimulus, regardless of whether it results from the behaviour itself or from external factors, will also become conditioned.

Weiten (2007) reported that opponents of physical punishment involving children argue that it results in negative parent – child relations, heightened aggression, delinquency, and behavioural problems in children. The report also projected the effects to be carried onto adulthood.

Durrant (2008) in a study titled "Physical Punishment, Culture, and Rights: Current Issues for Professionals" identified a number of problems associated with using stimuli which are intended as punishment. Among them include the following.

1. Punishment, especially yelling, inculcate in students with the tendency to use out-of-control model for handling problem behaviours.

2. Punishment inhibits students from concentrating during lessons as they become aroused or anxious.

3. Punishment also inform students what they should not do rather than what they should do in a given instance.

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4. Punishment may also reinforce student's misbehaviour because the student gets the attention of the teacher, which puts the student in the limelight with his/her colleagues as well.

5. Punishment may also eventually become abusive. Whilst punishing a student, a teacher may become upset in the process and consequently become abusive.

USAID (2008) in a teacher training manual resource packet on school-related sex-based violence prevention identified the effects of corporal punishment on learners, teachers and the society to include the following; creating fear in learners and making them timid, resulting in drop out and truancy among learners, causing permanent physical damage and deformation, making learners to become liars, loss of trust in teachers, learners growing up to become cruel adults, loss of respect for the teacher, and creation of enmity between the teachers and community members. The agency identified engaging culprits in problem solving, asking learners to sweep classroom, withdrawing privileges, goal setting as part of alternatives to corporal punishment.

Making Punishment More Effective

Tuckman and Monetti (2011) argued that effective use of reinforcement should make the application of punishment less necessary. According to them the most effective technique for eliminating behaviour is extinction. Tuckman and Monetti went further to identify negative reinforcement as the next best technique.

Tuckman and Monetti (2011) contended that punishment does not totally eliminate unwanted behaviour. Reduction in strength of the unwanted behaviour as a result of punishment may not be permanent (Skinner, 2014).

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Punishment rather makes the person to resist the punishment, and wait to put up the bad behaviour later as stated by Skinner.

Researchers however argue that punishment cannot be abandoned entirely. Even though punishment should be avoided, there are two circumstances when it, as a last resort, may be used to correct behaviour (Tuckman & Monetti, 2011). These circumstances include;

(1) When the undesirable behaviour is so frequent to an extent that there is virtually no desirable behaviour to reinforce.

(2) When the behaviour is so intense to an extent that someone, including the child, may be hurt by such aggressive behaviour.

The following guidelines can make punishment effective (Weiten, 2007).

i.   Apply punishment swiftly: when punishment is applied promptly and instantly it can become effective. When a mother tells a child to wait for his father to come and inflict punishment for a wrong behaviour, the intervention turns to be ineffective because of delay (Gleitman, 1991).

ii.   It is also best to apply a less painful punishment that have the necessary impact on decreasing an unwanted behaviour. Very severe punishments may result in unintended side effects (coon, 1995).

iii. Punishment should be consistent. The specific response should be punished anytime it happens. Confusion arises when the same behaviour is punished only some of the times.

iv.   Explain punishment: when a child is punished, the reason for the punishment should be explained to the child. Punishment is more effective when it is combined with reasoning.

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v.   Due to the dangers associated with corporal punishment, it is best not to use it. Instead, prudent ways like withdrawal of privileges should be used when the need be.

Also Dad, Ali, Janjua, Shahzad and Khan (2010) gave the following guidelines for making punishment effective. Punishment should be persistent, severe, immediately follow the wrong behaviour, and should be the same for any similar behaviour.

On their part, Tuckman and Monetti (2011) gave the following ways of making effective use of punishment.

1. Prevent avoidance and escape from the source of punishment.

2. Minimize the need for future punishment by using warning signals, which should be paired with a punisher to deter the child from engaging in the behaviour.

3. In administering punishment, the teacher must be calm and consistent.

4. Punishment should be directed at the behaviour and not the child.

Behaviour Management

According to Eyde (1982), the phrase "behaviour management" frequently provokes tension—a sense of conflict between internal motivations and external restraints. According to him, behaviour management takes place whenever teachers influence and change student behaviour in relation to certain learning activities to ensure that all students, regardless of ability, have equal access to educational opportunities. Behaviour management refers to a plan or an approach to disciplining students (Dowdell, 2017).

A handbook issued by the Welsh Government in 2012 stressed the need to understand the bases of behaviour as the bases to be able to effectively

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manage behaviour of students. The document found that identifying the underlying causes of a child's behaviour is essential since, without it, no behaviour modification plan is likely to be successful. Five fundamental paradigms for comprehending behaviour were identified in the guidebook which include biological, behavioural, cognitive, systemic, and psychodynamic paradigms.

Biological: Children are more likely to engage with the environmental effects in their environment, and this engagement shapes their behaviour. The handbook states that while both nature and nurture play a role in development, attention must be given to creating a positive environment and experiences to encourage good behaviour when dealing with behaviour. Research evidence from studies around twins separated at birth and early infancy support this claim. This implies that behaviour is significantly influenced by heredity.

Behavioural: The guidebook stated that conditioning practices can change behaviour. This may be accomplished by a subsequent event to an action. There were two distinct training types found (classical and operant conditioning). In classical conditioning, behaviour is matched to a specific stimulus. For instance, a child may feel pleased and enthusiastic on a Friday afternoon since it is "Fun Friday" for the entire class. Operant conditioning involves the situation where a behaviour is linked and repeated by rewarding a desired behaviour and punishing undesired behaviour.

Cognitive: The child can successfully judge, reason, and perceive their surroundings due to the cognitive method. This implies that human behaviour is influenced by cognition and thought processes.

Systemic: The systemic approach focuses on the behaviour of the individual within the system. Family, friends, school, classmates, the neighbourhood, and after-school organizations are a few examples of these systems. The effectiveness and character of these systems have a significant impact on the behaviour of the child. For instance, a youngster who grows up in a home where there is frequent parental abuse will unavoidably experience difficulties in the school system. When a child exhibits behaviours at school that are inappropriate at home, such as shouting, it can be problematic for the child.

Psychodynamic: The psychodynamic approach is one often used in clinical settings in handling patients. It focuses on comprehending past conscious and unconscious events and memories in order to help the child deal with them, as well as interfering by revealing them.

Strategies to Preventing Misbehaviour

Routines, regulations, and rewards, as well as signal interference, redirection, and humour, are all preventive strategies that Eyde (1982) highlighted as supporting a healthy learning environment. Conflict can be predicted and minimized, according to the author, by correcting inconsistencies in instructional delivery routines, inconsistent enforcement of classroom rules, and improper or non-existent rewards.

Routines: Routines, according to Eyde (1982), are created sequences of class activities that meet the rhythms of specific students. Materials and exercises should be exciting, useful, and appropriate for both individual and group skill levels. Academic and non-academic sedentary activities, according to Eyde, should be contrasted. Eyde argued that routines can demarcate stability zones for some anxious and disorganized learners. According to him routines

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that are well planned and consistent can help to prevent student misbehaviour by decreasing unstructured time.

Rules: According to Eyde (1982) clear and reasonably specific rules which establish contingency between behaviour and its consequences is a good way of preventing misbehaviour. According to the author rules should be kept to the minimum but consistently enforced. These rules must be consistent with the policies and socio-culture of the school. Rules should describe the appropriate behaviour and consequences of inappropriate behaviour. Eyde emphasized the need to involve students in setting school rules, but the teacher has the responsibility to enforce them. He also mentioned the need to periodically review these rules.

Rewards: According to Eyde (1982) rewards cause uncertainty and confusion among some teachers. There are concerns about bribing students or rewarding for behaviours that other teachers expect as a matter of course. He identified eight principles that will make giving rewards satisfying for teachers and students. They are:

1. Reward only behaviours that you want a student to repeat.

2. Reward improvement in behaviour

3. Rewards should follow desired behaviour immediately

4. Rewards should be done in ways that will not interfere with learning

5. Response that is part of a desired behaviour should be rewarded

6. Reward only behaviours that are unambiguous

7. Rewarded behaviours should be explained to the student

8. Do not reward undesired behaviour.

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Signal Interference: A simple non-verbal indicator that a student's behaviour is getting close to an undesirable limit can be utilized to help the learner re-establish the proper behaviour. According to Eyde (1982), educators should help kids learn to connect a signal's meaning to its signal. Examples of signs include placing a finger on your cheek or chest, pulling on your earlobe, glaring, placing your hands on your hips, crossing your arms, and adopting another particular stance. Things like colourful paper circles having one red and one green side, usually displaying the green side. The disc, however, turns red when behaviour reaches the limit, indicating the need for a change in behaviour. Eyde encouraged the need for a student to return a signal after noticing the teacher's signal. This technique is an effective way of getting students toward self-management of behaviour.

Redirection: This involves re-focusing the attention of a student or re-arranging the physical environment. For example, a teacher may change student groupings to avoid a chain of contagious behaviour. A teacher may also restructure a learning activity when it appears to be a mismatch with the abilities or interest of students. Eyde (1982) warned that re-direction cannot be a substitute to good planning, and maintained that it does not repair behaviour problems. It can only provide a respite for the teacher and student. This technique is maximized by trying to always anticipate events which may provoke misbehaviour.

Humour: According to Eyde (1982), humour is very powerful in reducing stress when applied in a non-aggressive manner. When humour is specific, direct, and appropriate for their developmental stage, it is beneficial. According to Eyde, humour has prevented disaster in a lot of classes. The author

warned against chastising, demeaning, or punishing a student with humour. He continued by saying that utilizing scapegoating and sarcasm as humour is improper.

Affective Education: According to Eyde (1982), affective education places a greater emphasis on teaching students to use internal control over their behaviour through the development of decision-making skills, the clarification of values, and the development of attitudes and insights that result in improved self-management. By deepening their comprehension of the causes and effects of interpersonal interactions, this method aids students in developing acceptable communication skills and improving their personal effectiveness.

Eyde (1982) asserts that numerous authors in the fields of education and psychology have created methods for improving students' self-consciousness, social awareness, and decision-making abilities, among other things. Some of them include the Value Clarification Approach developed by Simon and O'Rourke in 1977, the Reality Therapy and Group Therapy Sessions developed by Glassers in 1969, the Confluent Education developed by Brown in 1977, and other mini-courses provided in educational contexts.

Strategies for Dealing with Misbehaviour

Unfortunately, prevention is not enough in most schools, according to Eyde (1982). Occasionally, pupils exhibit problematic behaviours that annoy other students and necessitate immediate attention. The methods and tactics used to regulate behaviour fall on a continuum between internal and external control, or student- and teacher-centred.

According to Eyde (1982), there are three levels of control that are visible in modern classrooms. Teachers choose one of these levels based on

their beliefs about their students' understanding of behavioural responses. These three levels are:

1. At the first level, the teacher believes that the student has control over his/her behaviour. At this level, minimum teacher control is required. Active listening, values clarification, and other supportive techniques are used to create a therapeutic relationship.

2. At the second level, the teacher uses confrontation and contracting to deal with student misbehaviour. The teacher uses direct questions and statements to achieve a level of agreement between the teacher and student on how behaviour will change. This contract can either be formal or informal.

3. The third level uses contingencies to change behaviour. At this level, behaviour modification is usual. Physical intervention and isolation are sometimes applied.

Behavioural Approaches to Behaviour Management

Eyde (1982) argued that one of the most common intervention strategies for managing behaviour is behaviour analysis and modification. He added that it is a primary strategy in many special classrooms. The author reported that behaviours operate on the environment and are strengthened, maintained or extinguished by consequences which follow them. Eyde added that the key to using behavioural strategies lies in changing the interactions between the student and the environment by changing the consequences of the student behaviour. Eyde identified the following steps in developing a change plan:

1. Selection of target behaviour

2. Observation and recording of data on the target behaviour

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3. Developing of a modification strategy

4. Implementation of modification strategy

5. Evaluation of change outcomes

6. Communicating results to the student and appropriate others

According to Eyde (1982) objectives of intervention always involve strengthening or increasing the frequency of appropriate behaviour, eliminating inappropriate behaviour, or teaching and shaping a new alternative behaviour that is needed.

Kanfer and Saslow (cited in Eyde, 1982) suggested that observational analysis of behaviour should include an analysis of the problem situation, identification of antecedents and consequences, appraisal of the strengths and weaknesses of the individual, analysis of social relationships, a motivational analysis, an evaluation of social and physical environment and the expectations of others, and a developmental analysis of the behaviour. The following areas are considered:

a. Behavioural approaches for increasing the frequency of behaviour

b. Behavioural approaches for decreasing the frequency of behaviour

c. Behavioural strategies for teaching new behaviours

Behavioural Approaches for Increasing the Frequency of Behaviour

The following are some behavioural approaches that can be used to increase the frequency of a desired behaviour.

Reinforcement

According to Santrock (2011), reinforcement is a consequence that raises the likelihood that a certain behaviour of an organism will take place. He argued that strengthening a behaviour entails reinforcing it. According to

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Weiten (2007), reinforcement happens when an event enhances an organism's propensity to respond in the wake of that occurrence. Weiten claimed that although the reinforcement principle may be straightforward, it is incredibly effective. Positive reinforcement and negative reinforcement were the two types of reinforcement identified (Santrock, 2011; Skinner, 2014).

i. Positive reinforcement is the kind of reinforcement that strengthens behaviour by providing a rewarding stimulus after the behaviour. According to Skinner (2014), some reinforcements involve adding something—like food, water, or sexual contact—or exposing stimuli to a specific setting. We refer to these as positive reinforcers. For instance, a rat is more likely to press a lever once more after pressing it and receiving food pallets to eat. Giving a pupil a letter grade for good academic performance also enhances the likelihood that he/she will repeat the same level of work.

ii. Negative reinforcement refers to the kind of reward that raises an organism's frequency of behaviour by removing an adverse input from the organism's surroundings. The removal of something from a setting, such as a loud noise, a bright light, intense cold or heat, or an electric shock, according to Skinner (2014), constitutes negative reinforcement. Skinner said that a rat will press a button more frequently if doing so prevented it from receiving an electric shock from its surroundings.

There is the likelihood of responses increasing, because the impact of reinforcement is the same in both situations (Skinner, 2014). By claiming that the absence of the bright light, loud noise, among others in the negative situation serves as reinforcement, the contrast cannot be avoided. Skinner came to the conclusion that absence works better after presence, which is just another way of expressing

that the stimulus is taken away. In both scenarios the influence of reinforcement is the same—the potential of response is increased (Skinner, 2014). Skinner clarified that it is not feasible to avoid a distinction by proposing that what is reinforcing in the negative case is the absence of stimulus. It is absence after presence which is effective, and this is just another way of saying that the stimulus is eliminated.

Schedules of Reinforcement

It is critical to distinguish between schedules that are set up by an external system and those that are managed by the behaviour itself (Skinner, 2014). According to Skinner, the circumstances are comparable in that we reinforce seldom in both, but minute variations in the probable outcomes result in very different outcomes that are frequently extremely important from a practical standpoint. Skinner identified the following four schedules of reinforcement in light of this:

i. Fixed interval: Here, after a predetermined amount of time has passed, a reinforcing variable is provided. Only when a proper response is delivered following the passage of a predetermined amount of time is reinforcement given (Coon & Mitterer, 2007). Providing food to a pigeon, for instance, every five minutes.

ii. Variable interval: If for example, instead of reinforcing a behaviour every five minutes, you reinforce on average every five minutes, with the intervening time ranging from a few seconds to, let's say, twelve minutes. Under such a timetable, the organism's performance is surprisingly consistent and stable. "Pigeons reinforced with food at varied intervals, average five minutes, have been seen to reply for as long as fifteen hours at a rate of between two and three responses per second without halting for

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more than fifteen or twenty seconds over the entire period" (Skinner, 2014, p.102).

iii.   Fixed ratio: When, for instance, reward is given after every fifty responses, this sort of reinforcement is dependent on the behaviour of the organism itself. According to Skinner (2014), fixed-ratio reinforcement produces a very high response rate as long as the ratio is kept in check. This claim supports the contention by Coon and Mitterer (2007).

iv.   Variable ratio: The ratios, according to Skinner (2014), vary across a wide range around a mean value. It happens when hundreds of unreinforced replies intervene or when subsequent responses may be reinforced. The organism maintains a steady rate, and the likelihood of reinforcement at any given time is noticeably constant. Greater resilience to extinction results from reinforcement's unpredictable nature under the variable schedule (Coon & Mitterer, 2007). According to Skinner, a pigeon can reply up to five times in every second and can sustain this rate for several hours.

Eyde (1982) also identified the following are behavioural strategies for increasing the frequency of a desired behaviour among learners.

i.   *Positive Reinforcement:* Consequences which increase the probability of a target behaviour are called positive reinforcers. These are often presented immediately following the target behaviour. If a teacher praises a student for following classroom rules, the student has a likelihood of performing the behaviour again. According to Eyde (1982) it is important for teachers to know that a particular event or object is not inherently positively reinforcing. Praise for instance may not be effective for two students at the same time, he added. Positive

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reinforcers may include privileges such as being a group leader, extra free time, sitting in a special location, listening to a tape recorder. It may also involve the use of objects such as pencils, books, among others.

Eyde (1982) advised that when using positive reinforcement, it is good to reinforce the target behaviour frequently when the target behaviour occurs. After this, the teacher should gradually decrease the reinforcement when the target behaviour increases. Subsequently, the teacher should use intermittent reinforcement which is powerful and capable of maintaining a desired behaviour for a long period of time.

iii.   *Token systems:*   Here, the teacher gives tokens to students for appropriate behaviour. These tokens are saved and later exchanged for reinforcing objects or activities, which are called back-up reinforcers. According to the author, tokens can take the form of points, checkmarks, chips or stars. In using this system, the following planning should take place; (1) state the behaviour a student must exhibit to earn a token, (2) identify the ratio of tokens to a behaviour, (3) clearly indicate the type of token and the procedure for presenting them, (4) state the time for exchange, and (5) indicate the "price" of back-up reinforcers. Eyde (1982) also advised that token systems should be used only when needed because they represent an alteration of the environment. He further suggested the following processes for using the system:

1. Tokens should be given immediately after a learner performs the target behaviour.

2. Distribution of tokens should be paired with teacher attention and praise.

3. Reason for giving a token should be explained to the student who earns it.

4. Different reinforcers should be provided as back-up reinforcers.

Premack Principle

This is a different perspective to reinforcement offered by David Premack (1965). Premack argued that behaviour could also be seen as reinforcers instead of only stimuli (Chance, 1994; Herrod, Snyder, Hart, Frantz & Ayres, 2022). According to Premack, it is obvious that in any circumstance, certain behaviours are more probable than others because different behaviours have different *relative values*. These high probable behaviours often reinforce the low probable ones. For instance, a rat is typically more inclined to eat than press a lever, when offered the chance. Therefore, the inclination to eat can be used to reinforce pressing of the lever.

This principle concentrates on two responses namely, contingent response and instrumental response (Herrod, et al, 2022). Premack (1962) carried out an experiment to test this hypothesis by depriving rats water to drink to the extent that the rats were inclined to drink. The drinking was subsequently made to be contingent upon running (Chance, 1994). In his investigation, he discovered that the time used in running increased. This means that drinking was used to reinforce running in the cats. The theory is empirical in the view of Chance.

Literature shows that the principle has been applied on different subjects in different environments (Herrod, et al, 2022). According to Mechner (2008), The principle is used frequently in practical scenarios through "first – then" or "if – then'" statements. In education, Eyde (1982) described the principle as

using some behaviours performed by a student to reinforce other behaviours of the student. Here, the teacher increases target behaviours which are less frequently performed by making high frequency behaviours contingent upon the performance of the low frequency behaviours. Example, if a student likes to talk more to his friend in class but does not like completing his assignment, the teacher can use talking to his friend contingent upon completion of the assignment. The student is required to do something he/she does not like to earn a privilege of doing something he/she enjoys. In using this principle, it is important for the teacher to carefully select high and low frequency behaviours.

In one empirical study, Geiger (1996) conducted a pilot study using the Premack principle titled "A time to learn, a time to play: Premack's principle applied to the classroom". The study involved a sample of 67 middle and junior high school students who were studying in a substitute teacher's class in the Capital District of New York State. His investigation, among others, revealed that the principle is an effective way to reduce classroom indiscipline among junior high school learners who are teenage students.

Behavioural Approaches for Decreasing the Frequency of Behaviour

    a. *Extinction:* This is a conscious and intentional non-reinforcement of a target behaviour (Eyde, 1982). According to him, when a previously reinforced behaviour is no longer reinforced, the behaviour turns to occur less and less frequently. He argued that a behaviour that is not rewarded will not persist. In other to achieve extinction it is important for the teacher to eliminate any form of possible payoffs a student may receive, ether from the teacher or other sources.

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Eyde (1982) revealed that when extinction begins to be initiated, a student often temporarily increases the undesirable behaviour in other to gain rewards. However, as the teacher continues to withhold reinforcement, the behaviour begins to get extinct.

b. *Time Out:* Eyde (1982) stated that time out is a deprivation strategy which takes the student away from the immediate environment when he displays the wrong behaviour. Time out puts students away from possible positive reinforcers in the environment. Walker (cited in Eyde (1982) warned that time out should be used sparingly because students have no chance to acquire desirable alternative behaviour while in seclusion. He therefore suggested the need to pair time out with teaching appropriate behaviours. Also, the duration of timeout should be rather short.

c. *Reinforcement of Alternative Incompatible Behaviour:* This strategy involves decreasing a target behaviour by reinforcing an alternative behaviour which is compatible with the target behaviour (Eyde, 1982). For example, if Dangor frequently runs in the classroom, pushing other students, and disturbing. The teacher chooses to reward Dangor when he sits down and starts doing his assignment. When the teacher does this, he is reinforcing an incompatible behaviour. This reinforcement goes to increase the frequency of the alternative behaviour. According to Eyde, this strategy, when paired with extinction of inappropriate behaviours can help to manage many wrong behaviours in the school.

Behavioural Strategies for Teaching New Behaviours

i.   *Modelling and Demonstrating:* Students learn new behaviours through imitation of peers, parents, teachers, and others (Edye, 1982). This strategy occurs when someone puts up an appropriate behaviour while the student observes. According to Eyde (1982) the following keys should be used when using this approach; (1) Reinforce the model in front of the student, (2) Follow the modelling with verbal instructions, (3) selecting of a model who is valued in high esteem by the student, and (4) Being sure that the model will demonstrate the behaviour accurately. The author added that students will most likely imitate models who they have similar characteristics with. Therefore, peer models are effective in helping students acquire new behaviours.

ii.   *Prompting, Cueing and Fading:* Eyde (1982) argued that sometimes observation and imitation alone do not make students acquire new behaviours. Under those circumstances, teachers can teach new behaviours by using prompting, cueing, and fading. Here, the teacher gives prompts and cues to guide students through an expected behaviour. The following factors influence the effectiveness of the approach; clear and concise cues, short verbal cues, using prompts when verbal cues fail to achieve desired behaviour, reinforce behaviour immediately it occurs, and gradually fading of the prompts and cues as the expected behaviour is achieved.

iii.   *Shaping:* Shaping is a strategy for effectively teaching non-academic behaviours (Eyde, 1982). This approach teaches new behaviours from existing ones by reinforcing successive approximations of the desired

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behaviour. If the student performs at the first level in this situation, the teacher first reinforces him. Once he consistently succeeds at this level, the teacher demands level two performance before rewarding him. Once more, the teacher advances to the next level and reinforces consecutive approximations of the desired behaviour once the student reaches that level.

Empirical Review

An empirical literature review was conducted to cover these sub headings:

1. Frequency of occurrence of punishment in schools

2. Positive attitudes of students towards punishment and its impact

3. Negative attitudes of students towards punishment

4. Attitudes of students towards teachers who use punishment

5. Sex differences in terms of attitudes towards punishment

6. Age and Attitude towards Punishment

Frequency of Occurrence of Punishment in Schools

Data on harsh punishment and teacher aggression were presented by Stein, Steenkamp, and Tangi (2019) in relation to secondary school pupils' academic progress in Tanzania. The number and types of violence and corporal punishment encountered in schools, as well as its impact on student achievement and national examination scores. A total of 597 respondents took part in the survey and provided information on a wide range of teacher violence. 354 students (59.3%) said that their teachers had physically punished them. Many of the interviewees admitted to having experienced harsh punishment, aggression, and corporal punishment at the hands of teachers.

Kimani, Kara, and Ogetange (2012) conducted a study using descriptive survey research design. 60 teachers, ten headteachers, and 300 students were chosen using simple random sampling. Information from the students and teachers was gathered using questionnaires. The investigation found that prefects and other members of the school governing body used corporal punishment. The most often utilized techniques of discipline at school were canning, slapping, kneeling down, pinching, pulling hair or ears, and making students perform manual labour.

According to the Campaign for Female Education (CAMFED) and Action Aid – Ghana (as cited in Alhassan, 2013), anecdotal evidence suggests that the use of punishment is widespread in Ghana. According to the survey, seven out of eight boys believed that using physical punishment, is vital for a child's upbringing, but girls disagree. Additionally, a good number of the girls who participated admitted that they would skip class out of fear of receiving corporal punishment. According to a survey carried out in four Ghanaian regions by CAMFED, 94% of parents in Ghana supported using corporal punishment to discipline their children. About 92 percent of students favoured the use of corporal punishment while 89 per cent of female graduates also approved it. Majority of teachers also upheld the application of punishment.

Among other things, Alhassan (2013) noted the existence of the following forms of discipline in Ghanaian schools: Verbal abuse and scorning of students, requiring students to stay after school, asking the student to trim grass, coercing a student to get water, students mopping the classroom floor, student sweeping the entire class, students cleaning the restrooms, expulsion of a student from class, student who takes a long period of time to stand or kneel,

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using a cane or stick to poke the pupil, hand-slapping or beating a student, leg-based shoving and/or kicking of the student, pulling a child's ear or hair.

In a research done in the Greater Accra District of Ghana, Agbenyega (2006) compared the use of corporal punishment in ten elementary schools. Five of the schools were categorized as Non-Inclusive Project Schools (NIPS), while five of the schools were designated as Inclusive Project Schools (IPS). The goal was to determine whether the inclusive project schools were more successful than the non-project schools in getting physical punishment out of the classroom. One hundred teachers completed a questionnaire, and 22 participants—10 teachers from the survey group, ten students, and two educational directors—were interviewed in addition. The findings showed that corporal punishment continued at roughly the same rate in both school locations. The use of corporal punishment on pupils in these institutions was deemed to be justified for three main reasons: punishment is necessary for effective learning, punishment is morally necessary, and punishment is required by religion.

Positive Attitudes of Students Toward Punishment and its Impact

Santrock (2011) reported findings of a study conducted by Curran, Hyman and others. The study revealed that, among college students from 11 countries, students from the United States and Canada reported more positive attitudes towards corporal punishment than the other countries. Findings of this study are delimited to college students in other countries rather than JHS students in Ghana.

Ngussa and Mdalingwa (2017), carried out in a descriptive survey in Tanzania, where a probability sample of 370 students participated by

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completing a questionnaire. Participants agreed that punishment could support their discipline, and therefore approved its usage. This study was, however, remote from Ghana, and also skewed towards corporal punishment among secondary school students.

Gwando (2017) also carried out a research with a sample of 120 participants who were based at the Kawe ward in Kinondoni district of Dar es Salam. The sample was made up of five primary school children. It was revealed that majority of pupils accepted that corporal punishment helped the students to attain success in their academic endeavours. Corporal punishment was also perceived to safeguard innocent pupils against bullying and helped students to behave well. This remote study merely reported the perceptions of primary school students on the benefits of corporal punishment in instilling discipline. It did not accurately report the attitudes of students towards its usage.

In a study by Cheng (2013), opinions of students on various behaviour management strategies used by their teachers from three regions in China—a large, contemporary city; a medium-sized city; and a remote mountain region—were compiled and contrasted with opinions of students from Shanghai. The study was aimed at determining whether students in various parts of China had comparable views on these tactics. Convenient sampling techniques were used to collect study samples. Opinions of majority of secondary school students, according to findings of the study, were different from those of their teachers. Students did not generally agree with the strategies that their teachers thought were most effective. Teachers and students were given various social statuses, and students were expected to respect and obey their teachers at all times. Additionally, findings showed that students from distant mountain areas were

more tolerant of the various management techniques than other pupils. They claimed to have a more favourable attitude regarding utilizing punishment to alter their undesirable behaviour. The remote region is listed as an undeveloped area when compared to Shanghai. There, people's income levels were low, and parents usually held more traditional way of training their children. Consequently, children were expected to obey their parents all the time. Findings of this study which was conducted in China did not measure the attitudes of students towards the use of different forms of punishment based on their sex.

Khaliq, Douna, and Ahan (2016) conducted research to determine if punishment or reinforcement is more effective for teaching English Language. The participants were secondary students from various schools in Dera Ghazi Khan, in the southern Pakistani province of Punjab. The researchers used a five point Likert scale questionnaire to collect the data. Data from the study were analysed using SPSS by applying descriptive statistics, frequency, mean, standard deviation, and ANOVA. It was found out by the study that responses of participants showed that the use of punishment helped them to study the subject well. This study, like the other studies, only reported the views of students on the benefits of punishment and not their attitudes towards punishment.

Ghosh and Pasupathi (2016) also conducted a study in India and obtained similar findings. 201 students from different Indian states who were enrolled in engineering programmes participated in the study. To gather data, the researchers used stratified random sampling method to pick more than 20 students from a variety of engineering courses who had either directly

experienced corporal punishment (70%) or had watched it (30%) in their schools. Male participants made up 73% of the group, while female participants made up 27%. The results suggested that corporal punishment in Indian schools was somewhat tolerated by students. This study, which was carried out in India, in no way revealed sex-based opinions toward punishment. Additionally, it did not reveal how students felt about instructors that utilized punishment to instil discipline. The study was also focused on the use of violence as a form of punishment, leaving other forms of punishment. Not all forms of punishment used in managing behaviour are in the form of violence.

Amoah, Laryea and Baiden (2014) explored children's experiences and perceptions of various measures of punishment in the Effutu Municipality of Ghana. That investigation was done using case study and other qualitative approaches. The sample for the study consisted of a total of thirty-six participants, which was made up of teachers and students. Purposive, stratified and simple random sampling techniques were used to obtain the sample. Data was gathered through interviews and observations. Findings showed that, physical and psychological measures such as caning, kneeling, frog jumping, hooting and sending pupils out of class were applied by teachers in response to various offences committed by students. The study revealed further that both teachers and students accepted corporal punishments and punitive measures in general as a normal feature of the school system. Both teachers and students believed that corporal punishments helped to establish order and decorum in the classroom. Even though this study was conducted in Ghana, it did not measure attitudes of students in JHS towards the use of punishment in shaping behaviour.

It only reported the approval level of students towards its usage. This did not in any way communicate the attitudes of respondents towards punishment.

Imoh (2013) conducted a study in Ghana which, among other things, was seeking to find out the views of children on the use of punishment to shape behaviour of students. The study concentrated on school-going children in Ghana's rural and urban areas, aged 10 to 16. Children at private and public schools submitted 158 completed questionnaires, 10 diaries, and a total of 22 interviews. 11 adult focus groups including parents, grandparents, teachers, and healthcare professionals were also held. Findings of the work revealed that majority of the students stressed the importance of using physical punishment on children to guarantee that they develop into well-behaved and responsible adults. Even though this study was conducted in Ghana to measure the views of children on physical correction, the sample did not include JHS students in the Sissala East Municipality. It also reported views of respondents on the use of physical punishment instead of measuring the attitudes of respondents. Respondents approving the usage of physical punishment does not necessarily mean they had a positive or negative attitude towards punishment.

Pajarillo-Aquino (2019), carried out a study, which employed the descriptive correlational research approach, to ascertain the impact of incentives and sanctions on students' academic achievement. Students from 130 Colleges of Education and two regular faculty members were specifically sampled as respondents for the study. The research submitted that punishments did not significantly influence the academic performance of students.

Negative Attitudes of Students Towards Punishment

A study by Muchhal and Kumar (2016) involved 150 people in total, chosen by the convenience sampling approach. Parents, teachers, and children were chosen at random by the investigators. The work identified significant disparities in the attitudes of teachers and students toward corporal punishment. It was discovered that in comparison to teachers, children expressed more negative opinions toward corporal punishment. The results of this study were biased in favour of physical punishment. The attitudes of pupils regarding alternative types of discipline were also investigated.

Imoh (2013) conducted a study in Ghana to, among other things, ascertain children's opinions on the degree to which their attitudes and reactions to physical correction varied depending on the person who was punishing them. Some of the children distinguished between the physical discipline they received from parents and teachers. The students indicated that punishment in the home was crucial and did not require government interference, however punishment in school was seen as unimportant. They criticized the treatment from teachers as being overly harsh. The demographic backgrounds and views of respondents depending on their sex and other factors were not covered in the study.

Research carried out by Ngussa and Mdalingwa (2017) in Tanzania indicated that students believed that punishment could lead students to avoid classrooms, become dropouts, instil fear for learning and consequently contribute to weak performance in school. In Pakistan, Rafique and Ahmed (2019) found that punishment lead to school dropout. These studies reported the

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views of secondary school students in Tanzania and Pakistan respectively which may not be accurate representation of the views of JHS students in Ghana.

A survey conducted by Morrow and Singh (2014) on the views of students towards corporal punishment in schools located in India revealed that students reported unhappiness towards various forms of punishment meted out to them. The researchers used descriptive statistics to measure the views of children aged 7–8 years and 14–15 years. Like Muchhal and Kumar (2016), this study also reported views of students in another country towards corporal punishment.

Pinar and Pehlivan (2017) conducted a study on pre-service biology teachers who attended Hacettepe University. Semi-structured questionnaire forms were given to the respondents to respond to. It was revealed that students perceived punishment as a negative element. That study, however, measured the perspective of university students and not JHS students in Ghana. Therefore, findings of the study may not be representative of the attitudes of JHS students in the Sissala East Municipality of Ghana.

In Dodoma Municipal, Kambuga, Manyengo, and Mbalamula (2018) undertook a study using a sample of 149 which consisted of teachers and students chosen from five public secondary schools. Data was gathered by questionnaire and then processed using SPSS. According to the study, more than half of the students said that corporal punishment should be banned because it was harmful and also contributed to truancy. Similar to Muchhal and Kumar (2016), this study reported on respondents' perspectives on corporal punishment from a different nation. Because of this, it is challenging to generalize findings to include JHS students in Sissala East Municipality.

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Attitudes of Students Towards Teachers Who Use Punishment

According to a study by Pinar and Pehlivan (2017), children considered punishment by teachers in the classroom was a bad thing. 99 aspiring biology teachers who were enrolled in Hacettepe University's Biology Education Department made up the study population. Participants answered a questionnaire that was semi-structured. According to the study, a teacher's use of punishment is a sign of weakness and incompetence. Respondents believed that a poor and ineffective instructor cannot provide a productive learning environment in the classroom. This means that they believed that educators who imposed punishment on students were bad people.

The amount to which students from Australia, Israel, and China indicated that their teachers' classroom disciplinary behaviour affected their views toward schoolwork and the teacher was also examined in a study by Lewis, Karz, Romi, and Qui (2008). The study found that in all three contexts, punishment and aggressiveness were substantially correlated with the degree of student disengagement and hostility toward the teacher.

In another study conducted in 2019, Yunisa, Aliyu, and Ezeani investigated secondary school students' perspectives of the use of punishment and reward as a management approach in the classroom. A descriptive research design was employed by the study. The basic random sampling procedure was used to choose 305 respondents as the sample size. Findings indicated that secondary school students significantly opposed the use of punishment as a classroom management approach. As a result, students frequently preferred the use of rewards over punishment. The study also showed that most pupils would completely despise the instructor if they were given a penalty, but they were

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more likely to respond favourably and respect the instructors if they were given a reward.

Yuk-wah (1991) conducted a study to examine variations amongst students based on their sex and academic standing in relation to the use of punishment by teachers. The study also investigated how pupils felt about school and teachers who used punishment. The research instrument for the study was a questionnaire that R.E. Caffyn created in 1987 for a study conducted in the United Kingdom. In 8 sponsored schools, a sample of 302 children and 85 teachers were given the modified questionnaire. According to study results, attitudes toward school and teachers who used punishment did not significantly differ between boys and girls.

Sex and Attitudes Towards Punishment

Teklu and Kumar (2014) examined the scope and character of teachers' attitudes regarding corporal punishment and its relationship to different teacher characteristics. A sample of 199 first-cycle government elementary school teachers from the Central Zone of Tigray Region in Ethiopia were selected using a multistage cluster sampling. Data was collected using an individually administered instrument. The results showed that teachers generally had a favourable view toward corporal punishment. The study also showed that there was no statistically significant difference in the mean scores of male and female teachers, indicating that the sex of the teachers did not affect their attitudes regarding physical punishment. The authors argued that the findings were not unexpected result as both males and females within a cultural context were expected to share the same attitude towards a particular phenomenon, in this case punishment.

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Ogbe (2015) found that there was no discernible difference in how parents and teachers, males and females, urban and rural, felt about the use of punishment in schools. 390 respondents were chosen at random from a multistage sample using basic random sampling. The two-way T-test and descriptive statistics were employed to analyse the data.

A cross-sectional study was conducted by Darkwa, Akpanglo-Nartey, and Kemetse (2020) with a random sample of 300 third-year senior high school students taking General Arts in the New Juaben Municipality of Koforidua. The Self-Report Survey Questionnaire had both closed-ended and open-ended answers from respondents. The Technology-Rich Outcomes-Focused Learning Environment Inventory, or TROFLEI, served as the basis for the survey. Findings showed that, compared to their female counterparts, male pupils had a substantially higher opinion of their teachers' classroom control techniques.

Yeboah (2020) did a study in Ghana which, among other things, looked into whether teachers' opinions towards the ban on caning in Ghanaian schools varied by sex. An online survey with five response options in the Likert scale format was used to gather information from a convenience sample of 60 teachers working in public elementary and high schools. Descriptive statistics and an independent samples t-test were used to analyse the responses. The findings revealed no statistically significant difference in the opinions of male and female teachers.

Rice (1987) also investigated preferences for, and attitudes towards the use of punishment and corporal punishment as disciplinary strategies, among teachers in Johannesburg. The sample of the study consisted of 110 teachers from both primary and high schools; girls only, and boys only schools.

Responses to the anonymous questionnaire were analysed. Findings of the study conducted by Rice showed that males showed a tendency to prefer corporal punishment to a greater extent than females.

In order to determine whether sex had any bearing on teachers' attitudes about the elimination of corporal punishment in primary schools in the Nandi North District, Emily (2015) conducted a study in Kenya. Teachers from the district of Nandi North made up the study population. A descriptive survey design was employed for the investigation. Through the use of random sampling techniques, 217 teachers were chosen for the sample from a target population of 713 teachers. Interviews as well as a closed-ended questionnaire were used to collect data. The data was evaluated using frequencies, percentages, means, and standard deviations. The impact of teachers' sex on attitudes about the elimination of corporal punishment in Nandi North district primary schools was investigated using one-way analysis of variance (ANOVA). The conclusions arrived at by the study demonstrated that attitudes of teachers toward forbidding corporal punishment in schools were significantly influenced by sex. A comparison of the sex mean differences revealed that female instructors significantly outperformed male teachers in terms of disagreement with supporting the ban on corporal punishment in schools.

Yuk-wah (1991) studied how secondary school students and teachers viewed the effectiveness of rewards and punishments. The study investigated if there were any differences in student performance based on their sex and academic level. 85 teachers and 302 students from a sample of eight funded schools were given a modified questionnaire. Boys and girls scored 20.0 % of sanctions and 13.6 % of incentives with statistically significant differences. The

findings of the study showed that the opinions of girls were more positive than the opinions of boys.

Age and Attitude Towards Punishment

A correlational study was conducted by Teklu and Kumar (2014) which among other objectives sought to explore teacher variables including age and their attitude towards corporal punishment. The study was carried out in the Central Zone of Tigray Region of Ethiopia where participants were sampled using multi-stage sampling technique. The study reported that there was an insignificant correlation coefficient of .05 between teachers' age and their attitude towards corporal punishment.

A similar study (Abrifor, 2015) conducted in Nigeria affirmed that variables like age and sex of both teachers and students had a statistically insignificant relationship with their perception of punishment. That notwithstanding, Abrifor found that religion influences perceptions about punishment.

Summary of Literature Review

The literature review covered operant theoretical framework, conceptual framework, conceptual review, behaviour management and behaviour management strategies, attitudes of students towards punishment, age and sex variables in relation to punishment.

The literature shows that there are various studies on the topic. Findings of researchers showed that students have both positive and negative attitudes towards punishment. However, most studies conducted on attitudes towards the use of punishment in behaviour management focused more on corporal punishment. This leaves other forms of punishment unattended to. These studies

which were predominantly conducted in other countries also measured the attitudes of Senior High School students, college students, and that of teachers. The few studies that were conducted in Ghana were also focused on measuring attitudes of Senior High School Students towards corporal punishment in different districts rather than the Sissala East Municipality. It makes it difficult to apply the findings of those studies to JHS students in the Sissala East Municipality because of socio-cultural and other demographic differences.

From the literature review it is clear that there are contradictory findings on measuring the attitudes of students towards punishment based on sex. Based on this Darkwa, Akpanglo-Nartey and Kemetse (2020) concluded that research on sex differences in the use of punishment in classroom management, and for that matter behaviour management, is not conclusive because findings are diverse. Some findings are in favour of males, some favour females, and some still have no significant differences.

In terms of attitudes of students towards teachers who use punishment to manage behaviour, there are consistent findings. The findings show that students turn to dislike teachers who use punishment in behaviour management. However, these studies were conducted in developed countries. More so, the studies were conducted among secondary and university students in those countries. It appears that no such study was conducted in Ghana. Also, those studies seem not to have investigated the statistical differences in the attitudes of students, based on sex, towards teachers who use various types of punishment.

In conclusion, there are a number of studies on attitudes towards behaviour management strategies. Most of these studies, which were conducted

in the developed countries, investigated attitudes of teachers and students in secondary schools towards corporal punishment. This is the same for the few studies that were conducted in Ghana. This leaves a number of gaps to be filled. Therefore, this study seeks to investigate the attitudes of JHS students towards the use of punishment in behaviour management. It further seeks to investigate the sex differences in the attitudes of students towards punishment, as well as age differences in the attitudes of students towards the use punishment, which seem not to have been researched. It finally seeks to find out the impact of punishment on the behaviour of JHS students in the Sissala East Municipality.

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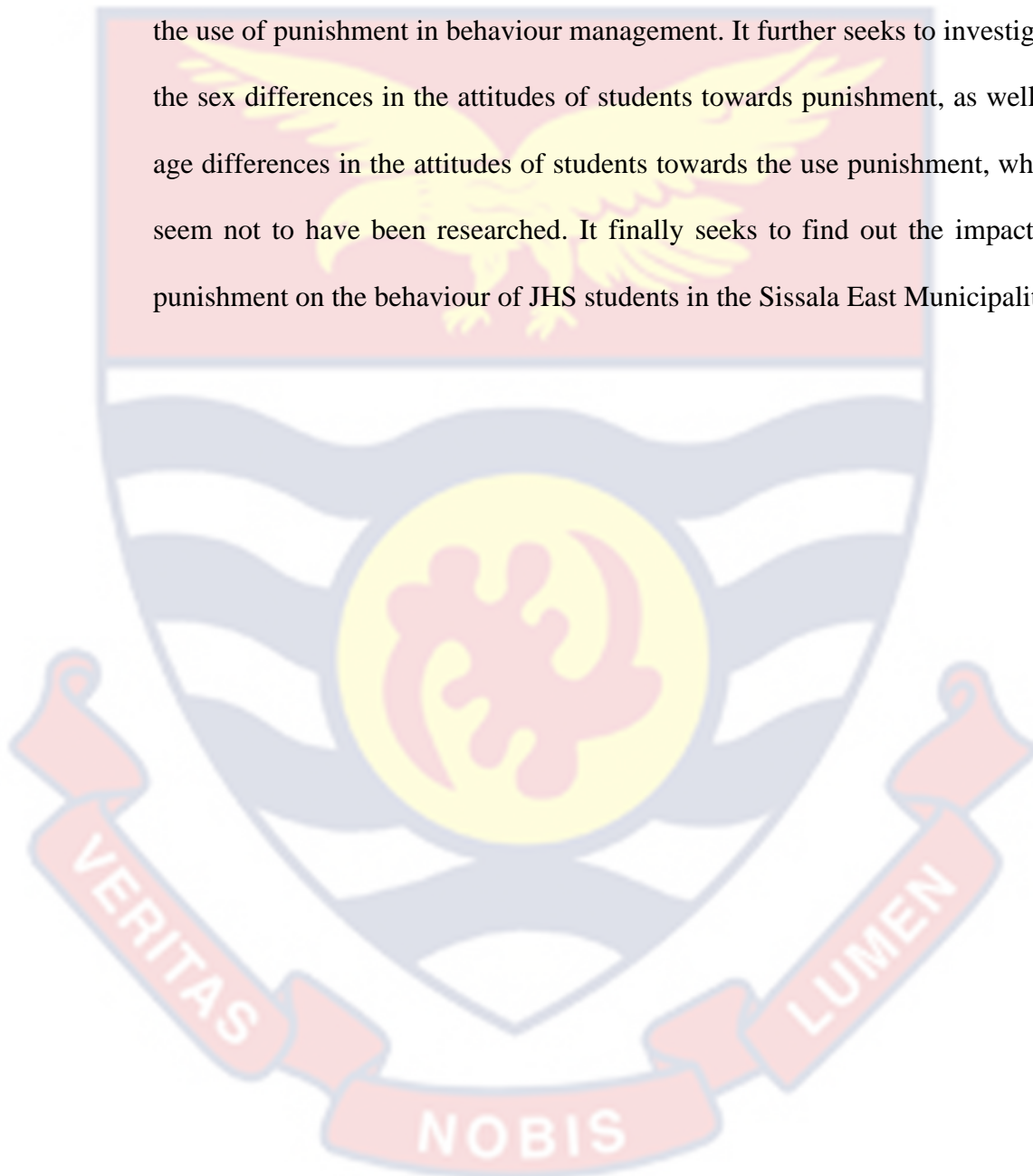
CHAPTER THREE

RESEARCH METHODS

Introduction

This study examined the attitudes of JHS students in the Sissala East Municipality towards the use of punishment in behaviour management. Specifically, the study investigated the extent of use of punishment, the attitudes of JHS students towards teachers who use punishment in the Sissala East Municipality, and also determined whether there was any sex and age differences in the attitude of students towards the use punishment in behaviour management.

This chapter looks at the research method that was used in conducting the study. It describes the research design, the population, the sample and the sampling procedure, data collection instrument, instrument validity and reliability, data collection procedures, data processing and analysis, and ethical considerations.

Research Design

Descriptive survey design was used for this study. The descriptive survey design is appropriate for studies of educational issues since it allows for evaluation or assessment of phenomena, attitudes, views, demographic data, conditions, and processes (Gay, 1992). Additionally, it makes it possible to provide the most precise and thorough description of variables and processes. Descriptive research focuses on existing situations or interactions, such as identifying the nature of the activities, attitudes, and conditions that are currently in use (Best & Khan, 2014). Descriptive research is particularly suitable in the behavioural sciences, Best and Khan emphasized. The main

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benefit of this kind of design, according to Murphy (2009), is that it offers a variety of sources for data collection, which presents various advantages. A survey, for instance, can show facts on an event while also showing how individuals perceive it. He reiterated that the descriptive research method provides a special way to collect data.

Study Area

The Sissala East Municipality has a population of 56,528 people, which is 8.1 percent of the total population of the Upper West region, according to the Ghana Statistical Service (2014). Out of the total population, 51.3 % of the people are female and 48.7 % are male. According to the service, the population is split equally between urban and rural areas. According to the Ghana Statistical Service, 41.6 % of adults aged 11 and over are literate, compared to 58.4 % who are illiterate. Male literacy rates are higher (76.9 %) than female literacy rates (66.7 %). Six out of ten individuals (24.3%) claimed to be able to read and write both Ghanaian and English. Furthermore, 52.6 % of the population that is enrolled in school are in primary school, 17.9 % are in JHS, and 21.4 % have graduated from junior high. Additionally, a sizable portion (19.7%%) attend preschool (Nursery and Kindergarten). Similar to this, 1.8% attend tertiary institutions. The Sissala East Municipality has a low literacy rate when compared to Ghana's overall literacy rate of 74.1%. This suggests that in order to improve educational indicators and learning outcomes in the municipality, studies in the field of education are required.

The municipality has 54 public JHSs, two Senior High Schools, one Vocational School, and one College of Education, as well as one Midwifery Training College.

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Population

Target population for this study comprised all students in JHSs in the Sissala East Municipality, Ghana. The accessible population for the study was all JHS Two students in the municipality. JHS Two students were included in the study because they are at the midpoint of JHS education and were likely to have been exposed to the various forms of punishments used to manage behaviour. JHS One and Three students were excluded from the study because JHS One students were expected to undergo a new curriculum whose time schedule was not yet certain which could have affected data collection. Also JHS One students were still fresh students at the JHS level at the time of data collection and would not have been exposed to all the various forms of punishment that are applied to manage the behaviour of JHS students in the municipality. JHS Three students were also excluded from the study because they were also preparing to write the 2022 Basic Education Certificate Examination (B.E.C.E), and it would not have been appropriate to involve them in the study considering the psychological risk participants might have been exposed to.

The students were within the age brackets of ten years and twenty years. The total enrolment of JHS students in the municipality, per the Ghana Education Service, Sissala East Municipal Education Office records (2022) was estimated at 3,647 comprising 1,837 males and 1,810 females. This population was spread among fifty-four JHSs which were clustered into nine circuits. The population across the circuits are indicated in Table 1.

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Table 1

JHS students' Enrolment in the Sissala East Municipality According to Circuits

Name of Circuit	Boys	Girls	Total
Bujan	220	205	425
Fachoboi	57	73	130
Kunchogu	68	62	130
Nabulo	84	77	161
Sakai	230	217	447
Tarsor/Kulfuo	182	188	370
Tumu East	250	262	512
Tumu West	406	389	795
Welembele	272	236	508
Private	68	101	169
Total	1837	1810	3647

Source: Ghana Education Service, Sissala East Municipal (2022).

Table 1 represents the total enrolment of all JHS students in the Sissala East Municipality. The total enrolment is 3,647 comprising 1,837 (50.4%) males and 1,810 (49.6%). This shows a good sex parity. Also, a total of 3,478 (95.4%) of the students are in public JHSs whilst a total of 169 (4.6%) are enrolled in private JHSs.

The enrolment of JHS Two Students in the municipality is also found in Table 2.

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Table 2

Enrolment Figures of JHS 2 Students in the Sissala East Municipality

Name of Circuit	Boys	Girls	Total
Bujan	68	81	149
Fachoboi	8	18	26
Kunchogu	14	14	28
Nabulo	30	23	53
Sakai	65	53	118
Tarsor/Kulfuo	43	36	79
Tumu East	131	125	256
Tumu West	141	125	266
Welembele	83	87	170
Private	25	38	63
Total	608	600	1,208

Source: Ghana Education Service, Sissala East Municipal (2022)

Table 2 represents the total enrolment of all JHS 2 students in the Sissala East Municipality. The total enrolment of JHS 2 students was 1,208 comprising 608 (50.3%) male and 600 (49.7%) female. This equally shows a good sex parity. Also, a total of 1,145 (94.8%) of the JHS 2 students were in public JHSs whilst a total of 63 (5.2%) were enrolled in private JHSs.

Sample Size

The Krejcie and Morgan (1970) sampling determination table was used to decide on a sample size of 291 respondents out of an accessible population of 1,208.

Sampling Procedure

The study made use of the probability sampling method. The probability sampling is useful because it allows generalizations, and has less risk of bias because it seeks representativeness of the wider population (Cohen & Manion, 2007).

A total of fifty-four Junior High Schools are found in the municipality which are divided into nine circuits scattered across the municipality. Each of these circuits was identified as a cluster. A proportionate number of JHS Students were selected from each of the nine circuits using the simple random sampling technique. Respondents were sampled from each of the nine circuits because of varied student characteristics and practices in the schools across the circuits. This created heterogeneous factors and the need for every circuit to be sampled and represented in the study.

The proportionate stratified sampling technique was used to select the number of respondents based on the population and sex distribution of students in each of the nine circuits. The proportionate stratified sampling was employed because there was the need to represent the two sex groups in the study. The simple random sampling technique was used to allow for fairness and to also give each student in each circuit the same chance of being selected for the study. This is shown in Table 3.

Table 3

Sample Size for Circuits

Name of Circuit	Boys	Girls	Total
Bujan	17	19	36
Fachoboi	3	4	7
Kunchogu	3	3	6
Nabulo	7	5	12
Sakai	16	13	29
Tarsor/Kulfuo	10	9	19
Tumu East	38	39	77
Tumu West	34	30	64
Welembele	20	21	41
TOTAL	148	143	291

Source: Field Survey (2022)

From Table 3, a total of 291 students were sampled for the study. Out of this number, 148 representing 50.9% were male whereas 143, representing 49.1% were female.

First, three schools were sampled from each of the nine circuits using the simple random technique. Names of all Junior High Schools in a particular circuit were written on slips of paper. These names were put in a container and one slip was removed at a time. The name on the slip was recorded with replacement. This procedure was used to get three schools for each of the nine circuits in the municipality. A total of twenty-seven out of the fifty-four schools, making 50% of JHSs in the municipality, were sampled for the study. According

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to Amedahe and Gyimah (2013), in most quantitative studies, a sample size of 5% to 20% of the population size is significant for generalizations.

Next, the proportionate number of boys and girls for the various schools was determined for the circuits based on the corresponding number of boys and girls in the school compared with the total number of boys and girls of the three selected schools in the circuit. This was done by dividing the number of boys in a school by the total number of boys of the three selected schools in the circuit, and the average was multiplied by the sample size for that circuit. This was done to get the sample size of both boys and girls for each school. The same procedure was repeated for all the nine circuits. This gave the number of boys and girls sampled from each of the three schools in each circuit as shown in Table 4.

Table 4

Sampled Schools and Sample Sizes in the Circuits

S/N	Circuit	School Name (JHS)	Boys	Girls	Total
1	Bujan	Bujan	7	4	11
		Dolibizon	5	8	13
		Nabugubelle	5	7	12
2	Fachoboi	Gwosi Basic	0	2	2
		Santijan	1	0	1
		Gbenebisi	2	2	4
3	Kunchogu	Banu	1	1	2
		Bassisan	0	2	2
		Kwapun	2	0	2
4	Nabulo	Nabulo	4	1	5
		Du - East	1	3	4
		Bawiesibelle	2	1	3
5	Sakai	Bandei	6	8	14
		Sakalu	7	3	10

Table 4, continued

		Sakai 'A'	3	2	5
6	Tarsor/Kulfuo	Challu 'A'	4	2	6
		Challu 'B'	5	2	7
		Tarsor/Kulfuo	1	5	6
7	Tumu East	Tumu Basic	7	19	26
		Tutco Demons	21	15	36
		Trine Academy	10	5	15
8	Tumu West	United	7	8	15
		Falahia	13	9	22
		St. Gabriel's	14	13	27
9	Welembele	Vamboi	4	10	14
		Bugubelle	1	2	3
		Holy Child	15	9	24
Total			148	143	291

Source: Field Survey (2022)

Subsequently, in order to get the respondents, serial numbers were assigned to the names of all boys in each sampled school. These names were obtained from the class attendance registers of each school. Here, the numbers assigned to names of boys in each school were written on slips of paper and mixed together. A slip was selected from the container without looking into the container. Anytime a number was selected and recorded, it was thrown back into the container. When an already recorded name was selected again it was ignored. This procedure was repeated until the required number of boys in each of the three sampled schools for that circuit was obtained. This same procedure was used to select the girls that participated in the study from each sampled school in all circuits. Each sampled school was treated separately from the others until all the twenty-seven sampled schools were covered. Table 4 shows

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the corresponding proportionate number of boys and girls sampled from each of the twenty-seven schools.

Data Collection Instrument

The study used one closed-ended Likert scale questionnaire (Appendix H) which comprised a total of seventy items. The items covered the four research questions and two hypotheses of the study. Respondents were asked to respond to the questionnaire according to the sections by starting with Section A, followed by B, C, D and E.

Amedahe and Gyimah (2013) indicated that the use of questionnaire is very common in the social sciences to gather data relating to the hypotheses and research questions to be verified in a study. Amedahe and Gyimah further indicated that a questionnaire affords greater economy, reachability, and greater assurance of anonymity. The use of questionnaire as the instrument to collect data for this study was further informed by the fact that it provides a stable, consistent and uniform measure; without variation as argued by Amedahe and Gyimah. Similarly, Sarantakos (2013) indicated that the use of questionnaire for collecting data ensures greater assurance of confidentiality and anonymity to respondents. Sarantakos also stated that the Likert scale is mostly used for measuring attitudes. Similarly, Kassin, Fein and Markus (2008) stated that questionnaires are often used by researchers to measure attitudes.

The questionnaire used for this study was adapted from two separate closed-ended Likert scale questionnaires. One of them is a student questionnaire developed by Baraka Manjale Ngussa and Samwel Mdalingwa in 2017 for a study in Tanzania. This instrument has three subscales which are; Students' Attitude toward Punishment with 8 items and a Cronbach's Alpha of .733;

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Attitude toward Learning, which has 6 items with a Cronbach's Alpha of .736; and Rate of Corporal Punishment with 7 items and a Cronbach's Alpha of .668. Out of the seven items on this particular subscale, the following items were adapted as follows: I am told to kneel down when I do a mistake (Students are told to kneel down as punishment); Teachers use canning as punishment measure (Students are canned as punishment); I am slapped as punishment for a mistake (Students are slapped as punishment); I am pulled my hair or ears for a mistake (Teachers pull the hair of students when they do wrong).

The second instrument which the researcher adapted for this study was developed by Abdulrahman Yakubu Yunisa, Abubakar Abdulkadir Aliyu and Viola Odinaka Ezeani in 2019 for a study in Nigeria. It is a-25-item structured questionnaire titled Questionnaire on students' perception of the use of reward and punishment (QOSPURP) which has a Cronbach's Alpha reliability test of .84. For instance, the following items were adapted as follows: I got low marks (Teachers reduce student's marks as a form of punishment); School contacted my parents to say I'm not doing well (Teachers write bad reports about students to parents); I was not allowed on a field trip (Students are denied selection for a competition or game as punishment for wrong behaviour eg. Sports); I was made to miss a break (Teachers punish students by stopping them from going out for break); I was giving labour to do (Students are punished to weed; Students are punished to dig pits; Students are punished to sweep; Students are punished to wash toilets or urinals); and I was embarrassed in front of the class (Students are insulted as punishment; Students are mocked at as punishment; Students are laughed at as punishment; Students are hooted at as punishment).

Also, the following items were adapted from Ngussa and Mdalingwa (2017) to measure the impact of punishment on behaviour of JHS students as follows: Punishment helps to monitor students' Discipline (Punishment helps to make students discipline); Punishment has positive influence toward Learning (Punishment influence students to learn); Punishment motivates students to learn (Punishment motivates students to study); Punishment causes some students to escape from classroom (Punishment makes students to refuse to attend class); Punishment instills fear into students for them to learn (Punishment creates fear in students); Punishment leads to drop outs (Punishment make students to drop out from school); Punishment contributes to poor performance in my subjects (Punishment contributes to poor behaviour among students).

The items on the questionnaire used for this study were adapted based on the objectives of the study in order to elicit the needed information. The questionnaire required participants to choose from a scale of 1 to 4 for each item.

The research instrument was organized into five sections (A, B, C, D and E). Section A comprised the background and demographic information of the respondents. Item 1 required students to choose their sex by checking the appropriate box for either Boy = 1 or Girl = 2. Item 2 also required students to select their age bracket from three categories; 1 = (10 – 15), 2 = (16 – 20), and 3 = (21 and Above). Section B comprised a set of 20 items which measured the frequency of occurrence of different types of punishment by asking respondents to choose on a scale of Very Frequently = 4, Frequently = 3, Not Frequently = 2 and Never = 1 for each item. Analysis of responses in this subscale were

interpreted in terms of mean scores under the following range of interpretation: 3.50-4.00 = Very Frequently, 2.50-3.49 = Frequently, 1.50-2.49 = Not Frequently and 1.00-1.49 = Never. This same range of interpretation was used to interpret the total mean score for the subscale. This range of interpretation was adapted from Ngussa and Mdalingwa (2017)

Section C comprised items which required participants to indicate their attitudes towards each punishment type by choosing from a scale of Strongly Like = 4, Like = 3, Dislike = 2, and Strongly Dislike = 1 for each item. The section C subscale contained 20 items which measured the attitude of JHS students towards punishment. Analysis of responses were interpreted in terms of mean scores under the following range of interpretation: 3.50 - 4.00 = Strongly Like, 2.50 - 3.49 = Like, 1.50 - 2.49 = Dislike and 1.00-1.49 = Strongly Dislike. Also, for the total mean scores for this subscale, a mean score of 2.50 – 4.00 was interpreted as Like and a range of 1.00 – 2.49 also interpreted as Dislike. This range of interpretation was adapted from Ngussa and Mdalingwa (2017).

Section D also comprised 20 items which required participants to indicate their attitudes towards teachers who used punishment by choosing from a scale of Strongly Like = 4, Like = 3, Dislike = 2, and Strongly Dislike = 1 for each item. Analysis of responses were interpreted in terms of mean scores under the following range of interpretation: 3.50 - 4.00 = Strongly Like, 2.50 - 3.49 = Like, 1.50 - 2.49 = Dislike and 1.00 - 1.49 = Strongly Dislike. For the total mean scores for this subscale, a mean score of 2.50 – 4.00 was interpreted as Like and a range of 1.00 – 2.49 also interpreted as Dislike. This range of interpretation was adapted from Ngussa and Mdalingwa (2017).

Lastly, Section E comprised 8 items where the respondents were expected to respond by choosing from a scale of Strongly Agree = 4, Agree = 3, Disagree = 2 and Strongly Disagree = 1. Analysis of responses were interpreted in terms of mean scores under the following range of interpretation: 3.50 - 4.00 = Strongly Agree, 2.50 - 3.49 = Agree, 1.50 - 2.49 = Disagree and 1.00 - 1.49 = Strongly Disagree. For the total mean scores for this subscale, a mean score of 2.50 – 4.00 was interpreted as Agree and a range of 1.00 – 2.49 also interpreted as Disagree. This range of interpretation was adapted from Ngussa and Mdalingwa (2017).

Validity and Reliability of the Instrument

The questionnaire for the study was tested to confirm its reliability. A Cronbach's alpha was conducted to test the reliability of the questionnaire. The questionnaire contained four subscales with the following respective Cronbach's Alpha values; Frequency of occurrence of punishment = .838; Attitude of students towards punishment = .849; Attitude of students towards teachers who use punishment = .859; and Impact of punishment on behaviour of students = .744. The Cronbach's Alpha reliability of the entire questionnaire was .867 (Appendix G) which shows a good reliability. According to Pavet, Diener, Colvin and Sandvick (as cited in Boakye, 2016), any co-efficient alpha above .70 is considered appropriate. The instrument was also given to an expert in measurement and evaluation who checked for its reliability.

Data Collection Procedure

A letter of introduction was collected from the College of Distance Education, University of Cape Coast (Appendix C) as well as a letter of consent from my supervisor (Appendix D). These were added to the research protocol

to seek for permission and ethical clearance from the University of Cape Coast Institutional Review Board (UCCIRB) (Appendix E). The ethical clearance was used to apply for permission from the Sissala East Municipal Education Directorate (Appendix F). These letters were used to seek for permission from Headteachers of the schools in the Sissala East Municipality that were sampled for the study.

Also, two research assistants were trained who aided in the collection of the data. Each of these research assistants held a Master's Degree in Education. Before administering the questionnaire, the researcher organized a-one and half-hour training session for the research assistants. They were orientated on the objectives of the study and the significance of the study. The research assistants were also taken through the instructions, and all the seventy items on the questionnaire one after the other. This was followed by questions, clarifications and explanation of the questionnaire to students who would ask to understand any part of the questionnaire. The researcher, who is a native speaker of the Sissali language, recruited the research assistants who are both native speakers of Sissali. They research assistant are literate in both English and Sissali languages. Also, the researcher engaged the services of a resource person who is pursuing a Bachelor of Arts (English and Sissali) at the University of Education, Winneba who assisted to translate the instrument into Sissali to ensure semantic equivalence. This training was done a week to data collection.

The questionnaire was administered to the respondents for the actual study within a period of three weeks. Before administering the questionnaire, a copy of the permission letter from the Municipal directorate was given to each headteacher of the sampled schools in the Municipality a week ahead. The

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researcher also met all the sampled students and discussed the purpose of the study with them and also went through the questionnaire for any possible clarification on the instrument. The Participants were informed of their right to withdraw from the study at any stage of the study. Participants were also assured of anonymity and confidentiality of their participation in the study. They were told not to identify themselves on the questionnaire. The consent of students to participate in answering the questionnaire was then sought.

Also, permission was obtained from the parents or guardians of respondents at least a week before data collection. Parent consent forms were given to students to send to their parents seeking for their consent to allow their wards to use one of their long breaks to answer the questionnaire for the study. These consent forms were given and retrieved, in brown envelops, through their wards. The break period which was used by respondent to respond to the questionnaire was compensated for by giving each participant a pen after responding to the questionnaire. An average of 30 minutes' duration was used to respond to the questionnaire by each respondent.

Lastly, the psychological risk that respondents were likely to be exposed to were catered for by seeking the services of a licensed counsellor to attend to any respondent in case of any emotional relapse during data collection as a result of previous experience of punishment.

Data Processing and Analysis

The data was sorted, coded and cleaned of errors. It was observed that two respondents did not choose their sex on the questionnaire. These were separated from the completed ones. The completed questionnaires were sorted by separating them into those responded to by boys and that of girls, after which

the researcher counted the total number of completed questionnaires for boys to be 146 instead of 148. The two uncompleted questionnaires were concluded to be for boys and were accordingly added to make the total of 148 questionnaires for the boys. The completed questionnaire for girls totalled 143. The data was then entered into the SPSS software for analysis. Data on the demographic variables of respondents were analysed using Percentages and Frequencies.

Also, data on research questions 1, 2, 3 and 4 were analysed using Means and Standard Deviations. Similarly, data on hypotheses 1 and 2 were tested using the non-parametric Mann-Whitney U test because the data is nonparametric data which had two respective independent variables, that is sex and age, divided into two categories; and a dependent variable, attitude, which was measured on ordinal scale. The Mann – Whitney U test requires data on assumptions of ordinal scaling, and does not rely on the scores of the population to be normally distributed (Pagano, 2013). Also, the population distribution by the two groups are identical (Cohen & Lea, 2004).

Chapter Summary

This chapter detailed the methodology for the study. The descriptive survey design was used to collect data from a sampled population of 291 JHS Two students in the Sissala East Municipality. The chapter detailed the sampling procedure that was used to sample respondents for the study. The chapter also described the data collection instrument and how it was developed. It also included data analysis and interpretation procedures. The chapter further described measures put in place to ensure validity, and reliability of findings of the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The study assessed the attitudes of JHS students towards the use of punishment in behaviour management in the Sissala East Municipality of Ghana. It used the descriptive survey design to carry out the investigation. A total of 291 respondents were sampled from an accessible population of 1,208 students in JHS Two. The respondents were selected using the probability sampling method. A closed-ended Likert scale questionnaire was used to collect data to answer four research questions and test two hypotheses. The research questions were analysed using means and standard deviations. Also, the research hypotheses were tested using the Mann Whitney - U test. Findings of the study were generalized for all JHS students in the Sissala East Municipality.

Demographic Data

Data was collected on the sex of respondents for the study. This is shown in Table 5.

Table 5

Sex of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	148	50.90	50.90	50.90
Valid	Female	143	49.10	49.10	100.00
	Total	291	100.00	100.00	

Source: Field Survey (2022)

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From Table 5, the data indicates that out of a total number of 291 respondents, 148(50.90%) were male whilst 143(49.10%) were female. This shows that there was fairly equal distribution of male and female students who took part in the study. However, the data shows that male students are more than female students in JHS in the Sissala East Municipality of Ghana.

Data collected for the study also included the age distribution of participants. This is shown in Table 6.

Table 6

Age of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
	10 – 15	185	63.60	63.60	63.60
Valid	16 – 20	106	36.40	36.40	100.00
	Total	291	100.00	100.00	

Source: Field Survey (2022)

From Table 6, the data shows that out of a total number of 291 students who were sampled for the study, 185(63.60%) of them were found in the age group of 10 – 15 years whilst 106(36.40%) of the respondents were in the age group of 16 – 20 years. This suggests that majority of JHS Two students in the Sissala East Municipality were in the age brackets of 10 - 15. It further suggests that majority of JHS students in the Sissala East Municipality are enrolled into the grade level at the appropriate age.

Research Question 1

What is the frequency of occurrence of punishment in JHSs in the Sissala East Municipality?

Research question 1 sought to find out the extent to which punishment is used to manage the behaviour of JHS students in the Sissala East Municipality of Ghana. Items 3 to 22 of the questionnaire were used in answering this question. Students were requested to rate the extent to which each of those items was used to manage their behaviour. The items were scored, using a four point Likert scale, as "Very Frequently" (scored 4), "Frequently" (scored 3), "Not frequently" (scored 2) and "Never" (scored 1).

Analysis of responses were interpreted in terms of mean scores under the following range of interpretation: 3.50-4.00 = Very Frequently, 2.50-3.49 = Frequently, 1.50-2.49 = Not Frequently and 1.00-1.49 = Never. This range of interpretation was adapted from Ngussa and Mdalingwa (2017). Descriptive statistics were obtained which are shown in Table 7.

Table 7

Extent of Use of Punishment in JHSs in the Sissala East Municipality

Item	N	Mean	Std. Deviation
Students are canned as punishment	291	2.97	.89
Students are slapped as punishment	291	1.92	.92
Students are knocked as punishment	291	2.32	1.06
Students are punished to weed	291	3.01	.89
Students are punished to dig a pit	291	2.47	1.20
Students are punished to sweep	291	2.97	1.02
Students are punished to wash toilets and urinals	291	3.13	.84
Students are punished to kneel down	291	2.94	.86
Students are insulted as punishment	291	2.53	1.19
Students are mocked at as punishment	291	1.86	1.06
Students are laughed at as punishment	291	1.92	1.08

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Table 7, continued

Students are hooted at as punishment	291	1.73	.96
Teachers pull ears of students as punishment	291	2.45	1.10
Teachers pull the hair of students as punishment	291	1.96	1.06
Teachers write bad reports about students to their parents	291	2.78	1.06
Teachers ask students who disturb to stand at the back of the classroom	291	2.92	1.00
Teachers reduce the marks of students as a form of punishment	291	1.90	1.15
Teachers punish students by stopping them from going out for Break	291	2.48	1.10
Students are denied selection for a competition/game as punishment for wrong behaviour. e.g. Sports	291	2.13	1.03
Students are asked to pay a fine/money for a destruction as punishment.	291	1.89	1.15
Total	291	2.43	.79
Valid N (listwise)	291		

Source: Field Survey (2022)

From Table 7, the results for the descriptive statistics show that all the twenty types of punishment are used by teachers to manage the behaviour of JHS students in the Sissala East Municipality. From Table 7, specifically, the results indicate that students rate the following items as occurring frequently: "Students are canned as punishment" (M= 2.97, SD= 8.94); "Students are punished to weed" (M= 3.01, SD= .81); "Students are punished to sweep" (M= 2.97, SD= 1.02); "Students are punished to wash toilets/urinals" (M= 3.13, SD= .84); "Students are punished to kneel down" (M= 2.94, SD= .86); "Students are insulted as punishment" (M= 2.53, SD= 1.19); "Teachers write bad reports

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about students to their parents" (M= 2.78, SD= 1.06); and "Teachers ask students who disturb to stand at the back of the classroom" (M= 2.92, SD= 1.00).

Also, the results show that students reported the following types of punishment to be occurring though not frequently: " Students are slapped as punishment" (M= 1.92, SD= .92); "Students are knocked as punishment" (M= 2.32, SD= 1.06); "Students are punished to dig a pit" (M= 2.47, SD= 1.20); "Students are mocked at as punishment" (M= 1.86, SD= 1.06); "Students are laughed at as punishment" (M= 1.92, SD= 1.08); "Students are hooted at as punishment" (M= 1.73, SD= 9.56); "Teachers pull the ears of students as a form of punishment" (M= 2.45, SD= 1.10); "Teachers pull the hair of students when they do wrong" (M= 1.96, SD= 1.06); "Teachers reduce students' marks as a form of punishment" (M= 1.90, SD= 1.15); "Teachers punish students by stopping them from going out for break" (M= 2.48, SD= 1.10); "Students are denied selection for competition or game for wrong behaviour such as sports" (M= 2.13, SD= 1.03); and "Students are asked to pay a fine/money for a destruction as punishment" (M= 1.89, SD= 1.15).

Analysis of the data shows that the frequency of occurrence of all forms of punishment in the Sissala East Municipality is rated as "not frequent" because the total (M= 2.43, SD= .79) responses given by students falls within the range of 1.50-2.49. However, the occurrence of corporal punishment is frequent.

Research Question 2

What is the attitude of JHS students in the Sissala East Municipality towards the use of punishment in behaviour management?

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Research question 2 sought to find out the attitude of JHS students in the Sissala East Municipality of Ghana towards various types of punishment. Items 23 to 42 of the questionnaire were used in answering this question by asking students to rate the extent to which they liked or disliked each of those items. The items were scored, using a four point Likert scale, as "Strongly Like" (scored 4), "Like" (scored 3), Dislike" (scored 2) and "Strongly Dislike" (scored 1).

Analysis of responses was interpreted in terms of mean scores under the following range of interpretation: 3.50-4.00 = Strongly Like, 2.50-3.49 = Like, 1.50-2.49 = Dislike and 1.00-1.49 = Strongly Dislike. This range of interpretation was adapted from Ngussa and Mdalingwa (2017). The descriptive statistics for the various items are shown in Table 8.

Table 8

The attitude of JHS Students Towards the Use of Punishment in Behaviour Management in the Sissala East Municipality

Item	N	Mean	Std. Deviation
When I am canned	291	2.24	.89
When I am slapped	291	1.69	.80
When I am knocked	291	1.66	.75
When I am made to weed	291	1.92	.85
When I am asked to dig a pit	291	1.54	.81
When I am asked to sweep	291	2.70	.82
When I am asked to wash toilets/urinals	290	1.95	.77
When I am made to kneel down	291	2.02	.75
When I am insulted	291	1.58	.79
When I am hooted	291	1.63	.70
When I am mocked at	291	1.58	.75
When I am laughed at	291	1.78	.86
When my ear is pulled	291	1.88	.77
When my hair is pulled	291	1.76	.72

(Table 8, continued)

When the teacher writes a bad report about me to my parents	291	1.73	.89
When I am made to stand at the back of the classroom	291	2.11	.86
When my marks are reduced	291	1.43	.69
When I am denied a break time	291	1.80	.81
When I am denied selection for a competition or game	291	1.77	.83
When I am asked to pay a fine/money for a destruction	291	1.72	.85
Total	291	1.72	.58
Valid N (listwise)	290		

Source: Field Survey (2022)

From Table 8, the results show that JHS students in the Sissala East Municipality reported dislike for the following items: "When I am canned" (M= 2.24, SD= .85); "When I am slapped" (M= 1.69, SD= .80); "When I am knocked" (M= 1.66, SD= .75); "When I am made to weed" (M= 1.92, SD= .85); "When I am asked to dig a pit" (M= 1.54, SD= .81); "When I am asked to wash toilets/urinals" (M= 1.95, SD= .77); "When I am made to kneel down" (M= 2.02, SD= .75); "When I am insulted" (M= 1.58, SD= .79); "When I am hooted" (M= 1.63, SD= .70); "When I am mocked at" (M= 1.58, SD= .75); "When I am laughed at" (M= 1.78, SD= .86); "When my ear is pulled" (M= 1.88, SD= .77); "When my hair is pulled" (M= 1.76, SD= .72); "When the teacher writes a bad report about me to my parents" (M=1.73, SD= .89); "When I am made to stand at the back of the classroom" (M=2.11, SD= .86); "When my marks are reduced" (M= 1.4, SD= .69); "When I am denied a break time" (M= 1.80, SD= .81); "When I am denied selection for a competition or game e.g. sports" (M=

1.77, SD= .83); and "When I am asked to pay a fine/money for a destruction" (M= 1.72, SD= .85).

However, from Table 8, JHS students in the Sissala East Municipality reported that they liked the punishment "When I am asked to sweep" (M= 2.70, SD= .82).

On the whole, JHS Students in the Sissala East Municipality expressed dislike for the use of punishment in behaviour management. This is because the total (M= 1.72, SD= .56) responses given by the students fall within the range of 1.50-2.49. Therefore, the attitude of JHS students towards the use of punishment in behaviour management is negative.

Research Question 3

What is the attitude of JHS students in the Sissala East Municipality towards teachers who use punishment in behaviour management?

Research question 3 sought to find out the attitude of JHS students in the Sissala East Municipality of Ghana towards teachers who used the various types of punishment to manage their behaviour. Items 43 to 62 of the questionnaire were used in answering this question by asking students to rate the extent to which they liked or disliked teachers who use each of those items. The items were also scored, using a four point Likert scale, as "Strongly Like" (scored 4), "Like" (scored 3), Dislike" (scored 2) and "Strongly Dislike" (scored 1). Analysis of responses was interpreted in terms of mean scores under the following range of interpretations: 3.50-4.00 = Strongly Like, 2.50-3.49 = Like, 1.50-2.49 = Dislike and 1.00-1.49 = Strongly Dislike. This range of interpretations was adapted from Ngussa and Mdalingwa (2017). The descriptive statistics for the various items are shown in Table 9.

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Table 9

The Attitude of JHS Students Towards Teachers who use Punishment in Behaviour Management in the Sissala East Municipality

Item	N	Mean	Std. Deviation
Teachers who cane me.	291	2.32	.89
Teachers who slap me.	291	1.95	.79
Teachers who knock me.	291	2.08	.86
Teachers who ask me to weed.	291	2.11	.84
Teachers who ask me to dig a pit.	291	1.58	.74
Teachers who ask me to sweep.	291	2.79	.86
Teachers who ask me to wash toilets/urinals.	291	2.09	.84
Teachers who ask me to kneel down.	291	2.30	.82
Teachers who insult me.	291	1.56	.70
teachers who hoot at me.	291	1.68	.75
Teachers who mock at me.	291	1.58	.72
Teachers who laugh at me.	291	1.80	.78
Teachers who punish me by pulling my hair.	291	1.76	.79
Teachers who punish me by pulling my ears.	291	1.88	.79
When the teacher writes bad reports about me to my Parents.	291	1.80	.93
When the teacher asks me to stand at the back of the classroom	291	2.30	.85
When the teacher reduces my marks for wrong behaviour	291	1.64	.78
Teachers who deny me break time.	291	1.91	.79
Teachers who deny me selection for a competition or game.	291	1.89	.82
Teachers who ask me to pay a fine/money for a Destruction.	291	1.74	.83
Total	291	1.85	.57
Valid N (listwise)	290		

Source: Field Survey (2022)

From Table 9, the results show that JHS students in the Sissala East Municipality reported dislike for teachers who use the respective types of punishments as shown in the following items: "Teachers who cane me" (M= 2.32, SD= .89); "Teachers who slap me" (M= 1.95, SD= .77); "Teachers who knock me" (M= 2.08, SD= .86); "Teachers who ask me to weed" (M= 2.11, SD= .84); "Teachers who ask me to dig a pit" (M= 1.58, SD= .74); "Teachers who ask me to wash toilets/urinals" (M= 2.09, SD= .84); "Teachers who ask me to kneel down" (M= 2.30, SD= .82); "Teachers who insult me" (M= 1.56, SD= .70); "Teachers who hoot at me" (M= 1.68, SD= .75); "Teachers who mock at me" (M= 1.58, SD= .72); "Teachers who laugh at me" (M= 1.80, SD= .78); "Teachers who punish me by pulling my hair" (M= 1.76, SD= .79); "Teachers who punish me by pulling my ear" (M= 1.88, SD= .79); "Teachers who write bad reports about me to my parents" (M=1.80, SD= .93); "Teachers who ask me to stand at the back of the classroom" (M=2.30, SD= .85); "Teachers who reduce my marks for wrong behaviour" (M= 1.64, SD= .78); "Teachers who deny me a break time" (M= 1.91, SD= .79); "Teachers who deny me selection for a competition or game e.g. sports" (M= 1.89, SD= .82); and "Teachers who ask me to pay a fine/money for a destruction" (M= 1.74, SD= .83). However, from Table 9, JHS students in the Sissala East Municipality reported that they liked "Teachers who ask me to sweep" (M= 2.79, SD= .86).

On the strength of the data analysis, JHS students in the Sissala East Municipality expressed dislike towards teachers who use punishment to manage their behaviour because the total (M= 1.85, SD= .57) response falls within the range of 1.50-2.49. Therefore, the attitude of JHS students towards teachers who use punishment in behaviour management is negative.

Research Question 4

What is the impact of punishment on the behaviour of JHS students in the Sissala East Municipality?

Research question 4 sought to find out how JHS students in the Sissala East Municipality of Ghana estimate the impact of punishment when used to manage their behaviour. Items 63 to 70 of the questionnaire were used in answering this question by asking students to indicate the influence of punishment on their behaviour by indicating the extent to which they agreed or disagreed with each of those items. The items were scored, using a four point Likert scale, as "Strongly Agree" (scored 4), "Agree" (Scored 3), "Disagree" (scored 2) and "Strongly Disagree" (scored 1).

Analysis of responses was interpreted in terms of mean scores under the following range of interpretation: $3.50\text{-}4.00$ = Strongly Agree, $2.50\text{-}3.49$ = Agree, $1.50\text{-}2.49$ = Disagree and $1.00\text{-}1.49$ = Strongly Disagree. This range of interpretation was adapted from Ngussa and Mdalingwa (2017). The descriptive statistics for the various items are shown in Table 10.

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Table 10

The Impact of Punishment on the behaviour of JHS Students in the Sissala East

Municipality

Item	N	Mean	Std. Deviation
Punishment helps to make students discipline	291	3.48	.66
Punishment influence students to learn	291	3.29	.82
Punishment motivates students to study	291	3.01	.94
Punishment makes students to understand quickly	291	2.65	1.05
Punishment makes students to refuse attend class	291	2.48	1.03
Punishment creates fear in students	291	2.88	.95
Punishment makes students to drop out of school	291	2.74	1.12
Punishment contributes to poor behaviour of students	291	2.24	1.03
Total	291	2.97	.73
Valid N (listwise)	291		

Source: Field Survey (2022)

From Table 10, JHS students in the Sissala East Municipality agree with

the following statements in the questionnaire: "Punishment helps to make

students discipline" (M= 3.48, SD= .66); "Punishment influence students to

learn" (M= 3.29, SD= .82); "Punishment motivates students to study" (M= 3.01,

SD= .94); "Punishment makes students to understand quickly" (M= 2.65, SD=

1.05); "Punishment creates fear in students" (M= 2.88, SD= .95); and "Punishment makes students to drop out of school" (M= 2.74, SD= 1.12).

Contrary, JHS students in the municipality disagreed to these with the following two statements: "Punishment makes students refuse to attend class" (M= 2.48, SD= 1.03); "Punishment contributes to poor behaviour among students" (M= 2.24, SD= 1.03).

Generally, JHS students in the Sissala East Municipality agree that punishment has an impact on their behaviour. Total (M= 2.97, SD= .73) responses from the data falls within the range 2.50-3.49.

Testing of Hypotheses

Research Hypothesis 1

H_0: There is no statistically significant difference in the attitudes of male and female JHS students towards the use punishment in behaviour management in the Sissala East Municipality.

H_1: There is a statistically significant difference in the attitudes of male and female JHS students towards the use of punishment in behaviour management in the Sissala East Municipality.

The null hypothesis sought to find out whether there was no statistically significant difference between the attitudes of male and the attitudes of female JHS students towards the use of punishment in behaviour management in the Sissala East Municipality. This hypothesis was tested by conducting a Mann-Whitney U test on the questionnaire items 23 to 42 which comprised different types of punishment in which students rated their level of like or dislike for each. The median ranks for the twenty items were first calculated for each respondent to get each respondent's median attitude towards all the types of

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punishment when used to manage his or her behaviour. These median ranks of male students and female students were then compared using Mann-Whitney U test on SPSS. The median was chosen because the independent variable is ranked. Tables 11 and 12 show the results of the descriptive statistics and Mann-Whitney U test for sex differences respectively.

Table 11

Descriptive Statistics Attitude of Students towards Punishment

Sex of respondent	Median	Mean
Male	2.00	1.74
Female	2.00	1.71
Total	2.00	1.72

Source: Field Survey (2022)

Table 12

Mann-Whitney U test for Sex Difference in the Attitudes of Students towards Punishment

	Attitude of students towards punishment
Mann-Whitney U	10490.50
Wilcoxon W	20786.50
Z	-.14
Asymp. Sig. (2-tailed)	.87

a. Grouping Variable: Sex of respondent

Source: Field Survey (2022)

From Table 11, the Mann-Whitney U test revealed that there is no statistically significant difference between the attitude of males (Md= 2.00, n = 148) towards the use of punishment in behaviour management compared with

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the attitude of female students (Md = 2.00, n = 143), U = 10490.50, z = -.14, Sig. = .87, shown in Table 12. The decision is to fail to reject the null hypothesis because the sig. value is greater than .05.

Research Hypothesis 2

H$_0$: There is no statistically significant difference in the attitudes of JHS students of different age groups towards the use of punishment in behaviour management in the Sissala East Municipality.

H$_1$: There is a statistically significant difference in the attitudes of JHS students of different age groups towards the use of punishment in behaviour management in the Sissala East Municipality.

The null hypothesis sought to find out whether there is a statistically significant difference between the attitudes of JHS students in the age group 10 - 15 and the attitudes of JHS students in the age group of 16 - 20 in the Sissala East Municipality towards punishment. The age group 10 – 15 was assigned rank 1 and the age group 16 – 20 was also assigned rank 2. This hypothesis was tested by conducting a Mann-Whitney U test on the questionnaire items 23 to 42 which comprised different types of punishment in which students rated their level of like or dislike for each item. The median ranks for the twenty items were first calculated for each respondent to get each respondent's attitude towards all the types of punishment when used to manage his or her behaviour. These median ranks of students in the two age groups were then compared using Mann-Whitney U test on SPSS. The median was chosen because the independent variable is a ranked. Tables 13 and 14 show the descriptive statistics for the respondents based on age.

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Table 13

Descriptive Statistic for Attitude of Students Towards Punishment

Age of respondents	Median	Mean
10 – 15	2.00	1.70
16 – 20	2.00	1.76
Total	2.00	1.72

Source: Field Survey (2022)

Table 14 also shows the results of the Mann-Whitney U test for students in two age groups.

Table 14

Mann-Whitney U test for Age Difference in the Attitudes of Students Towards Punishment

	Attitude of students towards punishment
Mann-Whitney U	9330.00
Wilcoxon W	26535.00
Z	-.78
Asymp. Sig. (2-tailed)	.44

a.   Grouping Variable: Age of respondents

Source: Field Survey (2022)

From Table 14, the Mann-Whitney U test revealed that there is no statistically significant difference between the attitude of students within the age group of 10 – 15 years (Md= 2.00, n = 185) towards the use of punishment in behaviour management compared with the attitude of students in the age group of 16 – 20 years (Md = 2.00, n = 106), U = 9330.00, z = -.78, Sig. = .44, shown

in Table 14. The decision is to fail to reject the null hypothesis because the sig.

value is greater than the .05.

Discussion of Results

This section presents discussion of the results of the study. It involves discussion of the findings of the study in relation to literature on attitudes towards the use of punishment in behaviour management.

The findings of research question 1 show that students rated all the twenty types of punishment to be occurring in Junior High Schools in the Sissala East Municipality. Particularly, the study shows that specific types of corporal punishment such as caning, weeding, sweeping, insulting, asking students to kneel down or stand at the back of the classroom, are frequently used. It confirms the assertion by Skinner (2014) that punishment is the most common technique of control in modern life. This finding also confirms the position of Twum-Danso (2010) when he revealed that the application of punishment is particularly rampant in schools and went further to indicate that about 70% of students reported that they were most likely to experience physical punishment in school. Also, Stein, Steenkamp and Tangi (2019) had similar results when they found out that 354 (59.3%) of the students in Tanzania reported having been violently punished or treated by their teachers.

Findings of this study corroborate with Yeboah (2020) as well as Yeboah, Nyarko-Sampson and Forde (2020) when they reported that some teachers continue punishing students in schools which takes the form of caning, weeding, kneeling down, sending students out of the classroom and suspension from school as a way of managing disruptive behaviour. Similarly, Kimani, Kara and Ogetange (2012) in a study in Kenya found that the most occurring

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forms of punishment used among pupils at school were canning, slapping, kneeling down, pinching, pulling hair/ears and forced manual work. These findings are not also different from the revelations of Alhassan (2013) and the report given by the Ministry of Gender, Children and Social Protection (2018) that punishment (corporal) was generally high in Ghana.

Since the data showed that teachers have not completely abandoned the use of punishment to manage the behaviour of JHS students in the Sissala East Municipality, it could be due to the following. First, the implementation of the legal framework in the municipality may be weak as the corporal punishment policy in the country is not understood by stakeholders (USAID, 2004). Twum-Danso (2010) observed that Ghana uses punishment because the current legal and policy framework to safeguard children is ineffective in terms of both the wording of laws and regulations and their implementation. He stressed that reluctance on the part of governments to get involved has come from families who are opposed to government action. Using section 41 of the Criminal Offenses Act of 1960, the Ministry of Gender, Children, and Social Protection (2018) also attributed the existence of punishment in Ghana to legal provisions (Act 29). In the end, governments have prioritized implementing programmes to limit physical punishment in schools rather than outlawing (End Corporal Punishment, 2021).

The continues use of punishment in Ghana could also be because of public support for physical punishment based on moral and religious imperatives. About 70% of Ghanaians are Christians whose religious opinions condone punishment (Twum-Danso, 2010). The religious and social relationships that exist between teachers and parents bound teachers to take up

the role of parents by ensuring that students are corrected (Sulaiman, Khan, Ali & Ahmed, 2020). Durrant, and Levinson (cited in Berger, 2005) earlier contended that in Africa caregivers usually believe that spanking was acceptable, legitimate, and necessary.

Based on this, it is important to stress that this study revealed that schools in the municipality are not fully adhering to the policies against the use of corporal punishment, and safe school policies as outlined by the Ministry of Education and the Ghana Education Service.

Findings of research question 2 showed that JHS students in the Sissala East Municipality dislike all the types of punishment but one. This means that JHS students in the Sissala East Municipality have negative attitudes towards the various forms of punishment used to manage their behaviour apart from sweeping. According to the Classical Conditioning theory, painful consequences turn to generate negative attitudes, responses and feelings (Coon, 1995). This finding agrees with the submission of Morrow and Singh (2014) who revealed that students reported unhappiness towards various forms of punishment meted out to them. It also agrees with the assertion of Pinar and Pehlivan (2017) who concluded that students perceived punishment as a negative element. That notwithstanding, this finding contradicts research findings of Ghosh and Pasupathi (2016), and Santrock (2011) who reported that students have positive attitudes towards violence and punishment in schools. The study areas of each of these studies are remote from Ghana where different cultural and demographic variables could probably account for this contradiction.

One implication of students reporting negative attitudes towards punishment is that these students may turn to generalized those negative attitudes towards school based on the principle of stimulus generalization as opined by B. F. Skinner in the Operant Conditioning theory. This could consequently account for poor attitudes towards school.

One other key finding of this study is that participants reported that they like the punishment "When I am asked to sweep". This shows that JHS students have a positive attitude towards sweeping as a punishment. It is the only punishment type that students have reported to have a positive attitude towards. This supports the claim made by Ghosh and Pasupathi (2016) as well as Santrock (2011) that students like some forms of punishment. The reason could be because students sweep both at home and in school as a daily chore. This is seen as an activity they are brought up to cherish as a normal routine, hence this finding. This argument is justified when compared with the contention of Amoah, Laryea and Baiden (2014) who reported that both teachers and students favour some kinds of punishment because they are seen as normal features of the school system. This discovery therefore accentuates and justifies the proposal made by USAID (2008) that asking learners to sweep the classroom for a day or two should be adopted as one of the alternatives to corporal punishment.

Results of the study, in respect of research question 3, show that JHS students in the Sissala East Municipality reported dislike for teachers who punish them. This finding indicates that JHS students in the Sissala East Municipality have negative attitudes towards teachers who mete out punishment to them as a way of managing their behaviour. Theoretically this relates to the

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Classical Conditioning theory where a neutral stimulus elicits the same response as done by an unconditioned stimulus after repeated pairings. As teachers continue to use punishment on students, which generate negative attitudes from the students, those negative attitudes will automatically be extended to the teachers who administer the corporal punishment. In Ivan Pavlov's experiment with his dogs, the Psychologist observed that his dogs even began to salivate when they saw him (Pavlov) entering the room (Coon & Mitterer, 2007). Parents and care givers (including teachers) who belittle, scream at, or physically abuse their children make the mistake of becoming conditioned to complex emotional responses such as dislike (Coon, 1995; Dworetzky, 1988) and hatred (Chance, 1994) from the children.

This finding corroborates other empirical research findings (Pinar & Pehlivan, 2017) which indicate that students consider teachers giving punishment as negative. They perceive teachers giving punishment in school as bad people. According to the authors, the fact that a teacher gives punishment indicates that he/she is incompetent and weak. Similarly, Lewis, Karz, Romi and Qui (2008) submitted that both punishment and aggression related significantly to the level of students' distraction and negative affect towards the teacher. The same findings were reported by Yunisa, Aliyu and Ezeani (2019) that majority of the students would totally dislike the teacher when given a punishment while they were likely to react positively by liking the teachers who rewarded them.

One implication of students disliking teachers who punish them is that such teachers may not have a good rapport with these students which may consequently affect how the students behave towards them. The attitude of a

person towards an issue explains and predicts his or her behaviour towards that issue or the object (Tamanja cited in Kwapong, 2016; Yunisa, Aliyu, & Ezeani, 2019).

Another key finding in respect of research question 3 is that JHS students in the Sissala East Municipality reported that they like teachers who ask them to sweep. This is the only type of punishment JHS students in the Municipality reported to have a positive attitude towards teachers who apply it. Considering the fact that respondents reported to like sweeping as a punishment, they are expected to also like teachers who punish them to sweep. In the Classical Conditioning theory, responses that are elicited by unconditioned stimulus are also elicited by the person who presents the unconditioned stimulus. This I true for both painful and pleasurable stimuli. In Pavlov's experiment with his dogs, it was observed at a point that the response (salivation) that was elicited by meat presented to the dog was elicited by the sight of the experimenter (Pavlov). This may justify why JHS students in the Sissala East Municipality reported likeness for teachers who punish them to sweep simply because sweeping is a normal feature of their daily lives which they like. In most cases, students are praised for sweeping.

Research question 4 sought to find out how JHS students in the Sissala East Municipality of Ghana estimate the impact of punishment when used to manage their behaviour.

Contrary to the negative attitudes students have towards punishment and teachers who use punishment to manage their behaviour, JHS students in the Sissala East Municipality agreed that punishment has both positive and negative impact on their behaviour. This confirms the revelation by Ngussa and

Mdalingwa (2017) where students reported that punishment could help to monitor their discipline in school. Similar conclusion was reached by Amoah, Laryea and Baiden (2014) that both teachers and students accepted corporal punishments and punitive measures in general as a normal feature of the school system because they believed that corporal punishments helped to establish order and decorum in the classroom. Imoh (2013) also showed that most students emphasized the need for parents and other primary caregivers to use physical punishment on children to ensure they grow up into well behaved and responsible adults. This finds expression in the submission of Skinner (2014) that punishment which is a component of Operant Conditioning or Instrumental Conditioning moulds human behaviour into a fashion that is desirable, much like sculptor moulds clay.

In terms of respondents agreeing that punishment motivates students to learn and study quickly or understand, it is consistent with Gwando (2017) who revealed that most pupils accepted that corporal punishment helped them to reach their academic goals. This also agrees with an earlier finding by Khaliq, Douna and Ahan (2016) where responses of participants showed that punishment helped them to learn English Language. Nonetheless, these assertions by JHS students in the Sissala East Municipality negate the submission of UNICEF (2015) that Corporal punishment is negatively associated with later Mathematics scores at age 12 in India, Peru and Vietnam. It is also at variance with Ngussa and Mdalingwa (2017) who reported that punishment consequently contributes to poor performance in subjects.

Also, findings of this study show that punishment can create fear among students and lead them to drop out of school. This is similar to the assertion of

Ngussa and Mdalingwa (2017), Rafique and Ahmed (2019), and Pajarillo-Aquino (2019) who warn that students perceived that punishment could lead them to escape from classrooms, dropout and instil fear to learn. It also affirms the revelation made by Alhassan (2013) that in Ghana and Nigeria more pupils are dropping out of school due to fear of punishment. This finding by this study is supported by learning theories. According to the Classical Conditioning theory when parents and teachers punish students by belittling them, screaming at them, and or physically abusing them the students become conditioned to fear and withdrawal (Coon, 1995; Coon & Mitterer, 2007; Dworetzky, 1988). Classical conditioning plays a special role in the formation of emotions that have to do with fear (Chance, 1994; Coon, 1995; Gleitman, 1991). This could explain why JHS students in the municipality reported that punishment creates fear in them and makes them drop out of school.

The opinion of JHS students on the impact of punishment in the municipality contradicts their general attitude towards the use of punishment as a behaviour management approach. Even though students reported negative attitudes towards the various types of punishment being used in the municipality, they reported that punishment has both positive and negative impact on their behaviour by agreeing to all the statements on positive impact of punishment whilst also disagreeing to two statements on negative impact of punishment. This could be explained by the Theory of Reasoned Action which argues that the level of similarity between attitude measures and behaviour termed as *correspondence,* predicts behaviour. It contends that when attitudes are assessed from general to specific, the specific questions correlate very well with behaviour (Kassin, Fein & Markus, 2008). For instance, even though JHS

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students said they generally have negative attitudes towards punishment, they agreed to all specific statements on the positive impact of punishment on their behaviour whilst also disagreeing with two specific statements on the negative impact of punishment. Specifically, participants agreed that punishment makes them discipline, motivates them to learn, among others.

An implication of the contradiction between the attitudes of students and the positive and negative impact of punishment reported by respondents is that it may account for difficulties in attempts by stakeholders to completely eradicate punishment in schools. This is because, according to the concept of Cognitive Dissonance, people tend to reject new information that contradicts ideas they already hold (Coon & Mitterer, 2007). This can also be attributed to the fact that previous learning and behaviour can impede the acceptance of novel facts and ideas (Chance & Heward, 2010).

In respect of hypothesis 1 the study sought to find out whether there was a statistically significant difference between the attitudes of male and the attitudes of female JHS students towards the use of punishment in behaviour management in the Sissala East Municipality.

The Mann-Whitney U test which was conducted revealed that there was no statistically significant difference between the attitude of males (Md= 2.00, n = 148) towards the use of punishment in behaviour management compared with the attitude of female students (Md = 2.00, n = 143), U = 10490.50, z = -.14, Sig. = .89. This means that male JHS students in the Sissala East Municipality did not differ from their female colleagues in terms of their attitude towards punishment. The null hypothesis was, accordingly, not rejected.

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This finding accentuates the view of Teklu and Kumar (2014) who revealed that sex did not influence the attitudes of teachers towards corporal punishment because there was no significant statistical difference between the mean scores of females and males. Abrifor (2015) gave the same conclusion about the relationship between sex and perception of students and teachers in Nigeria. In Ghana, similar findings were reported by Yeboah (2020) that there was no statistically significant difference between the views of male and female teachers towards punishment. Even though these studies were conducted on teachers and not students, the sex variable is the same and thus compliments this particular study. Other studies including Ogbe (2015), and Ghosh and Pasupathi (2016) also affirm this finding of the study. One possible reason for this finding of the study is because the students come from the same cultural and social setting with similar orientations. The submission of Teklu and Kumar (2014) corroborates well with this. They argued that both males and females who are within a cultural context were expected to share the same attitude towards a particular phenomenon, in this case punishment.

This study therefore negates the findings of Rice (1987) as well as Darkwa, Akpanglo-Nartey and Kemetse (2020) who claim that males showed positive attitude than females towards punishment. In respect of this hypothesis, this finding by the current study is equally at variance with Yuk-wah (1991) and Emily (2015) who contend that female students have a positive attitude towards punishment when compared with their male colleagues. This affirms the position of Darkwa, Akpanglo-Nartey and Kemetse that research on sex differences on punishment is not conclusive

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Lastly, with respect to hypothesis 2, the study sought to find out whether there was a statistically significant difference between the attitudes of JHS students in the age group of 10 - 15 and the attitudes of students in the age group of 16 - 20 in the Sissala East Municipality towards punishment. This was tested by conducting a Mann-Whitney U test.

Results of the investigation revealed that there was no statistically significant difference between the attitude of students within the age group of 10 – 15 years (Md= 2.00, n = 185) towards the use of punishment in behaviour management compared with the attitude of students in the age group of 16 – 20 years (Md = 2.00, n = 106), U = 9330.00, z = -.775, Sig. = .44. Accordingly, the null hypothesis was not rejected. This means that JHS Students in the Sissala East Municipality do not have statistically significant difference towards the use of punishment in behaviour management in terms of age.

This finding corroborates the report given by Teklu and Kumar (2014) as well as Abrifor (2015) which concluded that there was no statistically significant correlation between the age and attitudes of teachers towards corporal punishment. It is important to indicate that though that study was on teachers and not students, the age variable is a common variable investigated in both studies. Finding of this current study is however at variance with other studies. For instance, Sherbert Research, and Vittrup and Holden (cited in Bristow & Carter-Davies, 2018) revealed that with the experience of physical punishment, age appears to be a key factor in determining a child's opinions. They stated that younger children find punishment more acceptable than older children.

Studies in the area of age and attitudes towards corporal punishment as it stands are inconclusive. There appears to be a paucity of research in this area which requires more studies. UNICEF (2015) puts it more succinctly that there is a lack of longitudinal data, especially from Low- and Middle-Income countries in the area of punishment.

Summary of Key Findings

First, there is frequent use of corporal punishment in JHSs in the Sissala East Municipality which.

Second, the attitude of JHS students towards the use of punishment in behaviour management is negative.

Third, the attitude of JHS Students towards teachers who use punishment in behaviour management is negative.

Forth, punishment has both positive and negative impact on the behaviour of JHS Students in the Sissala East Municipality.

Fifth, there is no statistically significant difference in the attitude of male and female JHS students in the Sissala East Municipality towards the use of punishment in behaviour management.

Last but not least, there is no statistically significant difference in the attitudes of JHS students of different age groups in the Sissala East Municipality towards the use of punishment in behaviour management.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study sought to assess the attitudes of JHS students in the Sissala East Municipality towards the use of punishment in behaviour management. Specifically, the study investigated the frequency of punishment; the attitudes of JHS students towards the use of punishment; and the attitudes of JHS students towards teachers who use punishment in behaviour management. It also examined the impact of punishment on the behaviour of JHS students. Furthermore, it looked at difference in the attitudes of male and female JHS students towards the use of punishment in behaviour management; and the difference in the attitudes of JHS students of different age groups towards the use of punishment in behaviour management.

The study answered and tested the following research questions and hypotheses respectively:

1. What is the frequency of punishment in Junior High Schools in the Sissala East Municipality?

2. What is the attitude of JHS students in the Sissala East Municipality towards the use of punishment in behaviour management?

3. What is the attitude of JHS students in the Sissala East Municipality towards teachers who use punishment in behaviour management?

4. What is the impact of punishment on the behaviour of JHS students in the Sissala East Municipality?

5. There is no statistically significant difference in the attitudes of male and female JHS students in the Sissala East Municipality towards the use of punishment.

6. There is no statistically significant difference in the attitudes of JHS students in the Sissala East Municipality of different age groups towards the use of punishment in behaviour management.

Descriptive survey design was used to carry out the investigation. A total of 291 respondents were sampled from an accessible population of 1,208 students in JHS Two in the Sissala East Municipality. The respondents were selected using probability sampling. The study used a closed-ended Likert scale questionnaire to collect data to answer the research questions and to test the hypotheses. Data on the research questions were analysed using means and standard deviation. Also, the research hypotheses were tested using the Mann - Whitney U test. The necessary permission and clearance from the Institutional Review Board, University of Cape Coast (UCCIRB) was obtained.

Key Findings

The following findings were obtained by the study:

First, there is the frequent use of corporal punishment in JHSs in the Sissala East Municipality.

Second, the attitude of JHS Students towards the use of punishment in behaviour management is negative.

Third, the attitude of JHS students towards teachers who use punishment in behaviour management is negative.

Forth, punishment has both positive and negative impact on the behaviour of JHS students in the Sissala East Municipality.

Fifth, there is no statistically significant difference in the attitude of male and female JHS students in Sissala East Municipality towards the use of punishment in behaviour management.

Last but not least, there is no statistically significant difference in the attitude of JHS students of different age groups in the Sissala East Municipality towards the use of punishment in behaviour management.

Conclusions

The following conclusions were drawn based on the findings of the study:

1. Since there is frequent use of corporal punishments such as canning, insulting, among others in JHSs in the Sissala East Municipality it means that teachers in the municipality are not fully adhering to government's policies on corporal punishment.

2. Because learners have negative attitude towards punishment, and also towards teachers who use punishment, it is deduced that JHS students in the municipality have negative attitude towards school, and other teachers who do not even use punishment. This relates directly with the principle of stimulus generalization in the Operant Conditioning Theory developed by B. F. Skinner.

3. Also JHS students in the Sissala East municipality believe punishment helps them to be discipline, learn, and study. They also reported that punishment creates fear in students and makes students to drop out of school. This means that punishment has both intended and unintended outcomes on JHS students.

4. It is also concluded that JHS students in the Sissala East Municipality do not differ in their attitudes towards punishment in terms of their sex.

Both male and female students have expressed similar attitudes towards punishment.

5. Lastly, JHS students in the Sissala East Municipality do not differ in their attitudes towards punishment in terms of their age. Punishment evokes similar expressions in JHS students irrespective of their age group.

Recommendations

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

1. Teachers should completely stop the use of corporal punishment such as caning, insulting, asking students to kneel down, among others because students dislike them yet they are used frequently.

2. Teachers should use alternatives to corporal punishment such as asking students to sweep. This is because students reported they like punishment that involves sweeping.

3. Since JHS students said punishment has both positive and negative effect on their behaviour and makes them discipline, teachers are encouraged to learn and apply various strategies that make punishment very effective.

4. It is also recommended for teachers to apply the same types of punishment to manage the behaviour of students from both sex groupings because they have similar attitudes towards punishment.

5. Teachers should also apply the same types of punishment to manage the behaviour of JHS students of different age groups because they have similar attitudes towards various types of punishment.

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Suggestions for Further Research

The following areas are suggested for further studies.

1. Future researchers should consider replicating the study in other districts, regions and the entire country so as to help stakeholders in education to appreciate the full extent of application of punishment, and the attitude of JHS students across the country towards the use of punishment in behaviour management.

2. Researchers should investigate the attitude of parents and teachers in the Sissala East Municipality towards the use of punishment in behaviour management.

3. Also, future researchers should consider embarking on longitudinal studies on the impact of punishment on the learning outcomes of JHS students in Ghana.

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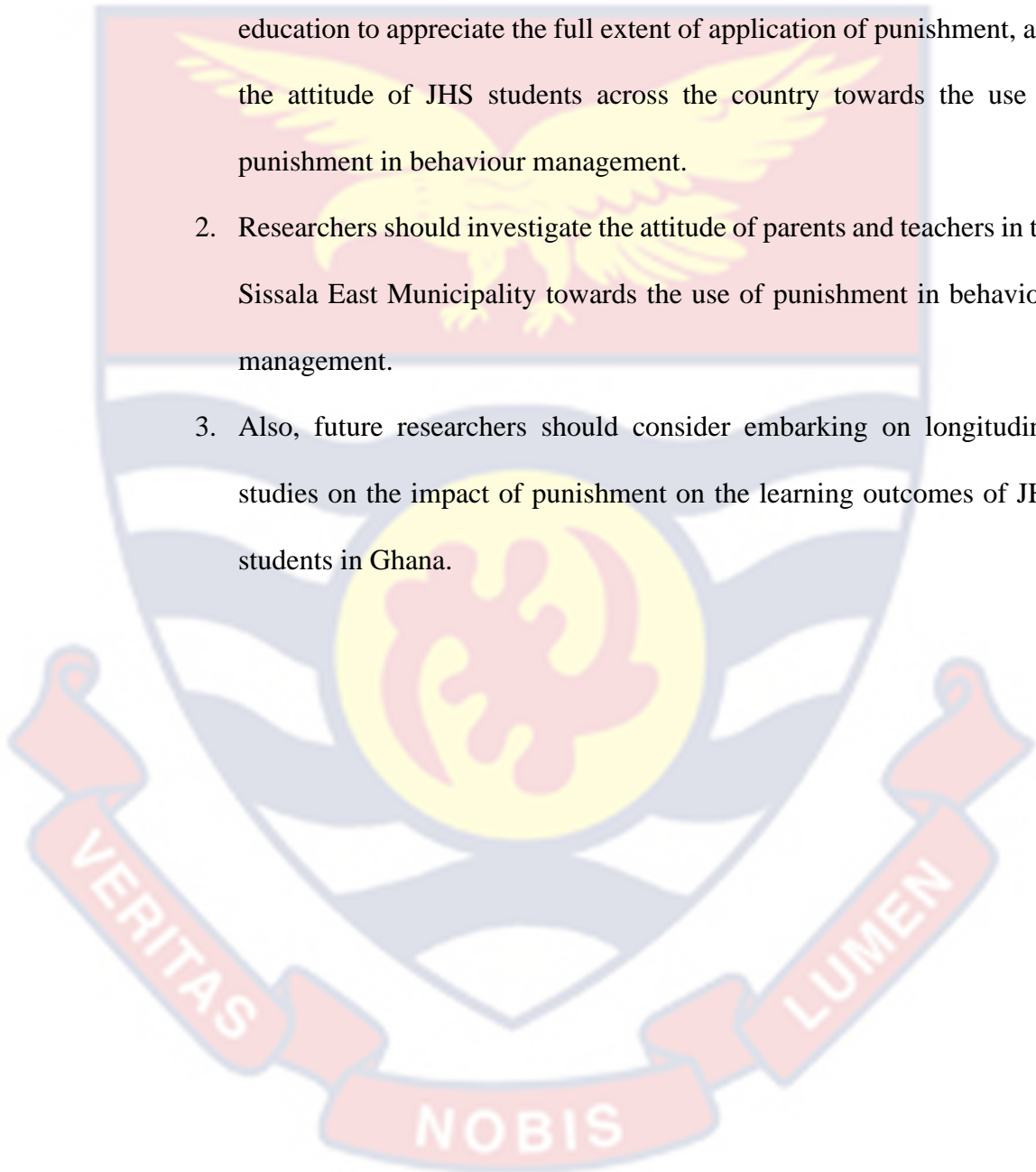
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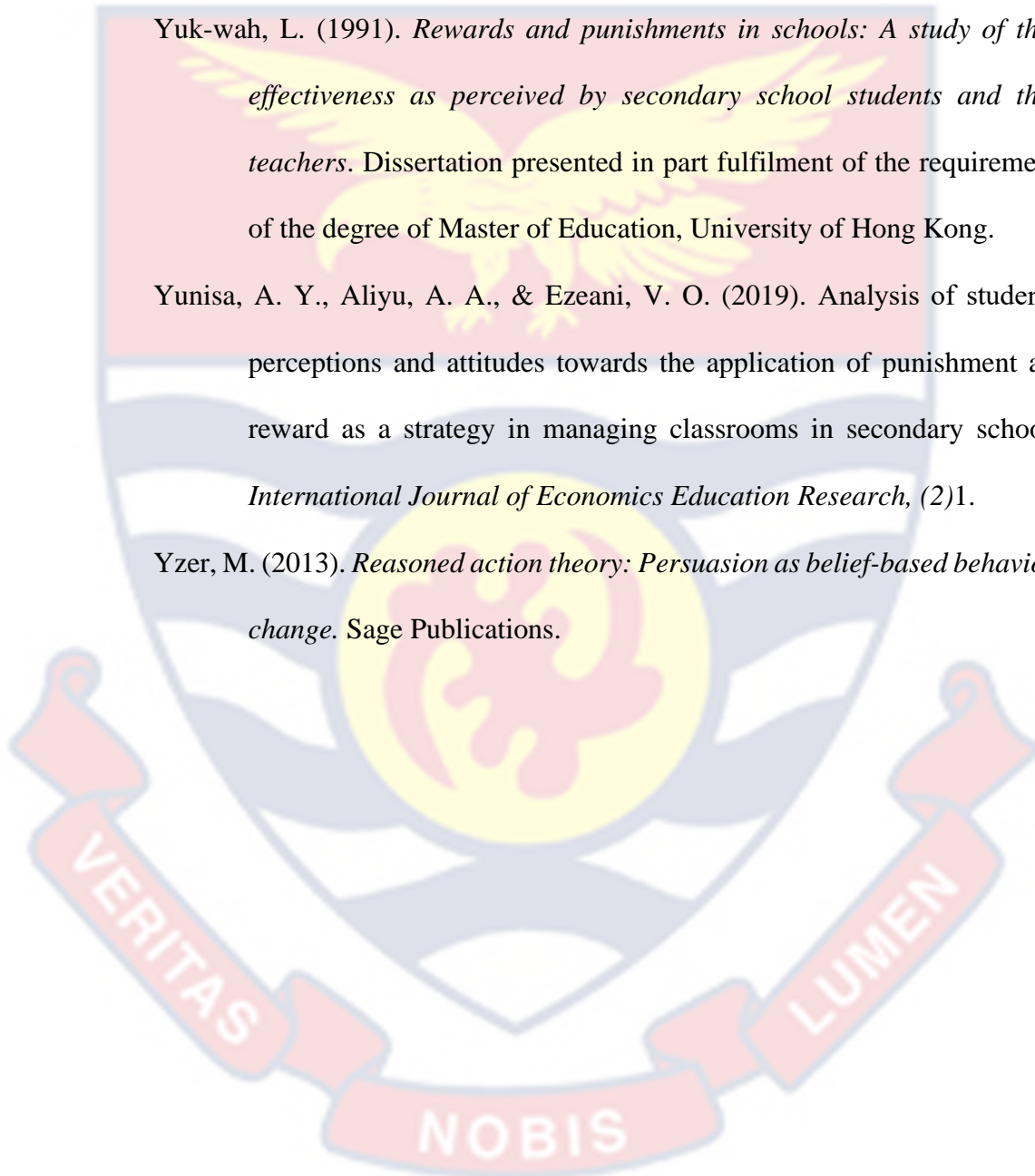
APPENDICES

APPENDIX A

A Letter of Caution from National Schools Inspectorate Authority

National Schools Inspectorate Authority
Enforcing Standards, Ensuring Quality

Ministry of Education
REPUBLIC OF GHANA

Ref: NaSIA/SPs/21/06/001

21st June, 2021

To: All School Proprietors

CAUTION AGAINST CORPORAL PUNISHMENT MALPRACTICES IN PRE-TERTIARY SCHOOLS

The National Schools Inspectorate Authority (NaSIA) has received continuous complaints from concerned parents regarding Corporal Punishment malpractices in schools attended by their wards, which have resulted in physical and emotional repercussions on the said victims.

Please take note that such practices are considered an offence under the Corporal Punishment Policy prescribed by the Ministry of Education, which has been adopted by NaSIA.

We hereby advise all School Proprietors to ensure such malpractices desist in their schools and encourage them to adopt best practices that promote a nurturing and safe academic environment for all Learners.

Thank you.

HAGGAR HILDA AMPADU, PhD
INSPECTOR GENERAL OF SCHOOLS

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ASSOCIATION OF INTERNATIONAL CURRICULAR SCHOOLS (ASICS)
FEDERATION OF EDUCATION RESEARCH AND DEVELOPMENT (FERD)
CONFERENCE OF HEADS OF PRIVATE AND SECOND CYCLE SCHOOLS (CHOPSS)
ALL SCHOOL PROPRIETORS

Ameda St, Yooyi Loop Roman Ridge, Accra,Ghana Digital Address: GA-089-1361	Ministry of Education Private Mail Bag 18 Ministries Post Office	www.nasia.gov.gh info@nasia.gov.gh	0302 907 589 0302 907 539 +233 (0) 545 732 688 +233 (0) 549 137 015

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APPENDIX B

A Letter of Caution from Ghana Education Service

GHANA EDUCATION SERVICE

In case of reply the number
and date of this letter should be quoted

HEADQUARTERS
Ministry Branch Post Office
P. O. Box M.45
Accra

My Ref. No. GES/DD- G/2/21/148

Republic of Ghana

20th September, 2021

TO: ALL REGIONAL DIRECTORS OF EDUCATION

CAUTION AGAINST THE CONTINUED USE OF CORPORAL AND INHUMANE PUNISHMENT IN SCHOOLS

The Ghana Education Service (GES) initiated the Safe Schools Programme as part of efforts aimed at making pre-tertiary schools in the country safe and secured for teaching and learning.

To this end, Management of the GES banned the use of corporal punishment in pre-tertiary schools in February, 2017 and re-emphasised it in 2019, with a directive for all teachers to adopt the **Positive Discipline toolkit** as the only measure for correcting misbehaviour of learners in schools.
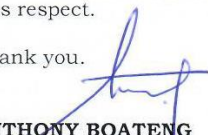
It is however, regrettable to note in recent times, there has been increased reported cases of use of corporal punishment of learners who misconduct themselves.

Management would like to use this opportunity to strongly advise against the continued use of corporal punishment and entreat teachers to apply measures spelt out in the *Positive Discipline Toolkit* and the *Head Teachers' Handbook (Appendix 2)* in dealing with all discipline issues among children.

Management will not hesitate to apply the relevant sanctions consistent with the provisions of the revised Code of Conduct for staff of the Ghana Education Service, should this directive be ignored.

We count heavily on the cooperation of Directors and all other stakeholders in this respect.

Thank you.

ANTHONY BOATENG
DEPUTY DIRECTOR-GENERAL (MS)
FOR: DIRECTOR-GENERAL
Cc: The Director General, GES Hqtrs, Accra
       The Deputy Director-General (Q&A), GES Hqtrs, Accra
       The Director, Schools & Instructions, GES Hqtrs, Accra

APPENDIX C

A Letter of Introduction

UNIVERSITY OF CAPE COAST

COLLEGE OF DISTANCE EDUCATION

GRADUATE STUDIES UNIT

Tel #:   0332091217

Fax: 042   36946

E-mail: code.postgraduate@ucc.edu.gh

University Post Office
Cape Coast

Cape Coast, Ghana

Our Ref: CoDE/G.7/1/V.3/144

9th September, 2021

The Chairperson
Institutional Review Board
University of Cape Coast
Cape Coast.

Dear Sir,

A LETTER OF INTRODUCTION: KASSIM FILE DANGOR

The bearer of this letter is a student of the College of Distance Education, University of Cape Coast with student registration number ED/EPS/19/0003. He is pursuing a Master of Philosophy degree in Educational Psychology. He is investigating the topic "Attitudes of Junior High School Students towards the Use of Punishment in Behaviour Management in the Sissala East Municipality, Ghana".

Kindly extend to him any curtesy he may require in relation to his research and postgraduate studies at the University of Cape Coast.

Thank you.

Yours faithfully,

Dr. Felix Kumedzro.

(Coordinator)

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APPENDIX D

A Letter of Consent from Supervisor

UNIVERSITY OF CAPE COAST
COLLEGE OF DISTANCE EDUCATION

Tel.: 03321- 35203 / 36947
Fax: 03321- 33655
E-mail: cee@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST

12ᵗʰ OCTOBER, 2021

LETTER OF CONSENT IN SUPPORT OF MR. KASSIM FILE DANGOR

I wish to confirm that the student named above has been officially assigned to me by my department as my supervisee. Below is his particulars:

- Name: KASSIM FILE DANGOR
- Registered Number: ED/EPS/19/0003
- Program: MPHIL EDUCATIONAL PSYCHOLOGY
- Thesis Title: Attitudes of Junior High School students towards the use of punishment in behaviour management in the Sissala East Municipality, Ghana.

He has gone through the preliminary stages by way of proposal defence. I hope to give off my best in guiding and supervising the student go through this work

I would, therefore, be very pleased if the student can be guided to go through the required procedure in obtaining the needed clearance for the work to go on.

For further information, I can be reached on phone number 0243106249 and my email address is pahiatrogah@ucc.edu.gh

Yours sincerely,

Prof. Paul Dela Ahiatrogah
CoDE, UCC

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APPENDIX E

Ethical Clearance from UCCIRB

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309
E-MAIL: irb@ucc.edu.gh
OUR REF: UCC/IRB/A/2016/1275
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0009096

14ᵀᴴ MARCH, 2022

Mr. Kassim File Dangor
Tumu College of Education
Tumu

Dear Mr. Dangor,

ETHICAL CLEARANCE – ID (UCCIRB/CoDE/2021/04)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research **Attitudes of Junior High School Students Towards the use of Punishment in the Behaviour Management in the Sissala East Municipality, Ghana.** This approval is valid from 14ˢᵗ March, 2022 to 13ᵗʰ February, 2023. You may apply for a renewal subject to submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Samuel Asiedu Owusu, PhD
UCCIRB Administrator...

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST

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APPENDIX F

Permission Letter from Ghana Education Service

GHANA EDUCATION SERVICE

MUNICIPAL EDUCATION OFFICE

In case of reply this number and
date of this letter should be quoted.

Email.

GES/UWR/SEM.66/VOL.5/22/015

REPUBLIC OF GHANA

Post Office Box 36
Tumu – UWR

16ᵗʰ   March,   2022

RE: PERMISSION TO COLLECT DATA

Permission has been granted you to collect your data for your research titled **Attitudes of Junior High School Students Towardsthe use of Punishment in Behaviour Management in the Sissala East Municipality, Ghana** as you stated in your letter dated 14ᵗʰ March, 2022.

By a copy of this letter the schools concern are kindly requested to comply and assist accordingly.

Thank you.

+

GODFRED B. KANTON
DEP. DIRECTOR A & F
For: MUNICIPAL DIRECTOR OF EDUCATION

MR. KASSIM FILE DANGOR
TUMU COLLEGE OF EDUCATION
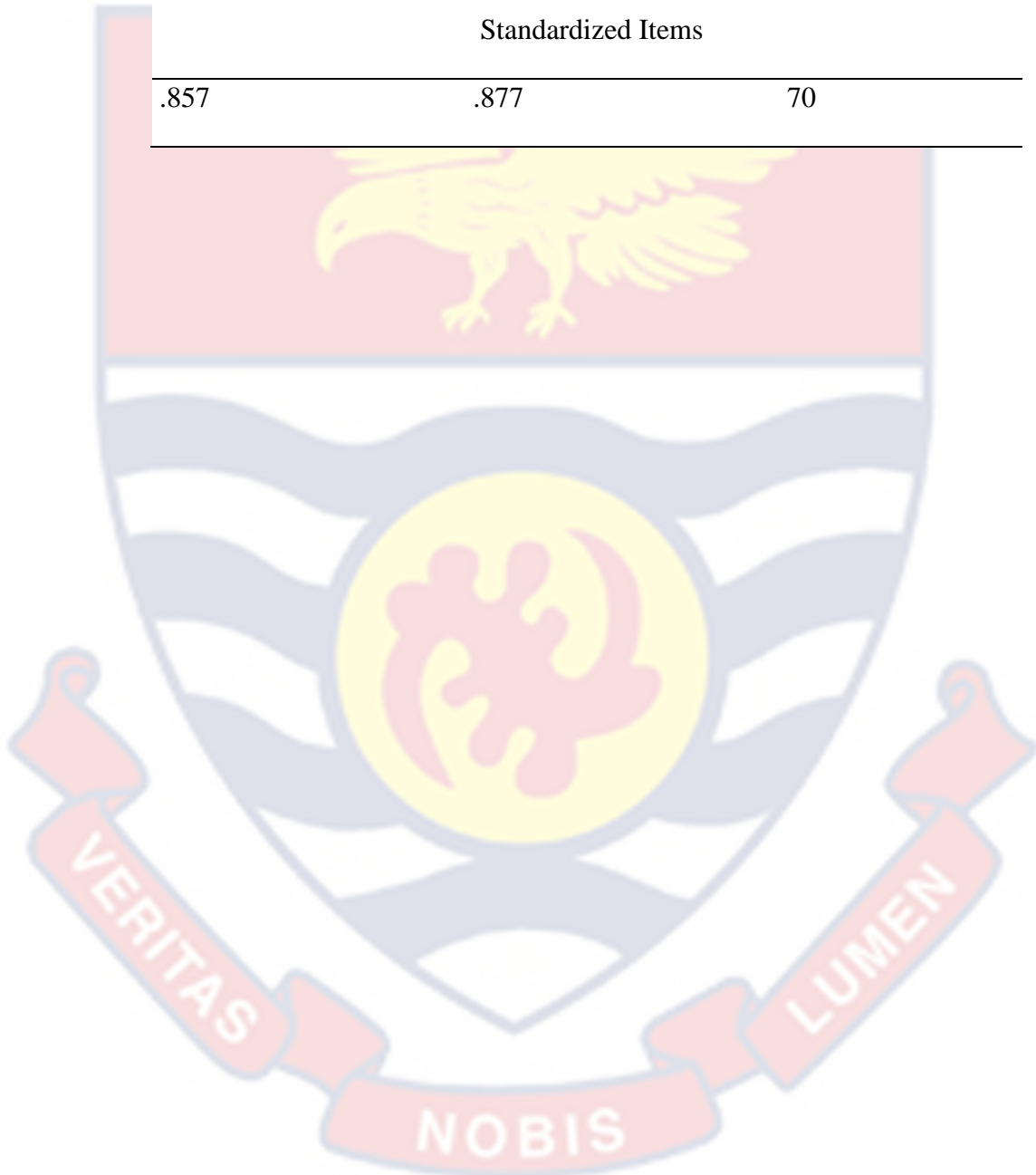POST OFFICE BOX 19
TUMU – UPPER WEST REGION

Cc: -   All Schools Concern

All SISOs

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APPENDIX G

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.857	.877	70

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APPENDIX H

Student Questionnaire

UNIVERSITY OF CAPE COAST

COLLEGE OF DISTANCE EDUCATION

ATTITUDES OF JHS STUDENTS TOWARDS THE USE OF

PUNISHMENT IN BEHAVIOUR MANAGEMENT

INTRODUCTION:

My name is KASSIM FILE DANGOR. I am a Master of Philosophy student at the Department of Education and Psychology, Faculty of Educational Foundations of the College of Distance Education, University of Cape Coast. I am undertaking the above-mentioned study for the award of a Master of Philosophy Degree in Educational Psychology. The study is purely for academic purposes only. Kindly provide accurate responses to all the items in this questionnaire. Your confidentiality and anonymity are assured. Please, do not write your name on the questionnaire. You are free to opt out of the study anytime you want. You may contact me on 0248422915 or through mail filekassim@gmail.com .

To be answered by JHS 2 students in the Sissala East Municipality.

SECTION A

DEMOGRAPHIC DATA

Name of School: ……………………………………………………

Please, respond to each of the items in this section by ticking [√] the option that is appropriate to your case.

1. Sex: 1. Male   [ ]

          2. Female [ ]

2. Age: 1. 10 – 15 [ ]

          2. 16 – 20 [ ]

          3. 21 and above [ ]

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SECTION B

Kindly indicate the extent to which each of these punishment types takes place in your school by ticking [√] in the appropriate boxes, your response to each of the statements.

(Very Frequently = 4, Frequently = 3, Not Frequently = 2, Never = 1)

Types of punishment used in schools.

No.	Item	Very Frequently	Frequently	Not Frequently	Never
3	Students are canned as punishment.				
4	Students are slapped as punishment.				
5	Students are knocked as punishment.				
6	Students are punished to weed.				
7	Students are punished to dig pits.				
8	Students are punished to sweep.				
9	Students are punished to wash toilets or urinals.				
10	Students are made to kneel down as punishment.				
11	Students are insulted as punishment.				
12	Students are mocked at as punishment.				
13	Students are laughed at as punishment.				
14	Students are hooted at as punishment.				
15	Teachers pull the ears of students as a form of punishment.				

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16	Teachers pull the hair of students when they do wrong.				
17	Teachers write bad reports about students to parents.				
18	Teachers ask students who disturb to stand at the back of classroom.				
19	Teachers reduce students marks as a form of punishment				
20	Teachers punish students by stopping them from going out for break.				
21	Students are denied selection for a competition or game as punishment for wrong behaviour eg. Sports				
22	Students are asked to pay a fine/money for a destruction as punishment				

SECTION C:

Kindly indicate the extent to which you **like** or **dislike** each of the following ways of punishing you anytime you put up a wrong behaviour in school by ticking [√] in the appropriate boxes provided for each of the statements, (Strongly Like= 4, Like= 3, Dislike = 2, Strongly Dislike=1)

Ways of punishment.

No.	Item	Strongly Like	Like	Dislike	Strongly Dislike
23	When I am caned.				
24	When I am slapped.				
25	When I am knocked.				
26	When I am made to weed.				
27	When I am asked to dig a pit.				

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28	When I am asked to sweep.				
29	When I am asked to wash toilets and urinals.				
30	When I am made to kneel down				
31	When I am insulted				
32	When I am hooted.				
33	When I am mocked at.				
34	When I am laughed at.				
35	When my ear is pulled.				
36	When my hair is pulled.				
37	When the teacher writes a bad report about me to my parents.				
38	When I am made to stand up at the back of the classroom.				
39	When my marks are reduced.				
40	When I am denied a break time.				
41	When I am denied selection for a competition or game eg. Sports.				
42	When I am asked to pay a fine/money for a destruction.				

SECTION D

Kindly indicate the extent to which you **like** or **dislike teachers** who punish you in the following ways by ticking [√] in the appropriate boxes provided for each of the statements, (Strongly Like= 4, Like= 3, Dislike = 2, Strongly Dislike=1).

Attitudes of students towards teachers who use punishment.

No.	Item	Strongly Like	Like	Dislike	Strongly Dislike
43	Teachers who cane me				
44	Teachers who slap me				
45	Teachers who knock me				

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46	Teachers who ask me to weed.				
47	Teachers who ask me to dig a pit.				
48	Teachers who ask me to sweep.				
49	Teachers who ask me to wash toilets or urinal.				
50	Teachers who ask me to kneel down				
51	Teachers who insult me				
52	Teachers who hoot at me				
53	Teachers who mock at me				
54	Teachers who laugh at me				
55	Teachers who punish me by pulling my hair.				
56	Teachers who punish me by pulling my ears.				
57	When the teacher writes a bad reports about me to my parents				
58	Teachers who ask me to stand up at the back of the classroom				
59	Teachers who reduce my marks for wrong behaviour				
60	Teachers who deny me a break time				
61	Teachers who deny me selection for a competition or game eg. Sports				
62	Teachers who ask me to pay a fine/money for a destruction				

SECTION E

Kindly indicate the extent to which you **Agree** or **Disagree** with each of the following statements by ticking [√] in the appropriate boxes provided for each of the statements, (Strongly Agree= 4, Agree= 3, Disagree = 2, Strongly Disagree=1).

Effects of punishment.

No.	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
63	Punishment helps to make students discipline.				
64	Punishment influence students to learn.				
65	Punishment motivates students to study.				
66	Punishment makes students to understand quickly.				
67	Punishment makes students to refuse to attend class.				
68	Punishment creates fear in students.				
69	Punishment make students to drop out from school.				
70	Punishment contributes to poor behaviour among students.				

THANK YOU FOR YOUR PARTICIPATION IN THIS STUDY.

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