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INDISCIPLINE IN SENIOR HIGH SCHOOLS IN THE CAPE COAST METROPOLIS OF GHANA

PHYLLIS ASANTE-KROBEA

2024

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INDISCIPLINE IN SENIOR HIGH SCHOOLS IN THE CAPE COAST METROPOLIS OF GHANA

BY

PHYLLIS ASANTE-KROBEA

Thesis submitted to the Department of Guidance and Counselling of the Faculty of Educational Foundations, College of Education Studies, University of Cape Coast, in partial fulfillment of the requirements for the award of Master of Philosophy degree in Guidance and Counselling.

JANUARY 2024

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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 was supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast

Supervisor's Signature……. Date……

Name;…….

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ABSTRACT

This study aimed to examine changes in disciplinary issues in senior high schools within the Cape Coast Metropolis, Ghana, following the abolition of corporal punishment. Adopting a qualitative research approach, the study was grounded in a phenomenological paradigm. A total of eighteen (18) participants comprising six students, six teachers, three counsellors, and three headteachers were select using purposive and census sampling techniques from three senior high schools. Data were collected through semi-structured interviews and analysed using Thematic Analysis. The findings revealed that indisciplined behaviours such as absenteeism, examination malpractices, sexual promiscuity, and vandalism were prevalent among students. The study also identified several factors that contributed to the elimination of corporal punishment, including concerns about physical and psychological injury, parental worries, and the indoctrination of other cultures. In response to the ban, schools implemented alternative disciplinary measures such as signing bonds, introducing guidance and counselling programmes, suspensions, and expulsions. However, the study found that school indiscipline increased following the prohibition of corporal punishment. Based on these findings, school administrators and policymakers should develop targeted behavioural interventions to address the most prevalent forms of indiscipline. Strengthening guidance and counselling services, implementing restorative disciplinary practices, and fostering positive behavioural reinforcement strategies are recommended to enhance discipline while ensuring students' well-being.

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KEYWORDS

Corporal Punishment

Indiscipline

Abolishing Corporal Punishment

Indiscipline in Schools

Discipline

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DEDICATION

To my husband, Mr. Asante Sarfo Krobea and to my children, Kwabena Asante Krobea, Phyllis Aihun-Asante and Isaac Ohene Asante.

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CHAPTER ONE

INTRODUCTION

Many countries are starting to pay more attention to the problem of school indiscipline. According to Leigh et al. (2009), learner indiscipline is a major and widespread issue that has a negative impact on pupils' ability to study. Vandalism, smoking, disobedience, intimidation, delinquency, assault, rape, theft, and general violence are some of the ways this problem is shown (Marais & Meier, 2010). Learners in Ghana are said to have displayed a "don't care" attitude towards their work, disrespected teachers, and openly challenged them. Once thought to be a successful method of school discipline, corporal punishment has given way to a new approach known as Alternatives to Corporal Punishment (ATCP) (Tungata, 2006). Educators may be inclined to draw a connection between the increasing issue of misbehaviour in the classroom and the prohibition of physical punishment (Naong, 2007). The goal of this research is to find out how things are with school indiscipline now that physical punishment is illegal.

Background to the Study

An individual develops into a responsible adult via education, which in turn produces responsible citizens for society. As stated by Maih (2012). When thinking about a country's economic growth, education is crucial. Because of this, every country works to improve her human resource base; only then can she find answers to her many difficulties. Adentwi (2005) states that... As part of its efforts to advance economically, Ghana allocates 40% of its national budget to its educational system (Fia, 2011). Education is the key to every nation's prosperity and success.

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The human resource basis of a nation can be strengthened through the acquisition of knowledge through education. Therefore, society looks to the educational system to turn forth intellectually curious, socially engaged, economically successful, politically engaged, and culturally competent individuals who can help advance the country (Fia et al. 2011). A big part of the credit for this goes to the educational system. Every nation has its own system of schools and universities to teach its people the things they need to know and instil in them the values they should live by so they can help build their nation. Consequently, schools are among the most vital institutions for the progress of every nation.

To effectively inculcate the goals and objectives of our educational system, the boarding system has been implemented in the majority of Ghana's senior high schools (Inkoom& Biney, 2010). The purpose of establishing and maintaining educational institutions is to guide students in the direction of societally valued goals. With the help of its students and teachers, the school is able to fulfil its mission and contribute to society as a whole. Compliance with the rules and regulations by both students and staff is essential for a good learning process and effective instruction. Consequently, order amongst the faculty and students is necessary for an excellent education to be provided. Once again, many have stressed the importance of schools as agents of growth, and as a result, there is widespread worry about any interference with the normal operation of schools. Due to the importance of schools in society, issues of school discipline have garnered significant attention from policymakers, parents, and students.

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The nation and its government have been worried about the rising tide of indiscipline in Ghana for some time now (Boamah, 2010). Dr. Kwame Addo Kuffour, Ghana's Minister of Defence in 2002, made the following statement regarding student misconduct: "the declining rate of discipline in many schools has contributed to the erosion of high academic attainments, demoralised teaching staff and brought sorrow and disappointment to many parents" (Gyan et al., 2015). In addition to stressing the importance of self-control, respect for the law, and regulations, he made the observation that discipline is the bedrock of all significant accomplishments in any effort.

The issue of disobedience, as stated by Gyapong and Subbey (2021), affects every aspect of human existence and has brought humanity to its knees. There are two primary goals of school discipline, say Njobvu and Simuyaba (2020). The first is making sure everyone on campus is secure, and the second is making sure everyone can learn in an ideal setting. The goals of education are undermined when pupils engage in aggressive and criminal behaviours, leading to acts of indiscipline. The current climate in which education providers and consumers are allowing acts of indiscipline to flourish has the potential to give rise to a monster that will be difficult to eradicate (Ali et al., 2014). It is a heartache that students are acting in undisciplined manner. On Friday, November 5, 2021, during prep hours, students of Konongo Odumase Senior High School went on a bullying rampage. One of their senior colleagues tried to break up a fight between the suspect and his friends, and the victim, a 15-year-old boy, was attacked and stabbed with a knife.

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There is a connection between corporal punishment and school discipline, which is a problematic phrase with far-reaching implications for everyone involved in education (Agbenyega, 2006; Agbenyega, 2011). Some people think of discipline as a body of information, while others see it as a set of rules, a method of treatment that regulates or punishes, or as training that builds self-control, character, orderliness, or efficiency. The current research examined physical punishment in light of the aforementioned three definitions of discipline.

Ghanaian schools still adhere to the somewhat outmoded belief that physical and other types of coercive punishment help pupils learn (Edumadze, 2004). Because students come from all walks of life, the use of corporal punishment in the classroom served to both discipline them and monitor their attitudes. Punishments meted out to disruptive and rebellious students included making them kneel for hours, pinching, and spanking.

In Ghana, practically everyone agrees that physical punishment is an essential part of child upbringing, whether at home, in the classroom, or elsewhere. In addition to the Children's Act of 1998 and the national Constitution of 1992, both of which encourage physical punishment as a form of discipline for children, traditional Ghanaian society also supports physical punishment (Constitution, 1992). Truancy at home has a detrimental effect on a child's academic and career development when they believe their mistakes will not be tolerated at home or school.

The government of Ghana upheld the legitimacy of "reasonable" physical punishment during the 2008 Universal Periodic Review (UPR) of Ghana. Negative

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results have been associated with corporal punishment in cases involving children. Adverse effects, including aggressiveness, criminal behaviour, and mental health issues in kids. Research has shown that children who experience harsh corporal punishment are more likely to act aggressively. In her pillar theory, Baumrind (1989) contended that physical punishment, when administered in a caring family setting, effectively decreases undesirable behaviour without escalating aggressiveness. Another finding from this group of researchers is that conflicting expectations are the only one that link physical punishment with increased rates of juvenile criminality. In addition to traditional settings like homes and schools, alternative care settings like institutions, emergency rooms, and foster care also make use of physical punishment.

In Ghanaian schools, physical punishment is not seen as an option for enforcing discipline. The primary objectives of school discipline are the protection of teachers and students and the establishment of a peaceful and orderly classroom. These objectives are rendered useless by severe student misconduct characterised by aggressive or illegal activity (Duong & Sirohi, 2023). Education is the key that unlocks the door to personal and societal progress. In this age of rapid technological advancement and widespread international trade, education is seen as foundational to all human endeavours. According to Duong and Sirohi (2023), it is strongly associated with people's happiness and their ability to improve their living conditions, and it is also crucial for the growth of human capital.

The goal of public schools in Ghana is to provide students with the skills they need to become contributing members of society and to access higher

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education. An individual's ability to make a positive contribution in their community and the nation's social, economic, and political growth depends on their possession of the right set of skills, values, attitudes, knowledge, and competences. This means that teachers continue to place a premium on students' academic achievement and conduct. Students' academic performance is impacted by a variety of factors, both within and outside of the classroom. Some names for these elements include student, family, school, and parental (Wilkinson et al., 2023).

In many schools, the problem of student disobedience is a major roadblock to the achievement of instructional objectives. Stakeholders at Ghana's senior high schools have noticed a dramatic rise in student disobedience. Senior high school indiscipline is a persistent and serious administrative issue in developing countries. The study conducted by Wilkinson et al. (2023) highlighted certain problematic behaviours related to punishment, including instances of theft, truancy, sexual offences, vandalism, and dishonesty. There has been a recent uptick in the percentage of Ghanaian students who choose not to complete their secondary education. These kids might never amount to anything since they encourage and display antisocial behaviour. As a result, they start to weigh society down.

Teachers, principals, parents, and citizens of Ghana are speaking out against the rising tide of student disobedience in secondary education. Since children are seen as the country's future leaders, this observation disturbs the minds of patriotic Ghanaians. Therefore, the government, educators, parents, school administrators, and the entire Ghanaian population would wholeheartedly support any effort to reduce student misconduct in educational institutions. So, the researcher thought it

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was a good idea to investigate how senior high schools in the Cape Coast Metropolis of Ghana's Central Region are doing in terms of indiscipline now that physical punishment is illegal.

Statement of the Problem

Discipline in schools is essential to society and it is highly prized by all institutions and organisations. No society can achieve its goals and fulfil its dreams without appropriate and constructive discipline. A well-run administration requires discipline (Angsomwine, 2014). School rule violations and generalised nonconformity to social standards are the foci of this investigation. The country might lose out on valuable human resources and personnel, which could lead to budget cuts.

Students in Ghanaian schools have historically been disciplined through the use of corporal punishment. A small number of educators held the view that physical punishment should be instituted as a swift and conclusive response to any disruptive behaviour in the classroom. Physical punishment is seen by many teachers as an effective means of reprimanding disruptive students and sending a clear message to their peers that they will not be tolerated (Wilkinson et al., 2023). According to studies, school discipline has worsened in Ghana and other countries where physical punishment is officially forbidden (Ngui & Lay, 2020).

Poor outcomes, dropouts, and a loss of resources invested by stakeholders like parents and the government in education can be caused by school discipline issues, which in turn impact the quality of instruction and the completion of the school curriculum (Magabane, 2021; Munyasya, 2008; Ngwokabuenui, 2015).

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Students' lack of discipline and discontent is orchestrated with the intention of wreaking havoc. In an effort to get the school administration to address their concerns, students have decided to boycott classes. The academic success of students and the effectiveness of teachers are the two most important factors in determining whether or not senior high school education is successful in its aims. The persistence of student issues such as tardiness, low academic performance, exam cheating, deviant behaviour, and dropout is a big challenge for educational administration.

Therefore, it is imperative that school officials, educators, parents, and members of the public work together to eradicate school discipline. The inefficient use of school resources (both human and material) and the pervasive lack of discipline among students make it impossible for Ghanaians to sit on their hands and do nothing. After the elimination of physical punishment in Cape Coast Metropolis, Ghana, the researcher was compelled to investigate the level of indiscipline in senior high schools due to the students' lack of self-control.

Purpose of the Study

The goal of this study was to explore the level of indiscipline among students in Senior High Schools in the Cape Coast Metropolis following the abolition of physical punishment in Ghanaian schools. Specifically, the study aims to:

1. find out the forms of indiscipline in Senior High Schools in the Cape Coast Metropolis of the Central Region;

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2. examine what led to the abolition of corporal punishment in schools in the Cape Coast Metropolis of the Central Region;
3. find out the state of indiscipline after abolishing corporal punishment in Cape Coast Metropolis of the Central Region;
4. identify the strategies used by teachers to instill discipline in schools after abolishing corporal punishment in the Cape Coast Metropolis of the Central Region.

Research Questions

The study was guided by the following research questions:

1. What constitute discipline in schools in the Cape Coast Metropolis of the Central Region?
2. What factors led to the abolishing of corporal punishment in schools in the Cape Coast Metropolis of the Central Region?
3. What is the state of indiscipline after abolishing corporal punishment in the Cape Coast Metropolis of the Central Region?
4. What strategies do teachers use to instil discipline in schools after abolishing corporal punishment in the Cape Coast Metropolis of the Central Region?

Significance of the Study

This study is essential in understanding the state of indiscipline in SHS following the abolition of corporal punishment. This research will serve as a resource to help Guidance and Counselling Coordinators in developing effective non-punitive disciplinary strategies that promote positive behaviour.

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The Ministry of Education will benefit from this study by gaining empirical evidence on the effectiveness of current disciplinary policies. The findings can inform policymakers on whether additional interventions or modifications to existing frameworks are necessary to maintain discipline without reverting to corporal punishment.

Additionally, future researchers interested in education, discipline, and policy evaluation will find this study to be a valuable reference. It will contribute to existing literature on school discipline and provide a foundation for further exploration of effective behaviour management practices in schools.

Delimitations

Students, faculty, guidance counsellors, and headmasters/headmistresses of Cape Coast Metropolis senior high schools were the only subjects of this study. Because this is a qualitative study, we can only employ semi-structured interviews to gather information. We did not take into account any other tools for gathering data.

Limitations

This research relies on the perceptions of the participants which could be subjected to recall biases on the part of the participants. However, to overcome this limitation, data was collected from different stakeholders within the schools to ensure the findings as accurate representation of the situation on the ground. It is possible that some individuals will not react in the expected way to some of the issues. Moreover, this may cast doubt on the reliability of the findings. But the I

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made sure the subjects were comfortable enough to answer honestly by establishing rapport.

Definition of Terms

Attitudes: Favourable or unfavourable evaluative reaction or dispositions towards a situation, a person, or a group as expressed in one's beliefs, feelings, or behaviour.

Corporal punishment: The use of physical pain to correct children which abuses their rights and damage them physically, emotionally, educationally and socially.

Indiscipline: Behaviours that are improper and unacceptable by the schools and societies. These are behaviours that are contrary to school rules and regulations.

Discipline: Order or an absence of behavioural problems.

Perception: It refers to an impression formed in the brain as a result of information about the outside world which is passed back by the senses.

School: A social system in which two or more persons work together in a coordinated manner to attain common goals, while a formal institution is where teaching and learning take place.

Organisation of the Study

The research is structured into five parts. Background information, a problem description, the study's aim, specific goals, and research questions are all part of the introduction, which is summarised in Chapter 1. The remaining parts include the study's organisation, words' definitions, restrictions, and relevance, as well as delimitations and limitations. The theoretical framework, conceptual, and

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empirical reviews that make up the literature review were the subject of Chapter 2.

The research methodology, study location, population, sampling strategy, data gathering tool, data gathering process, and analysis and interpretation were all addressed in Chapter 3. In Chapter 4, we discussed and analysed the results. The study's overview, main findings, conclusions, recommendations, counselling implications, and recommendations for further research were the topics of Chapter five.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Finding out how school indiscipline has changed in Ghana after physical punishment was outlawed is the driving force behind this research. This chapter is structured as follows: a theoretical framework that highlights pertinent theories that

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support the study; a conceptual framework that zeroes in on key concepts; and an empirical review that addresses related prior research.

Theoretical Review

Utilitarian Theory of Punishment

The Utilitarian Theory of Punishment is a consequentialist approach that justifies punishment based on its future benefits rather than as a means of retribution. Rooted in the works of philosophers Jeremy Bentham and John Stuart Mill, this theory holds that punishment is only morally acceptable if it leads to greater overall utility, such as reducing crime, deterring future offenses, rehabilitating offenders, and protecting society (Bentham, 1789; Mill, 1863). In other words, punishment is not about seeking revenge but about promoting the greatest good for the greatest number.

A key principles of utilitarian punishment is deterrence. By punishing offenders, society sends a message that crime has consequences, discouraging both the individual (specific deterrence) and the public at large (general deterrence) from engaging in criminal behavior. Another aspect is rehabilitation, which focuses on reforming offenders so they can become productive members of society rather than repeating their crimes. Incapacitation also plays a role in this theory, as certain punishments—such as imprisonment—physically prevent criminals from harming others. Additionally, some utilitarian approaches emphasize restoration, where offenders make amends to victims or society, fostering a sense of justice and repair.

The theory's stated goal is to prevent such incidents in the future (Ngwokabuenui, 2015). You can think of deterrence in two ways. Two types of

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deterrence exist: general and particular. For the most part, rules with consequences are already in place to discourage bad behaviour (Reyna & Weiner, 2001). Class and school regulations that must be followed constantly to keep the school functioning well are captured in the general deterrence. Anarchy ensues in the classroom the moment anything changes. So, instructors triumph over pupils. In a classroom setting, pupils are aware of the consequences for rule violations, and the instructor collaborates with them to establish classroom rules. A student will face disciplinary action if they violate the regulations.

Referrals to guidance and counselling coordinators or parental participation are two ways that troublesome students are brought under control. That "prevention is better than cure" is a part of this particular deterrent is fundamental. Anyone breaking the law will do so knowing full well what the consequences will be, therefore the regulations serve as a deterrence. In utilitarian theory, the overarching goal of deterrence is to influence people's rational decision-making processes so that they refrain from engaging in deviant or indisciplined behaviour in the future (Reyna, 2001). According to the principle of general deterrence, the purpose of punishment is to discourage future criminal behaviour by making lawbreakers aware that their actions will result in negative consequences. Known rule breakers are penalised under utilitarian punishment with the aim of discouraging them from further rule violations (Weiner et al., 1997).

The necessity to rehabilitate criminals is the foundation upon which the utilitarian justification of punishment rests. Giving ex-offenders the tools they need to thrive legally is central to rehabilitation programmes' mission to reduce

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recidivism (Adams, 1992). The offender is better understood, and it is necessary to guide the offender towards realising that engaging in antisocial activity is counterproductive (Reyna, 2001). The criminal must be given a second chance and given the opportunity to teach others to live within the bounds of accepted norms and regulations; this will help keep the peace.

This research set out to examine, using Mill's theory of utilitarianism as a foundation, the utilitarian rationale for the persistent use of physical punishment by specific stakeholders. According to Mill, social institutions and individual behaviour are morally acceptable when they contribute to more happiness and morally repugnant when they disproportionately contribute to greater suffering. Any action can be deemed morally acceptable or immoral according to the concept of utility, which states that an activity should be evaluated based on its tendency to raise or diminish the happiness of the party whose interest it serves, be it the individual or the community. Students are not likely to develop any discernible will to obey precepts via the use of corporal punishment since it only forces them to do things they do not want to do.

Thus, physical punishment has no practical function other than to drive a wedge between students and faculty, undermining the core goal of education: fostering mutual support and collaboration in the classroom. Peer pressure is something that a utilitarian might get behind. The agony of physical punishment is experienced solely by the punished student. Even if it hurts, it's better than other kinds of punishment in the long run. A student's emotional suffering from a

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suspension will last longer than any physical suffering from a suspension itself due to the sting of make-up work.

Conceptual Review

Concept of Indiscipline in schools

Indiscipline in schools refers to behaviors that disrupt the educational process and deviate from established norms, such as truancy, bullying, disobedience, and vandalism. Teachers across the globe face the challenge of student disobedience. Students' lack of self-control impacts their academic achievement and their goals for the future. A state of disobedience occurs when individuals fail to regulate their actions or follow established protocols, as stated in the Cambridge English Dictionary. The fact that disciplinary difficulties have grown commonplace in the majority of Ghanaian SHSs is disheartening. Everyone involved in education has been worried about the problem of students' lack of discipline. Many senior high school students engage in anti-social behaviours, including but not limited to: lying, boycotting, physically harming others, engaging in sexually explicit media, being dishonest, not following school rules, rapping, and drinking alcohol.

According to Azizi et al. (2009), there are several serious forms of student misconduct in schools. These include physical assaults, verbal abuse, threats, intimidation, possession of offensive weapons, use of illegal drugs, and adult intrusions into schools or classrooms to confront teachers. It is crucial to address these cases immediately (Azizi et al., 2009).

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Fascinatingly, adolescents act inappropriately regardless of the presence of adults, which can bring shame on themselves, their school, and the society as large. A loss of excellent academic attainments, demoralised teaching staff, and sadness and disappointment for many parents have all resulted from a decrease in school discipline (Frimpong, 2003). What this means is that being a good and moral student is crucial if they want to succeed in school and in life.

Since numerous factors are at play, including those pertaining to sociology, history, education, and psychology, the study of school discipline has been seen through an interdisciplinary lens (Ronco, et al., 2011). While there is some disagreement among the theories, most agree that students' disobedience to school regulations hinders both their own learning and the effectiveness of their teachers' lessons (Boarini, 2013; Dominguez et al., 2014; Silva & Matos, 2014).

It is also possible to say that student disobedience has a biological basis. Problems with the endocrine glands, the central and peripheral neurological systems, chromosomal abnormalities, genetic anomalies, and illnesses involving an individual's inherited traits are all examples of biological reasons of misbehaviour. Asthma, epilepsy, and hyperactivity in children are among the other medical disorders that can lead to disruptive conduct.

School misbehaviour is influenced by various environmental factors. One of these is inadequacy in parenting, which can be caused by parental deprivation, such as death or divorce, or by long periods of separation from young children, which damages their attachment to their parents or other caretakers (Charlton & David, 1993). Other environmental elements that contribute to students'

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misbehaviour include child abuse and overly indulgent parents. According to Curwin and Mendler (1998), there are two main sources of school discipline issues: those occurring within the school and those occurring outside of it.

Students' socioeconomic situations can contribute to their lack of discipline. Discipline issues are more common in low-income neighbourhoods and societies that have abandoned their traditional values and standards (Curwin & Mendler, 1998). Consequently, it stands to reason that a student's behaviour in school will mirror that of their community or society at large, particularly in regards to social vices and rule-breaking. The same holds true for students: indiscipline is common among those whose families lack adequate nurturing and control. A student's conduct in class and at school is significantly affected by these.

Concept of Corporal punishment

The act of physically harming a criminal as a form of punishment for his wrongdoing is known as corporal punishment (Wilson, 2002). Straus and Kantor (1994) state that physical punishment, which "is the use of force to cause a child to experience pain but not injury for correction or control of the child's behaviour" (pp. 4), is used against children. "The most frequent forms of corporal punishment are spanking, slapping, grabbing or shoving a child roughly (with more force than is needed to move the child), and hitting with certain objects such as a hair brush, belt, or paddle" (pp. 4), according to Straus and Kantor (1994). Any form of punishment that involves the use of physical force to induce pain or suffering is considered corporal punishment under human rights legislation (New World Encyclopaedia, 2017).

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The term "corporal punishment" refers to the use of physical force or seclusion as a form of discipline in educational institutions. The source cited is Lewis (2005). According to research by Laurence Lwo and Yuan (2011) and Gámez et al. (2010), physical punishment in the classroom is defined as the use of force to make a student feel pain rather than actual harm in order to influence or manage the child's behaviour. This suggests that instructors or school administrators use physical punishment as a means of controlling student misconduct. Physical punishments such as canning, gardening, and slapping are commonly used in Ghanaian schools.

Legal, educational, and theological ideologies have long upheld the practice of physically abusing children; for instance, the old Western adage goes something like, "Spare the rod, spoil the child" (Slate et al., 1991). Historically, educators have relied on physical punishment as a means of shaping students' moral character and conscience, as well as a means of communication for some students who may have difficulty communicating verbally (Wilson, 1982; Youssef et al., 1998). It seems that when pupils are harshly punished by their teachers, they usually end up doing better in school. Students are more likely to be afraid of teachers who enjoy canning than those who do not. As a result, some educators have turned to physical punishment as a means of enforcing appropriate classroom conduct.

Numerous proverbs, such "No rod, no good child" and "A rod makes an obeying child," circulate across East Asian communities. This suggests that children need to be subjected to punishment that could cause them pain in order for their behaviour to change. When a pupil misbehaves in class, teachers will not sit

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on their hands. While most people would agree that physical punishment is bad for kids, it's important to remember that many healthy adults also endured it as children and can remember times when it "did them some good" (Vockell, 1991). While some may view it as detrimental, research shows that when used effectively, it greatly improves pupils' conduct. The use of physical punishment, such as slapping or other forms of corporal punishment, has been found to improve student behaviour. Physical punishment has both a retributive and a utilitarian purpose (Malhi et al., 2022).

According to retributive views, punishment can be justified if it is justifiable in and of itself. It has to do with the ways in which wrongdoers and those who could be tempted to perpetrate similar crimes should be punished. Punishment has repercussions, according to utilitarian views of punishment, but society believes that those repercussions should outweigh the wrongdoer's actions. Its goals include deterring misconduct and punishing those responsible for it. This indicates that physical punishment should be used to correct misbehaviour in the classroom without really hurting the kids.

Although limited in scope, corporal punishment is an effective tool for managing student conduct. According to Yeboah (2020), theories around physical punishment emphasise its potential to serve as a deterrent, retributive measure, reformative tool, and prevention measure. Batul (2011) states that three distinct forms of physical punishment exist. These are:

1. Parents, close relatives, or guardians engage in physical punishment within the home, which is known as domestic or parental or domestic violence.

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2. Physical punishment in the classroom occurs when an instructor, principal, or other school official hits a student.
3. Physical punishment imposed by a court as a punishment for a criminal offence. As an example, the severity of the penalty is proportional to the crime; for instance, if you steal someone's money, you will be physically punished.

Nonetheless, a lot of people thought physical punishment was a normal and necessary part of raising children. Hence, caning in schools and other forms of physical punishment can be justified as an effective form of discipline. There are six benefits of physical punishment that Wilson (2002) outlined in a systematic way:

1. It is affordable and simple to administer.
2. It works as a deterrent because no one likes physical pain.
3. It can be used as a form of reform because people are usually motivated to not reoffend when they fear physical pain.
4. It can be adjusted to different amounts of pain for different offenses.
5. It is fair for everyone because everyone hates pain.
6. It doesn't leave any permanent or irreversible damage.

The problem of corporal punishment extends beyond the classroom and into families and communities. Until social scientists began to dispute on whether or not physical punishment is successful as a disciplinary tool, it was an essential aspect of the field (Makewa et al., 2017). Ghana is one of the countries that has historically used corporal punishment. Teachers persist in employing and justifying this form

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of punishment because it is easy to implement and has a positive impact. According to Evertson et al. (2003).

The risk of students viewing schoolwork negatively because of its negative connotation as punishment is something that Strauss et al. (2007) highlight. Teachers may rely too heavily on this strategy, despite how simple it is to use. Because of this, they argue, it might not work as a form of punishment. There was a time when physical punishment served a valuable educational purpose. According to Obeisi et al. (2010), parents believe that physical punishment teaches children respect for themselves.

Alternatives to Corporal Punishment

Institution of Higher Learning The term "corporal punishment" refers to disciplinary measures that involve physically harming an individual. Verbal abuse and the withholding of necessities like food and lavatory access are examples of psychological and emotional forms of physical abuse (Leigh et al., 2009; Tozer, 2010). The term "Alternative to Corporal Punishment" (ATCP) refers to a style of discipline that does away with physical punishment in favour of more constructive methods, such as norms and expectations, counselling and direction, and positive reinforcement. Other suggested disciplinary techniques include respectful dialogue between instructors and students, constructive educational exchanges, and the use of verbal warnings, detention, demerits, community service, and minor physical chores (Chisholm, 2007).

Guidance and Counselling

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Guidance and counselling are also tools that teachers might utilise. Human Rights Watch (1999) states that when teachers empathise with their students and provide them with advice and support, it increases the likelihood that their students would act appropriately. For circumstances beyond their control, some students may choose not to comply with their professors' demands. There are a lot of things that could go wrong for these kids: not having enough food, having to go a long way to school, working when they're not in school, taking care of younger siblings, or frequent arguments at home. The capacity to focus and the amount of effort put into education are both impacted by these outside forces. According to psychologists and educators who are against physical punishment, this is not the kind of situation in which a child would benefit from being beaten (Human Rights Watch, 1999). On the other hand, in order for guidance and counselling programmes to be successful, educators and teachers require additional training.

Alternative Punishment

Teachers, according to psychologists and educators who are against physical punishment, should instead utilise other forms of nonviolent discipline. Some think that students should be required to write an essay about the consequences of their actions or to publicly apologise if they make a mistake in front of their peers. According to Human Rights Watch (1999), teachers have the option of sending disobedient students to the back of the classroom to sit on mats or chairs while they reflect on their actions and how they can change. Further, Human Rights Watch explained that many people who are against physical

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punishment for children also believe that teachers can discipline them by giving them physical chores that aren't harmful. It is mentioned that instructors have the authority to assign minor tasks to students, such as tending to a school garden or repairing items that they have damaged. Students who construct chairs are less likely to damage them. It is not on purpose that students should make walls dirty when washing them. Less littering and trash in the school yard is likely to occur if students receive positive reinforcement for doing so.

Nevertheless, these sanctions should be imposed with care, without being overly harsh or exploitative. For Save the Children (2001), the elimination of physical punishment is not the same as abandoning discipline altogether. Giving children firm boundaries and examples of right and incorrect behaviour, rather than resorting to violent means, is likely to result in more disciplined youth. Furthermore, they emphasised that educators must realise that physical punishment is not the only option when it comes to enforcing discipline; they must also recognise that there is always a better method. The primary objectives of school discipline are the protection of both students and teachers, and the establishment of an atmosphere that is favourable to academic achievement. In addition to undermining these objectives, major student misconduct characterised by violent or illegal behaviour garners media attention (Moles, 1989).

Abolishing Corporal Punishment

Students in Ghana were subjected to corporal punishment both before and after the country gained independence. Physical punishment was partially outlawed in Ghanaian schools in the 1970s by the Ghana Education Service (GES). The

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problem was that many teachers were misusing caning and hurting their students, thus the heads of schools could cane kids themselves or choose an assistant or senior teacher to do it (Boakye, 2001). Gershoff (2017) noted that as of 2017, Ghana was one of 69 countries where physical punishment was permissible.

The fact that instructors and administrators at Ghanaian schools still used physical punishment, including as caning, demonstrates that the practice was not entirely eradicated. This is against the UN Convention on the Rights of the Child, which all member states including Ghana ratified in 1990 and prohibits the physical abuse of children by parents or carers. Teachers were warned in many letters and press articles some of which were signed by the Director General of the Ghana Education Service that caning was one of many types of corporal punishment that was outlawed and that those found guilty would face sanctions (Dery, 2017). So, the GES and other global organisations do not approve of using physical punishment as a means of disciplinary control over students.

The Ghanaian code of professional behaviour for educators states, among other things, that educators must not engage in physical punishment, including but not limited to pushing, tugging, beating, or flogging, on their students. The use of caning in Ghanaian elementary and secondary schools has been the subject of debate among researchers. Some have argued that this practice shows that Ghanaian teacher training does not prioritise positive behaviour modification strategies or the realisation of children's rights, despite international efforts to abolish physical punishment (Agbenyega, 2006; Adzahlie-Mensah, 2015; Gershoff, 2017).

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Despite research showing that physical punishment is common in Ghanaian schools (Agbenyega, 2006; Adzahlie-Mensah, 2015; Gershoff, 2017), efforts to outlaw it altogether became more vocal in 2018 and 2019. Youssef et al. (1998) states that teachers occasionally turn to physical punishment as a means of fulfilling their responsibilities as educators and disciplinarians. Teachers may employ physical punishment as a means of controlling their students if they feel there is no other way to keep them in line. The efforts of the GES and the MoE to outlaw physical punishment in schools have been obstructed by this. Furthermore, most teachers feel powerless and incapable of handling student misconduct in the classroom since the prohibition of physical punishment in schools (Mtsweni, 2008).

If you want to be a good teacher, you don't need a tool like a cane to keep your classroom disciplined; rather, your discipline should come from the ethics of your school, your personality, and your traditional role as a teacher (Fonkoua, 2009). Students should feel comfortable approaching their teachers with questions and concerns, and they should try their best to get their questions answered. Simultaneously, he ought to revere and adhere to his instructors at all times. But you can't force people to be respectful and obey you by hitting them.

Respect for one's instructors is the only way for it to emerge naturally (Rajkoomar, 2012). No educator is doing their job right if they believe physical punishment is the only way to keep their children in line. A qualified educator should be able to keep students in line without resorting to physical punishment. Teachers are able to keep their classrooms disciplined just by virtue of their own personalities and the training they receive from the government.

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One may wonder if classroom discipline has improved since physical punishment was outlawed. A number of international case studies have shown that the elimination of physical punishment has had the opposite effect, making school discipline even worse. Some kids in South Africa have been caught bringing firearms to school and have attacked other students and teachers (Zulu et al., 2004). According to Walker (2008), drug use and addiction have become more common among kids since physical punishment is forbidden in schools.

Many educators have voiced their displeasure with the rise in student disobedience after the prohibition on physical punishment went into effect. Cosmas and Almon (2010), who worked in the University Teaching and Learning Office in South Africa, discovered that teachers often feel helpless when it comes to enforcing school discipline without resorting to physical punishment. Students no longer respect or fear their teachers as a result of the push for children's rights and the accompanying ban on corporal punishment (Cosmas, & Almon, 2010). Students in Ghana have been observed engaging in inappropriate behaviour, such as insulting teachers, damaging school property, fighting with teachers, smoking, and consuming alcohol.

The use of physical punishment should be reserved for extreme cases where it is necessary for teachers to correct their students and help them realise their errors (U.S. House of Representatives, 2010). According to Mweri (2010), teachers can keep kids in the appropriate way and enforce discipline in schools through the use of corporal punishment. On a different note, kids do better in class when they are afraid they will be punished.

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Current Nature of Indiscipline in Ghanaian Schools

Everyone from politicians to teachers to members of the general public to academics has expressed deep concern about the methods used for school discipline in Ghana. After the Ghana Education Service (GES) outlawed physical punishment, classroom discipline in public schools in the country seemed to worsen. Sackey et al. (2016) found that the majority of male students at Kwanyako Senior High School engaged in disruptive behaviour both in class and in the dorm. "The senior housemaster has a lot of trouble with the majority of the students, particularly the boys, and even gets into verbal altercations with them when he attempts to enforce discipline" (Sackey et al., 2016).

Some of the offences committed include being late or absent, becoming pregnant or having an abortion, stealing, bullying, or showing disrespect. The assistant headmaster was quite stern with the students in an effort to keep them under control. The disciplinary problems at Kwanyako Senior High School have resulted in numerous suspensions, expulsions, and changes to pupils' status from hostel to day student (Sackey et al., 2016). You may remember that many acts of student vandalism occurred in the majority of public schools. Vandalism was an issue at Kwame Nkrumah University of Science and Technology in 2019, with students destroying property while there for education. A simple disagreement and discontent with the services offered by the school administration led to the destruction of properties valued at millions of Cedis, according to estimates.

As a result of indiscipline, students in a number of public schools recently damaged school property and injured instructors and invigilators during the 2020

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WASSCE. As a whole, these policies put the nation's educational system at risk. This points to a general decline in school discipline in Ghanaian public institutions. The NAE president released a statement demanding action against students who threaten to assault teachers or damage school property in response to these concerns. Threats of assault on teachers over WASSCE are concerning and need to be addressed immediately, according to Larson (2020).

Empirical Review

Acts of indiscipline in schools

In their 2009 study, Yahaya et al. looked at the issue of student indiscipline in Johor Bahru, Malaysia's secondary schools. Disruptive student behaviour was the primary focus of the research. Ninety educators were chosen using a simple random sample technique, and the study style used was a descriptive survey. The study's data was gathered by a standardised questionnaire and analysed using standard deviation, percentage, mean, and frequency. Students who had issues at home were more likely to have behavioural issues, such as being absent from class frequently or spending too much time socialising, according to the study. Discipline issues did not correlate with parental level of education, and some students with disciplinary records demonstrated no learning disabilities by passing all of their exams.

Public school indiscipline: teachers' views on root causes and potential solutions was studied by Silva et al. (2017). The purpose of this research was to look at classroom behaviours and/or incidents that teachers think constitute indiscipline and to confirm their beliefs. The study was conducted using a

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descriptive survey research approach. The study's sample size was 48 educators from public schools. Once again, data was collected using a semi-structured questionnaire.

According to the research, educators view indiscipline as actions such as fighting, fidgeting, talking too much, disrespecting others, not caring about the subject matter, bringing shame on the heritage school, mental health issues, and so on. "Stand out familiar problems" and "personal problems," "social problems" and "difficulties in the school-family partnership" are the main categories that the analysis employs to classify the causes. "didactic and pedagogical questions" and "absence of religiousness" play a smaller role. While some educators choose to inform a higher-up about the issue, the vast majority of educators choose to address the problem internally by having conversations with kids and their families, while also working to enhance lesson methods.

In their 2009 study, Eres and Ustun identified indisciplinary issues plaguing secondary schools in Antalya, Turkey. Using a descriptive survey design, 390 students from three different schools were surveyed for the study. The results showed that students do things like smoke and argue with their buddies, but they also fail to carry out their assigned tasks. Once again, the survey indicated that there are two approaches to address disciplinary issues in schools. These issues pertain to the diversity and frequency of disciplinary difficulties. According to these two perspectives, vocational high schools seem to have the most range of school types. It can be said that there were not many distinctions among the analysed school types when it came to disciplinary concerns, with vocational high schools (ML) showing

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more variety. The survey went on to say that kids not doing their homework, smoking, and fighting amongst friends are the main causes of disciplinary issues in schools.

The various forms of student misconduct, its origins, and potential remedies were investigated by Ngwokabuenui (2015) in Cameroon. The research strategy employed in the study was a descriptive survey. Triangulation sampling techniques were used to choose a sample of 3,240 people. The research issues were addressed using descriptive statistics like mean and percentage, and the hypotheses were analysed using one-way ANOVA. According to the research, the most typical forms of student disobedience to those in authority, such as teachers and school prefects, involve both individual and group wrongdoing, as well as undesirable behaviours. There were three ways in which students' lack of discipline was categorised: as belonging to the students themselves, to society at large, or to the school itself. A few potential solutions to the problem of secondary school indiscipline include the following: education orientation, moral leadership, and the development of a policy that holds students accountable for their actions.

The issue of student disobedience in Japanese high schools was investigated by Eshetu (2014). Data collection for the study was conducted using an interview guide and the exploratory type qualitative research approach. The results showed that the study's disciplinary issues, which include things like heavy drinking and cigarette smoking as well as chronic absenteeism, had been becoming worse over time. Symptoms of the problem include, but are not limited to, distributive behaviour, daydreaming, fighting, cheating, absenteeism, and inattentiveness.

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Several factors have been recognised as contributing to the problem, including family background, inadequate parental follow-up, school environment, and peer pressure. In order to solve the challenges, it is crucial for stakeholders to work together.

Factors that Led to the Abolishment of Corporal Punishment

While there is a wealth of data on the topic of physical punishment in schools generally, there seems to be a significant lack of studies looking at why senior high schools did away with it specifically. The effects of physical punishment on students and classrooms have been the subject of many studies, but the causes of its elimination from this level of school have received less attention. Research on the effects of physical punishment on children's mental health, relationships, and performance in the classroom has been more prevalent in these research.

One such study looked at how physical punishment and psychological treatment affected students' attitude and academic performance (Arif and Rafi, 2007). The study used quantitative and qualitative methods in a mixed-methods fashion. A six-month experimental test and a pilot research were the components of the study design carried out at Pakistan's Punjab University Laboratory School. The research included 32 pupils in grade X, with half assigned to the psychological treatment group and half to the corporal punishment group. Task administration, situation observation, and evaluation of intended behaviours were all part of the data gathering process. The study found that the CPG and PTG were significantly different from one another in terms of conduct and academic achievement. While

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students who received psychological treatment shown an improvement in attitude and academic success, those who were subjected to physical punishment had negative behaviour and academic regression. When comparing academic achievement before and after the intervention, the PTG came out on top. In comparison to their CPG peers, PTG students were more engaged in class, had friendlier attitude, and showed a stronger desire to learn. The current study aimed to fill a vacuum in the literature by investigating the possible causes of the elimination of physical punishment in schools in Ghana. While Arif and Rafi (2007) attempted to do so, their research did not specifically address this country.

Additionally, Stein, Steenkamp, and Tangi (2019) investigated how students' academic performance was affected by instructors' violent and harsh disciplinary practices in Tanzanian secondary schools. The purpose of this study was to determine how common forms of physical punishment and other forms of violence are among students and to evaluate the effect this has on students' and the school's academic achievement. The researchers in the Mwanza region reached this goal by administering a questionnaire survey to thirteen secondary schools spread over three districts. With a stratified strategy, 597 students were selected to participate in the study. The pupils' native language, Swahili, was used to give anonymous paper-and-pencil surveys that covered topics like physical, psychological, and sexual abuse. For free-form questions, researchers used qualitative content analysis, while for standardised answers, they turned to SPSS 23 for quantitative analysis.

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A large number of children reported having been victims of physical, psychological, or sexual abuse, according to research by Stein, Steenkamp, and Tangi (2019), which uncovered disturbing rates of physical punishment and violence in the classroom. Corporal punishment had a disproportionate impact on female students. Students saw a direct relationship between severe punishment and their educational achievements, and the study showed a robust association between aggressive teacher behaviour and low academic performance. The negative effect of violent school cultures on student achievement was highlighted by the fact that schools with violent cultures performed worse on national exams than schools with non-violent cultures. The results of the study by Stein, Steenkamp, and Tangi (2019) highlight the critical importance of removing physical punishment from secondary schools and establishing more secure settings where students can thrive academically. Regardless, taking cultural differences into account, this study was conducted in a setting that is not representative of Ghanaian society. This prompted the current investigation to try to fill the resulting contextual vacuum.

Researchers Akhtar and Awan (2018) should be cited as an additional empirical study on the consequences of physical punishment. The purpose of the study by Akhtar and Awan (2018) was to look into how physical punishment affects pupils' conduct and performance in the classroom. Researchers used a mixed-method technique to collect primary and secondary data from 300 pupils selected from 42 government schools in Dunyapur, District Lodhran. Distributed questionnaires and surveys to students in both primary and secondary schools served as the primary data source, while preexisting research articles and books

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served as the secondary data source. A balanced ratio of male to female pupils from different public schools were included in the study through random sampling.

Using descriptive statistics, Akhtar and Awan (2018) examined the data and concluded that physical punishment had negative effects. Students' aggressiveness levels rose and their grades fell, suggesting a causal relationship between physical punishment and these unfavourable effects. The study also showed that physical punishment had negative impacts on the classroom, including increased attrition and broken relationships between instructors and their pupils. It is worth mentioning that this research has also highlighted the critical importance of taking immediate action to reduce the use of physical punishment in schools. To fully comprehend what may have contributed to the eventual elimination of physical punishment in Ghana, a context-specific examination of relevant data is still required.

Gudyanga et al. (2014) aimed to delve into the complexities of physical punishment in schools by studying its effects on students' memory and brain development, as well as its control of deviant behaviour, moral internalisation, and behaviour reform. The researchers were able to accomplish this by performing an extensive study using secondary data culled from reports, papers, and policy documents. Several key insights regarding the discussion of physical punishment in schools emerged from the study's results.

Teachers typically only turn to physical punishment as a last option when other forms of discipline have failed, according to Gudyanga et al. (2014). According to the study, students' cognitive development, mental health, and moral

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internalisation were negatively impacted by physical punishment, even though it was claimed to be successful in suppressing aberrant behaviour. Physical punishment in schools was also found to have a negative effect on student retention, with the study attributing high dropout rates to this practice. In sum, the findings highlighted the problems with physical punishment and the need for new methods of discipline that put an emphasis on positive reinforcement and ethical instruction rather than punishment. However, the present study aimed to fill a vacuum in the literature as Gudyanga et al. did not centre their investigation on the Ghanaian environment.

Grogan-Kaylor (2004) conducted research on the effects of physical punishment. The effect of physical punishment on antisocial behaviour in children was the subject of much debate in Grogan-Kaylor's (2004) research. The study used data collected from the 1979 segment of the National Longitudinal Survey of Youth (NLSY), which followed a group of young women throughout the years. The study's sample size of 1,811 children tracked from 1994 through 1998 was made possible by combining data on these mothers' offspring. To ensure a thorough evaluation of the association between corporal punishment and antisocial behaviour, the study utilised fixed-effects approaches to control for both observed independent variables and unobserved time-invariant variables.

Significant insights into the effects of physical punishment on children were revealed by Grogan-Kaylor's (2004) research. Physical punishment has a nontrivial impact on antisocial behaviour in children even when rigorous statistical controls were put in place. The study's surprising findings that physical punishment had a

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nonlinear effect on antisocial behaviour cast doubt on earlier conclusions. Children exhibited more antisocial conduct after even mild and frequent physical punishment. Furthermore, the study did not find any indication that physical punishment had different impacts on different racial or ethnic groups, proving that its negative effects are universal. To the continuing discussion about the benefits and drawbacks of physical punishment as a parenting tool, these results provide important new information. There is a gap in the literature because this strong study did not examine physical punishment in a school setting.

State of Indiscipline in Schools after Abolishing Corporal Punishment

After physical punishment was outlawed in South African schools, Maphosa and Shumba (2010) sought to investigate teachers' views on disciplinary capacities and the efficacy of substitute disciplinary measures. The researchers used a qualitative method by interviewing three veteran teachers from Eastern Cape rural schools. With the goal of comprehending teachers' perspectives, sentiments, and attitudes towards disciplinary actions in light of post-corporal punishment laws, the study was guided by the interpretivist paradigm. To ensure a varied set of experiences and opinions, we used a purposive sample technique to pick teachers who had been in the classroom before and after the physical punishment ban. The major tool for gathering data was conducting in-depth interviews with educators, which allowed for casual discussion and a thorough examination of their perspectives. Participants' identities were protected by using pseudonyms once they provided their consent. Educators' replies to two important study questions on their disciplinary abilities and the perceived efficacy of alternative disciplinary

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measures were the primary foci of the thematic analysis of the gathered qualitative data.

The study's results showed that many teachers feel helpless when it comes to enforcing school rules without resorting to physical punishment. Many teachers have voiced their dissatisfaction with alternative disciplinary techniques, claiming that they are too laborious and fail to adequately address student misbehaviour. Because of its quick deterrent effects and the relative ease of maintaining classroom discipline, many educators long for the "good old days" when physical punishment was legal. According to their argument, the present focus on children's rights has created an imbalance of power in the classroom. Students feel empowered to question authority figures, while teachers feel unable to maintain order. Educators were aware of alternate disciplinary procedures including suspensions and parental engagement, but many felt they were too troublesome and didn't work to address the growing problem of student indiscipline. The study's overarching message is that schools in South Africa require better methods of behaviour management for their students and that teachers continue to confront difficulties in adjusting to disciplinary techniques that do not use corporal punishment.

Primary school educators in Keelung City, Taiwan were the focus of a 2011 study by Laurence Lwo and Yuan that sought to understand their thoughts and feelings on the school's prohibition of physical punishment (CP). The study aimed to determine how instructors felt about the policy change and what they thought about other forms of discipline, and it was carried out two years after the ban was implemented in 2006. A mixed-methods strategy was used to accomplish this.

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Three hundred and twenty-three educators from forty-two schools in Keelung City made up the stratified random sample; to round out the data, five educators were interviewed in-depth. The "Banning CP and Disciplinary Alternatives" survey gathered information through three sections: demographics, views and knowledge of the CP ban, and worries about the ban's consequences. Experts thoroughly examined and piloted the questionnaire before it was distributed. Also, in order to get to know the teachers' viewpoints better, we ran semi-structured interviews with them.

Despite widespread agreement that physical punishment has no place in schools, many educators expressed reservations about how the policy would be put into practice and what effect it would have. Teachers were worried about possible disputes with parents and administration and the difficulty of disciplining kids without using CP. Teachers nonetheless felt that the alternative disciplinary measures advocated by the Ministry of Education—including smaller class sizes and the introduction of counselling services—were important. The research also showed that instructors need more help with classroom management and that there should be more precise definitions of CP. All things considered, the study clarified the nuances of the physical punishment problem in schools and demonstrated the need for all-encompassing rules and support networks to make sure kids are safe and healthy as they learn.

Makewa et al. (2017) set out to learn how people in the Kosirai Division of Nandi County, Kenya, felt about the physical punishment ban in public secondary schools. The researchers hoped to shed light on possible gender, age, education

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level, and experience differences in teachers' perceptions by using a descriptive-comparative survey research approach. The study's participants were 334 secondary school students and 58 instructors from five different public schools. As its principal data collection tool, the questionnaire—which had been reliability-piloted and expert-validated—asked participants about their backgrounds, thoughts on the corporal punishment ban, preferred alternatives to punishment, and whether they felt their own training had been adequate. To find out if there were any major disparities in opinions across different demographic groups, we used statistical tools like t-tests and ANOVA.

Regardless of gender, age, education level, or years of teaching experience, the survey found that teachers' views on the corporal punishment ban in public secondary schools in Kosirai Division were not significantly different. Regardless of age, years of experience in the classroom, or degree of education, the majority of male and female educators shared a belief that the prohibition had a positive impact. In order to avoid physically harming students, the study also highlighted the need to find alternatives to corporal punishment. This extensive study highlights the significance of establishing successful and non-violent disciplinary tactics in educational settings and provides insight into the consensus among educators in Kosirai Division.

The purpose of Tiwari's (2019) research is to learn how Indian educators view corporal punishment (CP) in the classroom, with an eye on deducing the reasons for the practice's persistence despite the prohibition and its impact on school culture. The research uses a qualitative methodology based on observations

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and semi-structured interviews carried out in Delhi schools. In order to gain a better understanding of how 31 educators and 6 school administrators feel about CP, we used a practical and purposeful sample technique. Participants' perspectives on the prohibition, its effects on pedagogical practices, and the influence of sociocultural norms on disciplinary procedures are investigated through interviews, most of which are done in English. Informal observations also provide researchers with a wealth of information about school rituals, interactions between teachers and students, and disciplinary processes. By employing thematic analysis in accordance with the paradigm proposed by Braun and Clarke (2006), we are able to extract topics about cultural impacts, educational improvements, and the difficulties encountered while enforcing the ban.

Cultural, educational, and institutional variables all interact intricately, according to the study's results, to shape educators' perspectives on CP. Many educators continue to view CP as an essential disciplinary technique with deep roots in religious ideas, sociocultural practices, and educational goals, even if it is illegal. Concerns raised by participants regarding the ban's efficacy include haziness, uneven enforcement, and pushback from parents and students. In addition, the study emphasises how educational reforms like the Right to Education Act have affected the ways in which teachers enforce discipline and how they view their own authority. Some educators defend corporal punishment (CP) on the grounds that it helps students develop good moral character and respect for authority, while others argue that there are more effective methods of discipline. As a whole, the study highlights how crucial it is to have disciplinary procedures that are sensitive to

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different cultures and ways to help instructors in creating safe and supportive classrooms.

Shaikhnag Assan (2014) set out to examine how the South African Schools Act of 1996, which forbids any kind of physical punishment, affected student behaviour in South African schools after its prohibition. Reports indicated continued use, particularly in remote schools, despite the legislative ban, therefore it is necessary to evaluate the efficacy of the government's policy in reducing wrongdoing. The study used a quantitative research approach informed by a post-positivist paradigm. It surveyed 400 students and 100 teachers from 10 high schools in one educational region of the North West Province using structured questionnaires. To guarantee a representative sample from the target population, the sampling technique utilised basic random sampling. With the elimination of corporal punishment, the questionnaire sought to gather perspectives on student misbehaviour using a Likert scale and fixed language. For the purpose of analysing the data and drawing conclusions about the correlation between the end of corporal punishment and an upsurge in criminal offences, statistical tools such as the chi-squared test were employed.

Interesting insights into how people view student behaviour after the prohibition on physical punishment were uncovered by the study's results. There was no statistically significant correlation between the end of corporal punishment and an increase in misdemeanours, contrary to anecdotal evidence. The data findings did not match the views expressed in the questionnaire, which suggested a decline in respect for teachers, an uptick in larceny, and an increase in fighting

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among students. Therefore, the study found that while students' behaviour did change, the elimination of physical punishment did not significantly contribute to an increase in misbehaviour. More research and policy considerations are needed in this area, as the study showed that South African schools need to find other ways to punish students who misbehave.

Disciplinary Strategies Employed after the Abolishment of Corporal Punishment

Following the outlawing of corporal punishment in secondary schools in the Kalulushi district of Zambia, Chitalu and Phiri (2020) set out to evaluate how instructors there had used alternatives to physical punishment. To investigate the efficacy of non-corporal disciplinary strategies in reducing indiscipline, the researchers used a descriptive survey design and a qualitative methodology. Fifteen public secondary schools, with a total of 471 students, 206 classroom instructors, and 15 assistant principals were considered for this study. Three school administrators, fifteen instructors, and thirty students from three randomly chosen secondary schools made up the total sample size of forty-eight people. Interviews with school officials, surveys given to faculty and students, and a review of unpublished materials like school regulations, disciplinary committee minutes, and policy manuals were all used to compile the data. Data was analysed using thematic analysis, which involved detecting recurring themes in the collected information and presenting the results visually (in the form of graphs and tables) and verbally.

Manual labour, conversation, counselling, suspension, and forced transfer were among the non-corporal disciplinary tactics used by teachers, according to the

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study's results. Reasons for their adequacy include the fact that they were non-corporal, legal, and helpful in fostering a sense of responsibility among students. However, problems like insufficient understanding of non-corporal punishment tendencies among instructors and students, limited time, and non-compliance from students and parents were noted. Counselling was identified as a potentially beneficial but underused disciplinary method, and the study stressed the significance of addressing the obstacles encountered by teachers in order to promote student discipline, even though opinions on the efficacy of these approaches differed. The study highlighted the significance of tackling barriers to improve disciplinary practices and offered insights into the complexities of implementing non-physical disciplinary measures in Zambian secondary schools after the expulsion of corporal punishment.

Following the ban on corporal punishment in South African schools, Maphosa and Shumba (2010) set out to examine teachers' views on their own disciplinary abilities as well as the efficacy of other disciplinary tactics. The researchers used in-depth interviews with three veteran teachers from Eastern Cape rural schools to gather qualitative data, with the interpretivist paradigm serving as a compass. These instructors were chosen with care, and their perspectives on discipline after corporal punishment are insightful. Because interviews allowed for in-depth exploration, observation of nonverbal cues, and the use of natural language, they were the principal tool for gathering data. Researchers used thematic analysis to extract important themes from the interviews, which shed light on teachers' perspectives on children's rights and punishment in a more nuanced way.

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Researchers found that teachers felt helpless and frustrated when faced with the challenge of enforcing school rules without resorting to physical punishment. Teachers bemoaned the difficulties of keeping order in the classroom today and longed for the days when physical punishment was seen as a successful deterrent. In most cases, teachers still preferred physical punishment, even though they were aware of the ineffectiveness and time commitment of alternatives like suspension or parental involvement. According to the report, most teachers think that students' knowledge of their rights has made disciplinary power weaker, which has made disciplinary problems worse in the classroom. In sum, the study illuminated the multi-faceted dynamics of post-corporal punishment discipline in South African schools and highlighted the necessity for additional research into the efficacy of alternative disciplinary tactics in creating favourable learning environments.

The purpose of Moyo et al. (2014) was to examine whether or not the disciplinary policies of elementary schools in South Africa adhere to the principles espoused by the Alternatives-to-Corporal Punishment (ATCP) approach. The research was divided into two parts and used a mixed-methods methodology. A total of 29 elementary schools in the Buffalo City Metropolitan Area were polled as part of the quantitative phase. Each school's principal and one Life Orientation (LO) instructor were among the 58 people surveyed. Furthermore, in order to guarantee that the research questions were understood, the survey was limited to students in grades 5–7. The efficiency of different disciplinary procedures in predicting offences like vandalism, fights, class skips, foul language, and noisemaking was evaluated using the survey instrument. To assess the degree to

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which various disciplinary measures accounted for variances in offences, data analysis made use of multiple regression approaches.

In order to gain a better understanding of how five schools' disciplinary policies relate to the ATCP strategy, a case study was carried out during the qualitative phase. The researchers delved into the viewpoints of principals, instructors, and students regarding disciplinary strategies and beliefs in alternatives to physical punishment through a mix of document analysis, observations, and interviews. There was inconsistency between school-wide disciplinary practices and the principles of the ATCP strategy, even though specific disciplinary measures, such as keeping parents informed and ensuring students comply with disciplinary decisions, were strong predictors of offences like vandalism. Teachers' continued use of physical punishment was also emphasised by the survey, suggesting they are unwilling to adopt alternatives. More investigation and action are required to bring disciplinary policies in line with the more humane and effective tactics promoted by the ATCP approach, as this disparity highlights.

After the ban on corporal punishment in South African primary schools was lifted in 1996, Motseke's (2010) research explores the intricate world of learner discipline in those institutions. The major purpose of the research was to look at two things: first, how instructors and parents felt about the correlation between the ban on physical punishment and students' lack of discipline in township schools; and second, how teachers dealt with disciplinary problems after the ban. The study used a quantitative research approach and surveyed 20 primary school teachers in the Matjhabeng Municipality using a standardised questionnaire. There were three

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sections to this instrument: one that listed typical student misbehaviours, another that asked how teachers dealt with such behaviours, and a third that gave teachers a chance to discuss what went wrong and how to fix it in the classroom. The Institutional Research unit of the Central University of Technology, Free State, quantitatively analysed data collected from the questionnaires, which had an 80% response rate.

The study's results provide important insight into various facets of student discipline in elementary schools in South Africa. The majority of students demonstrated satisfactory behaviour in areas such as punctuality, homework completion, and participation in class activities, and the study found that the prohibition of corporal punishment did not disproportionately escalate disciplinary issues, even though there were still instances of misbehaviour among the students. But other educators chose to use physical punishment and other severe disciplinary tactics, indicating a disconnect between theory and reality. It is worth mentioning that although the majority of teachers followed the disciplinary tactics recognised by the Department of Education (DOE), there were a few who used non-sanctioned methods, suggesting that current strategies may not be enough to tackle indiscipline. In addition, the study brought attention to different viewpoints among educators concerning the function of physical punishment and parental participation in student discipline. The majority of educators expressed doubts about the effectiveness of physical punishment and minimised the importance of parental involvement in school discipline management.

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Following the outlawing of corporal punishment in Ugandan schools, Sekiwu and Naluwemba (2014) set out to examine the methods used for school discipline. The study's overarching goal was to establish effective substitutes for physical punishment and to gain insight into the perspectives of all parties involved in the educational process in relation to these alternatives by examining two schools in Masaka Municipality. The study collected data using a qualitative research approach, which included questionnaires, interviews, and observations. In order to ensure that participants had relevant experience and involvement in disciplinary cases, we used a purposeful sampling technique. Learner surveys, interviews with educators and parents, and classroom observations of disciplinary procedures were all used to compile the data. Questionnaire data was analysed using descriptive statistics, whereas interview data was analysed using theme analysis. Students proposed a variety of alternatives to physical punishment, the most popular of which was manual labour, while instructors supported behaviour management programmes, according to the results. The importance of parents and guardians enforcing the school's policies and code of conduct was highlighted. Concerns regarding health hazards and academic setbacks were voiced by certain stakeholders, while positive opinions regarding legal protection and better interaction with stakeholders were expressed by others.

Finally, the research of Sekiwu and Naluwemba provides understanding of the Ugandan school landscape after corporal punishment, including perspectives from stakeholders and alternatives to disciplinary administration. The study's use of a qualitative research strategy allowed for a more nuanced comprehension of

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how students, instructors, and parents dealt with disciplinary issues. The results highlight the significance of incorporating many viewpoints and executing efficient tactics to uphold school discipline without using physical punishment. The study concludes that more investigation and the creation of all-encompassing disciplinary frameworks are necessary to ensure students' safety and rights are protected in the classroom.

Researchers Ntuli and Machaisa (2014) looked at how school discipline changed after a ban on physical punishment in South African schools. The research used an anti-positivistic interpretative stance and was qualitative in character. In order to gather information for the study, researchers conducted in-person interviews. Using the purposive sampling technique, a total of twenty-four educators were chosen for the study. According to the research, school discipline has decreased since physical punishment was outlawed. Additionally, it was found that there is a problem with implementing modern disciplinary methods. This is because, among other things, there is a lack of training, or very little training, on the Department of Education's alternatives to physical punishment, and these options are sometimes ambiguous.

Ways of Improving Discipline in Schools

Ijaz et al. (2024) set out to examine the effect of methods for managing disruptive behaviour on students' psychological and social development while they were in high school. The researchers aimed to investigate the impact of several disciplinary interventions on students' mental health, academic performance, and classroom behaviour by conducting a systematic review. These interventions

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included verbal reprimand, temporary suspension, and blended techniques. A lack of strong data on the intended effectiveness of these tactics and increasing worries about their possible detrimental effects on student wellbeing prompted the study.

The researchers used a strict technique to carry out the investigation. To find applicable studies, they used targeted search algorithms to scour several databases. Studies that included punishment or punitive disciplinary tactics in secondary schools were considered eligible, but studies that included just qualitative data were not. Two reviewers worked in tandem to ensure the data extraction and risk of bias assessments were carried out with the utmost care. Due to the lack of combinable data for meta-analysis and the variety of study designs, a narrative method was used for the synthesis of findings. The study's findings showed a continuous pattern that disciplinary techniques had negative effects on students' mental health and classroom conduct, although the influence on students' academic achievement was less obvious. Further well-designed research is needed to evaluate the effects of disciplinary behaviour management tactics on student outcomes, as the majority of the included studies were determined to be at high risk of bias.

Ofoyuru and Too-Okema (2011) set out to examine secondary schools in Gulu District for ways in which school ownership relates to disciplinary practices. The study aimed to identify and analyse the many techniques utilised by faith-based and non-faith-based schools to address the ubiquitous challenge of student discipline, which has been declining for a decade. The researchers used a mixed-approaches strategy that combined quantitative and qualitative methods with a

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cross-sectional parallel sample survey methodology. A total of 377 respondents were selected using simple and stratified random selection approaches from the target group, which included headteachers, teachers, and students. Utilising interview guides and questionnaires, data was collected through questionnaire surveys and key informant interviews. The researchers used content validity index (CVI) evaluation to make sure their data gathering tools were legitimate, and Chronbach's alpha was used to check how reliable they were. We used SPSS, or the Statistical Package for the Social Sciences, to analyse the data, and we summarised the results using frequencies and percentages.

The study's results shed light on how secondary schools in the Gulu District handle student punishment. Communication emerged as the most prevalent strategy among the strategies evaluated, which also included punishment, rewards, and therapy. This shift away from punishment as the primary method of student discipline and towards communication is indicative of a larger trend in the field. It is worth mentioning that the study brought attention to the fact that different types of rewards, such as tangible incentives and open praise, might influence student behaviour. The use of counselling as a disciplinary measure further demonstrated the complexity of handling disciplinary problems among students. The study found that while schools in the Gulu District use various methods to handle student discipline, the recent focus on communication suggests a move towards more comprehensive and rights-oriented approaches, which may be a reflection of larger social shifts and educational policy efforts.

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Teachers' disciplinary tactics and students' views on them in Effutu Municipality, Ghana are the subjects of the study by Amoah et al. (2015). Researchers used a combination of simple random sampling, stratified sampling, and purposive sampling to choose 12 instructors and 24 students from 2 public junior high schools to participate in a qualitative case study. Teachers and students were interviewed using semi-structured interviews, and classroom disciplinary procedures were observed by individuals who did not participate in the study. To improve the interview questions, we ran pilot research. To make sure the data was trustworthy, we used triangulation and member checking. Using thematic analysis, we were able to extract recurrent ideas and concepts from the notes taken during interviews and observations.

In reaction to student misbehaviour, teachers frequently use judgmental scolding behaviours at first, but they may later switch to more supportive and dialogue-based tactics, according to the study's findings. After taking into account their own and their colleagues' perspectives as well as the school's disciplinary regulations, teachers assess the efficacy of disciplinary actions and investigate potential alternatives to address student misconduct. The results of the study indicate that positive behaviour can be encouraged and teacher-student relationships can be strengthened through the use of supportive measures and student participation in disciplinary procedures. In addition, the study's implications show that school counsellors can help educators by supplying them with tools to make their classrooms and schools more welcoming places for

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students, with an emphasis on prevention and thorough interventions for behavioural issues.

Ferreira et al. (2009) set out to investigate how teachers in Lesotho enforce school discipline. Researchers used a questionnaire to collect data from teachers while maintaining an exploratory, quantitative, and critical frame of reference. The purpose of the questionnaire was to collect information about the types and levels of student misconduct, as well as the methods teachers used to deal with it. It was developed as part of a global collaborative study on student misconduct. Researchers made sure the instrument was appropriate for the specific setting by giving special attention to Lesotho-specific demographic variables. During the instrument preparation process, specialists were contacted to verify reliability and validity of the instrument. Content and face validity were considered. Additional assurance of measurement consistency was provided by Cronbach's alpha reliability coefficients, which proved the instrument's reliability.

Local personnel linked with the University of the Free State administered questionnaires to a sample of educators from various schools in Lesotho for the study. The data was analysed using StataIC 10, specifically the Student's t-test, to investigate potential variations among the various responder subgroups. The results showed that schools in Lesotho had a high rate of challenging behaviour and low levels of discipline. Teachers typically used positive discipline, having conversations or meetings with parents, creating classroom rules, and making sure students were well-prepared for class as a whole to keep students in line. Particularly noticeable was the reduced use of more conventional tactics like

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incarceration and community service. There were some non-significant differences found when looking at teaching experience, gender, and post level. There is a disconnect between the two, since teachers were more likely to use traditional tactics even when they thought innovative ones were marginally better.

High school teachers in Central Java, Indonesia, had discipline issues, and Prasetyarini et al. (2021) set out to investigate these issues and the methods instructors used to overcome them. Taking a qualitative tack, the researchers polled faculty and students at 10 different schools public, private, Islam-based, Islam-affiliated, and dormitory-based using surveys and in-person interviews. Thirty students and thirty teachers were given the questionnaire, and in order to better understand their answers, interviews were also carried out. Discussions with participants to validate the questionnaire items and transcription of all interviews were used to ensure the study's trustworthiness, along with measures such as credibility, transferability, dependability, and confirmability.

Multiple researchers coded and categorised the data to guarantee dependability, following general qualitative analytic methodologies. Classroom noise, students' inattention during class, and tardiness were the three most common disciplinary problems identified by teachers, according to the report. Various tactics belonging to the categories of corrective, assertive, and preventive discipline were utilised by educators to tackle these issues. As a preventative strategy, we established classroom regulations through contract learning at the start of each semester, while as a corrective measure, we used corporal punishment and rote learning. To further minimise punitive measures, supportive discipline strategies

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including reprimanding and credit point applications were employed. The study found that improving student engagement in rule-setting and making classrooms more interesting were more effective than previous attempts to reduce disciplinary problems.

Chapter Summary

The purpose of this chapter was to conduct a literature review of works that were pertinent to the present investigation. The Bandula Social Learning Theory was examined for this review; it provides an explanation for the impact of social variables on conduct. Teaching students to recognise and avoid wrongdoing, as well as providing positive examples of appropriate and inappropriate conduct, is central to the approach. In order to provide context for the investigation, the chapter also reviewed pertinent ideas. Ideas like school discipline, physical punishment, the need to outlaw physical punishment, and lack of discipline in the classroom.

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CHAPTER THREE

RESEARCH METHODS

Introduction

In this part, the research methodologies used to investigate the level of school indiscipline following the elimination of physical punishment are outlined. Paradigm, design, study area, population, sampling, data collecting tool, data collecting processes, processing and analysis were all discussed in this chapter.

Research Approach

A qualitative approach was used in the research. After physical punishment was outlawed, the situation of school discipline in senior high schools can be better studied using a qualitative research approach. According to Creswell and Poth (2018), qualitative research aims to deconstruct social phenomena by investigating individuals' viewpoints, experiences, and actions in great detail. In contrast to quantitative methods, which tend to generalise from smaller samples, qualitative research aims to delve deeply into each individual situation or person.

Researchers that use a qualitative approach seek to understand social phenomena in their natural habitat. Rather of providing numerical solutions, it focuses on explaining the whys and hows (Korstjens & Moser, 2018). It investigates the study environment thoroughly to learn about the current state of affairs, the reasons behind it, and the perspectives of the people involved. To find more nuanced, less obvious, subjective understandings, qualitative researchers engage in long-term, in-depth, context-based research (Gay et al., 2010).

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Qualitative research has the advantage of being able to shed light on elusive human behaviour patterns and processes (Foley & Timonen, 2015).

The use of qualitative methods, such as interviews, allowed for a rich discussion of the views, attitudes, and experiences of administrators, counsellors, students, and instructors on the topic of senior high school discipline. The complexity of disciplinary practices after the removal of physical punishment can be better understood through qualitative research, which use open-ended questions and investigation to provide surprising findings.

Research Design

A phenomenological research design was most suited for the qualitative study that sought to investigate the status of discipline in senior high schools in Cape Coast Metropolis, Ghana, following the removal of physical punishment. Within the educational setting, phenomenology seeks to grasp the essence of a phenomenon—in this instance, discipline—by investigating people's actual experiences. Researchers can gain rich and thorough insights into participants' perceptions, attitudes, and behaviours through phenomenology, as pointed out by Creswell (2013).

This study used a phenomenological technique to capture the complex character of senior high school discipline from the perspectives of students, instructors, guidance counsellors, and administrators. Phenomenology, as Creswell (2013) argues, shines when applied to phenomena like discipline, the meaning of which might fluctuate depending on who you ask. Researchers in the post-corporal

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punishment age can learn about the many viewpoints and experiences with discipline by conducting in-depth interviews, focus groups, and observations.

The study aims to understand what discipline is, why corporal punishment was outlawed, what other strategies exist for discipline, how things are now, and how to make them better. A phenomenological research design is a good fit for these goals. In order to gain a comprehensive understanding of the dynamics of discipline in the senior high schools of the Cape Coast Metropolis, this paradigm looked at the participants' subjective experiences (Moustakas, 1994). This allowed for the groundwork to be laid for meaningful recommendations and interventions.

Study Area

This research focused on the Cape Coast Metropolis, which is situated in Ghana's Central Region. Several senior high schools call Cape Coast home, and they all contribute significantly to the intellectual and social development of the region's and the world's youth. Although it is now known as the capital of the Central Region, Cape Coast has a long and illustrious history that includes its position as a major hub for the transatlantic slave trade. Because of its rich history, this city has a distinct sociocultural fabric that impacts many parts of life, including the educational system.

Over 122 square kilometres of landmass constitute Cape Coast Metropolis. The southern coast of the Gulf of Guinea forms the southern boundary of the Cape Coast Metropolis, which stretches inland and includes a wide variety of urban and peri-urban environments. There are a variety of residential areas, business districts, educational institutions, and cultural sites all within the Cape Coast Metropolis's

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borders. In its design, the city reflects both its historical importance and its modern vitality with a blend of buildings from the colonial era with modern infrastructure and crowded marketplaces. Furthermore, the Cape Coast Metropolis is connected to other parts of Ghana and the world via a number of important highways and transportation networks.

Senior high schools in the Cape Coast Metropolis play a crucial role in the formal education system by giving students the chance to learn, participate in extracurriculars, and make friends. There is a wide range of school sizes, funding levels, and student populations in the Cape Coast Metropolis. The elimination of physical punishment in Ghana has also affected senior high school disciplinary policies, leading teachers to look for new ways to keep the peace and encourage good conduct in the classroom. The Cape Coast Metropolis is a great place to study the effects of corporal punishment's elimination on senior high school discipline since it provides a snapshot of the city's innovations, problems, and successes in this area of education. The study area is depicted on Figure 1.

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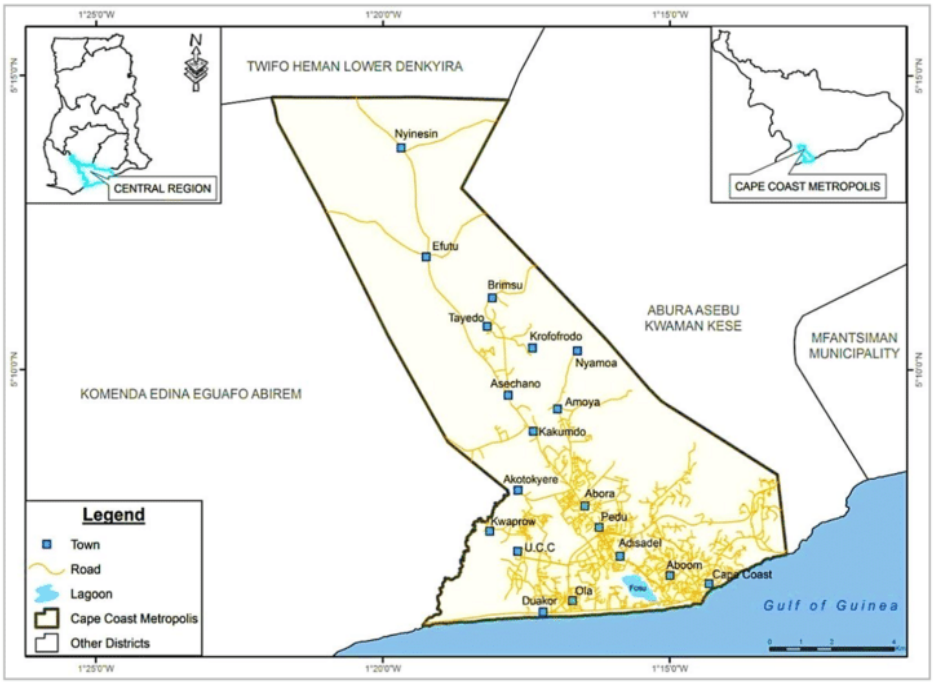
Figure 1: Map of Study Area



Source: Department of the Geography Regional Planning, University of Cape Coast, Ghana. (2017)

Population

When a researcher does a study, they focus on a certain population. According to Creswell (2011), this is the set of individuals that make up a study's population or target population. It stands for the broader population that the study's results are meant to be applicable to (Neuman, 2014). Eleven (11) Senior High Schools and Technical Schools in the Cape Coast Metropolis were included in the study's target population. This group included 32,729 students, 29 counsellors, 1,529 teachers, and 11 headmasters, for a total of 34,298 people. I wanted to get the most comprehensive representation of the educational climate in the designated study area, therefore we picked this population. There was a greater chance of

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having a representative cross-section of academic and vocational programmes represented by include technical schools in addition to senior high schools.

It is unnecessary for the researcher to utilise only a percentage for data collecting when the study's population is limited, as stated by Kothari (2004). Following the recommendation of Creswell and Poth (2018), the research population was reduced to three (3) senior high schools in the Cape Coast Metropolis because of practical constraints such as time, the type of data to be collected (qualitative data), resources, and logistical considerations. In qualitative research, the population must be reduced due to logistical, time, and resource limitations, as Creswell and Poth elucidated.

Holy Child School, Adisadel College, and Oguaa Secondary Technical School were the schools chosen for the study. The convenience and openness of these three schools to participate in the study also played a role in their selection. Even though the accessible population is just a small fraction of the intended demographic, it nonetheless helped shed light on the research goals while keeping things reasonable. You may see a breakdown of the study's available population in Table 1.

Table 1: Accessible Population of the Study

Name of School	Number of Head-masters	Number of Counsellors	Number of Teachers	Number of Students
Adisadel College	1	3	46	4,715
Holy Child School	1	6	60	2,673
Oguaa Secondary Technical School	1	1	56	2,108
Total	**3**	**10**	**162**	**9,496**

Source: Field Work (2024)

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Sampling Procedure

According to Boddy (2016), a sample size greater than thirty (30) individuals may be deemed as a big sample in research utilising in-depth interviews as a data gathering method. But according to Bartholomew et al. (2016), in order to conduct a phenomenological study, the sample size needs to be small enough to allow for a comprehensive exposition of the participants' experiences. Accordingly, Ellis (2016) suggests a phenomenological study sample size of six (6) to twenty (20) participants. Taking all of this into account, the study used a sample size of eighteen (18).

For this study, I used a mix of purposive and random sampling to pick students from those schools. Since there was only one headteacher per school, three (3) headmasters were chosen from among those working in school administration using a census sample technique.

The counsellor at Oguaa Secondary Technical School was selected and one counsellor was picked at random from the remaining two schools, for a total of three. In this case, I used purposive sampling to make sure that we included professional counsellors and other people with plenty of experience in school counselling so that I could get a better picture of their backgrounds and perspectives. Researchers can ensure the inclusion of individuals with diverse viewpoints and experience by actively selecting participants based on certain criteria, as highlighted by Palinkas et al. (2015). Each school's professional counsellor with the highest experience was chosen.

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In addition, two instructors, one male and one female, with a minimum of ten years of experience were chosen at random from each school. Recognising the possible impact of gender dynamics on pedagogical methods and school culture, this approach sought to garner varied viewpoints and experiences from both sexes. Researchers should make an attempt to integrate male and female perspectives because gender dynamics might affect people's experiences and interactions in classrooms (Ridgeway and Correll, 2004).

Lastly, six (6) students were chosen to participate in the interview; two (2) students were chosen from each of the chosen schools. I chose second-year pupils purposively and conveniently select 2 of them since freshmen lacked sufficient experience in a secondary school setting and third-years were busy studying for the West African Senior School Certificate Examination (WASSCE), our final exam. In this case, I followed the advice of Creswell and Creswell (2017) and used purposeful sampling to recruit students from a variety of academic backgrounds by using criteria directly related to the study's aims. The sample is summarised in Table 2.

Table 2: Overview of Study's Sample

Name of School	**Head-masters Sampled**	**Counsellors Sampled**	**Teachers Sampled**	**Students Sampled**	**Total**
Adisadel College	1	1	2	2	6
Holy Child School	1	1	2	2	6
Oguaa Secondary Technical School	1	1	2	2	6
Total	3	3	6	6	18

Source: (2024)

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Data Collection Instrument

As previously mentioned by Patton (2015), interview guide was selected as the principal means of data collection because of their capacity to elicit comprehensive viewpoints and ideas from important members of the school community. The interview remained focused on addressing the research questions since it was semi-structured, which provided the interviewees room to speak freely and allowed for probing.

In order to answer all of the study's research questions, an extensive interview guide was created. Headmasters, instructors, counsellors, and students were among the many participant categories represented in the organised parts. An introduction statement defining the study's goal and stressing the confidentially and voluntary nature of participation was included at the beginning of each interview guide. Establishing rapport with participants and ensuring ethical conduct throughout the data collection procedure were both emphasised in this introduction (Guest et al., 2006).

Each interview guide had an introduction and then several sections based on the research objectives. Examples of topics covered in the parts aimed at headmasters include school indiscipline, demographic data, the reasons for the abolition of corporal punishment, post-abolition techniques for enforcing discipline, the current condition of discipline, and suggestions for improvement. Consistent with the study's research goals, similar topic parts were created for students, teachers, and counsellors.

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The interview instructions made extensive use of free-form questions. This prompted people to elaborate on their experiences and observations, which led to more insightful comments (Rubin and Rubin, 2011). Each interview guide began with a set of demographic questions designed to elicit useful information about the interviewees, such as their job title, years of experience, and affiliation with the school.

Pilot Testing of Instrument

Pilot testing qualitative instruments with a sample size of 5–10 people is usually sufficient, according to Guest et al. (2006). This enables for the identification of any difficulties or necessary instrument modifications. For this reason, the pilot study at Moree Senior High School in the Asebu, Abura, Kwamankese district of the Central Region of Ghana consisted of a purposive sample of four (4) participants: a student, a teacher, and the headmaster. Several considerations led to the selection of Moree Senior High School. To begin, in terms of educational setting, student demographics, and disciplinary issues, Moree Senior High School is representative of the average Central Region Senior High School. It is also comparable to schools in the Cape Coast Metropolis. Pilot testing at a school that is representative of the target population improves the results' generalizability and guarantees the instrument's adaptability to various settings (Cresswell and Creswell, 2017).

Because of its convenient location and enthusiastic participation in the pilot project, Moree Senior High School was also chosen. The study team is looking for input from school administration and stakeholders to help with data collecting and

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coordination. Involving stakeholders in pilot testing to obtain useful feedback and enhance the instrument's effectiveness is recommended by Creswell & Creswell (2017).

During the pilot testing phase, it was determined that each interview would take around 45 minutes to complete. In order to keep participants engaged and reduce burden, interviews should be brief while covering all pertinent themes in the instrument (Guest et al., 2006). Prior to its complete implementation, the interview instrument underwent pilot testing to evaluate its clarity, comprehensiveness, and viability. It was decided to conduct the pilot study at Moree Senior High School in order to get participant input. This made sure that the instrument's ability to gather important data from various angles was thoroughly examined. It also made it possible to verify the usefulness and relevance of the instrument.

Trustworthiness Criterion

Ensuring the trustworthiness of this study was a priority throughout the research process. To eliminate biases and establish credibility, reliability, and validity, I adhered to the five key criteria outlined by Wallendorf and Berk (2016): transferability, credibility, confirmability, dependability, and integrity. The following practical steps were taken to uphold these principles.

Transferability

To ensure that the findings could be applied to other settings, I provided a detailed account of the research context, methodology, and participant characteristics. Following Lincoln and Guba's (1985) thick description approach, I carefully documented the social, cultural, and institutional environment of the

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study, allowing future researchers and practitioners to determine the relevance of the findings to their own contexts. This level of detail enhances the applicability of the study's conclusions beyond the Cape Coast Metropolis.

Credibility

To strengthen the credibility of the study, I employed multiple strategies, including member checking, peer debriefing, and extended engagement with data. After initial data analysis, I shared the preliminary findings with participants to ensure that their views were accurately represented, reducing the likelihood of misinterpretation (Creswell, 2014). Additionally, I engaged with peers and experienced researchers who reviewed my work and provided feedback to enhance objectivity and rigour. Spending an extended period collecting and analysing data also allowed me to gain a deeper understanding of participants' perspectives, further solidifying the study's credibility.

Confirmability

To minimise researcher bias and ensure that findings were driven by participants' experiences rather than my personal assumptions, I employed reflexivity techniques. I maintained a reflexive journal where I documented my thoughts, potential biases, and decision-making processes throughout the research. Additionally, I created an audit trail, recording every step of data collection and analysis in a transparent manner (Nowell et al., 2017). These measures ensured that the study's conclusions were firmly rooted in the data rather than subjective interpretations.

Dependability

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To establish dependability, I incorporated methodological triangulation by using multiple data sources and perspectives. By conducting interviews with diverse stakeholders – students, teachers, counsellors, and headteachers – I was able to compare insights across different groups, ensuring that the findings were consistent and not influenced by a single viewpoint (Lincoln & Guba, 1985). Furthermore, I documented all research procedures systematically, allowing future researchers to replicate or verify the study's approach and findings.

Integrity

Integrity was maintained through transparency, ethical adherence, and honest reporting. I strictly followed ethical guidelines, including obtaining informed consent, ensuring confidentiality, and disclosing any potential biases or conflicts of interest. Throughout the study, I was open about its limitations and challenges, providing a truthful and balanced account of the research process. This commitment to integrity ensured that the study was conducted fairly and that its findings could be trusted.

Data Collection Procedure

In order to formally secure authorization from the chosen school heads, who are serving as gatekeepers, a Letter of Introduction was sent before beginning the data gathering trip. In order to guarantee uniformity and compliance with ethical standards, the researcher personally collected data for the study. Participants were interviewed at prearranged times and, with their permission, the interviews were videotaped for data gathering purposes. Participants' schedules allowed for data collection to take place during school hours on weekdays. Sessions of 45 minutes

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each were planned for the interview, which took place between 8 am and 2 pm. Participants' availability and school schedules dictated the exact days and times of data collection. On different days, the researcher spoke with school administrators, counsellors, students, and instructors. Every day, the researcher spent around 45 minutes interviewing each participant.

I oversaw and personally conducted all interviews. All participants were briefed on the study's background and aims before the interviews. To ensure transparency and compliance with ethical norms, I acquired consent from all participants to record the interviews. Phone interviews were conducted with respondents who were unable to be met in person at their offices. In addition, participants were contacted by phone to clarify any points that were not adequately covered during the interview. English was the language of choice for in-depth interviews. A month was required to complete the data collection operation.

The data collection method was not without its share of difficulties. Interviews were postponed or rescheduled due to the typical difficulty of coordinating schedules with students, instructors, counsellors, and school administration. Background noise and interruptions occasionally compromised the audio quality of the recordings, making it difficult to create a quiet and comfortable atmosphere for the interviews despite the busy school environment. The proactive communication, adaptability, and flexibility that were demonstrated allowed to minimise disruptions and keep the data collection moving forward smoothly, despite these problems.

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Ethical Considerations

When carrying out this investigation, ethical issues were of the utmost importance. The investigator consulted the University of Cape Coast's Institutional Review Board (IRB) for approval before beginning data collection. The process included drafting a detailed research proposal outlining the study's aims, methods, risks, and rewards, as well as safeguards to ensure the safety of participants. Respect for humans, beneficence, and fairness were among the ethical concepts and standards that the IRB looked into in detail to make sure the study was up to scratch. Resolving board concerns and revising the study plan as needed were also part of the approval procedure. Data collection could not begin until the researcher had received official approval from the IRB.

To protect the privacy and rights of participants, I adhered rigidly to a number of ethical guidelines as I collected their data. Everyone who took part in the study gave their informed permission before it began. As part of this approach, I made sure to clearly and concisely explain the study's goals, methods, risks, and benefits. All participants were informed that their involvement was completely optional and that they might discontinue at any moment without facing any consequences. It was also made clear that consent to record the interviews was sought and secured. All data and transcripts were saved securely and anonymised to safeguard the identities of the participants. Identifying information was either removed or coded. At all times, the researcher made sure that the participants' dignity and privacy were respected by remaining devoted to transparency, respect, and ethical integrity.

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Data Processing and Analysis

In order to guarantee precision and thorough comprehension of the gathered data, the processing and analysis of this qualitative were executed in a methodical fashion. The interviews were followed by a full transcription of the audio recordings, which provided the textual data needed for analysis. The transcriptions were double-checked and revised many times to fix any mistakes made to guarantee they faithfully conveyed the participants' replies. The accuracy of the data relied on this painstaking method of transcription.

After transcription, the data was subjected to thematic analysis, a technique that yields useful insights from qualitative data by revealing recurring patterns (themes) (Braun & Clarke, 2006). An introduction to the data was the first phase, followed by code generation, theme search, theme review, theme definition and naming, and finally, report production. The study followed a specific procedure for thematic analysis, which is detailed below:

Familiarization with the Data: Submerging oneself in the facts was the initial stage of thematic analysis. In order to accomplish this, I read the transcripts numerous times until I was an expert on the subject. At this stage, I recorded our first impressions and any possible trends by making notes and observations. Because it prepares the way for additional in-depth coding and analysis, this stage is crucial (Braun and Clarke, 2019).

Generating Initial Codes: In this step, the researcher identified passages that seemed pertinent to the research questions and coded them systematically. Codes that encapsulated the key points of each segment were assigned to them.

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This procedure was carried out using NVIVO, a programme for analysing qualitative data. Codes are frequently brief expressions or keywords that stand in for the text's central argument. Researchers can more easily find patterns and themes in their data if they first categorise it into relevant categories, and coding is an essential part of this process (Nowell et al., 2017).

Searching for Themes: After encoding the material, the researcher looked for overarching themes or patterns in the codes. As part of this process, I grouped codes that were similar and thought about their relationships. During this phase, thematic maps and other visual representations were created to investigate the connections between codes and themes. Themes are defined by Braun and Clarke (2006) as recurring ideas that highlight key aspects of the data in connection to the study's central topic.

Reviewing Themes: Here, I checked and double-checked the identified themes to make sure they give a good picture of the data. This required a two-pronged approach: first, the researcher verified that each theme's coded data extracts made sense as a whole; and second, the researcher evaluated the strength of each theme in light of the whole dataset. Some unrelated concepts were either combined, altered, or removed during this iterative process. This ensures that the themes are based on the data, which increases the thematic analysis' credibility and trustworthiness (Guest et al., 2012).

Defining and Naming Themes: It was time to define and give each subject a name after they had been reviewed and modified. This required me to compose comprehensive explanations of each theme, elaborating on the data aspects

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collected by each theme and their relevance to the study objectives. Each subject was given a name that accurately reflected its essence: clear and straightforward. This process guarantees that the topics are well defined and separate from one another (Clarke, Hayfield, & Terry, 2018).

Producing the Final Report: Putting together an engaging narrative that communicates the data's story was the last step in the analysis process. The study provided a summary of the discovered themes along with data quotes to back them up. The goal was to present a convincing and in-depth analysis of the results, showing how the topics relate to the study's objectives (Braun and Clarke, 2019).

Chapter Summary

Problems with the research methodologies utilised to collect and analyse the study's data were detailed in this section. Data was gathered through interviews as part of the study's qualitative design. Ethical concerns were highly regarded as numerous stakeholders in the senior high schools were recruited utilising purposive and random sampling procedures. A relevant report was generated from the interview data by the methodical implementation of the Thematic Approach to qualitative data analysis.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

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After corporal punishment was outlawed in Ghana, this study looked at how senior high schools in the Cape Coast Metropolis's Central Region dealt with student discipline. The study's overarching goals were to gain a better understanding of the following: what this school means by "discipline," what led to the elimination of corporal punishment, how teachers have dealt with the issue since then, how things stand now, and what can be done to make things even better. A qualitative study strategy based on in-depth interviews with principals, instructors, guidance counsellors, and students was used to accomplish these goals. Thematic analysis, a rigorous method for detecting and analysing patterns within qualitative data, was applied to the meticulously transcribed interviews. It is in this chapter that the analysis's findings and related debates are laid out.

Demographics Characteristics of the Participants

So that they could remain somewhat anonymous, the researchers did not record any names or other personally identifiable information from the study's participants. Headmasters were designated as H1, Headmaster 2, and Headmaster 3 for the sake of identification; counsellors were given the labels C1, C2, and C3 for Counsellor 1 and 2, respectively; teachers were given the labels T1–T6, and students were given the labels S1–S6. Participant demographics are shown in Tables 3, 4, and 5.

Table 3: Demographic Characteristics of Adisadel College

Participants	**Sex**		**Years of Experience**
	Male	Female	
Headteacher	1		13

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Counsellor	1		11
Teachers	1	1	13
Students	2		N/A

Source: (Field Work, 2024)

Table 4: Demographic Characteristics of Holy Child School

Participants	**Sex**		**Years of Experience**
	Male	Female	
Headteacher		1	13
Counsellor	1		11
Teachers	1	1	13
Students		2	N/A

Source: (Field Work, 2024)

Table 5: Demographic Characteristics of Oguaa Secondary Technical School

Participants	**Sex**		**Years of Experience**
	Male	Female	
Headteacher	1		13
Counsellor	1		11
Teachers	1	1	13
Students	1	1	N/A

Source: (Field Work, 2024)

Presentation of Results

This section presents the findings from the Thematic Analysis of the interview data. The presentations are prepared with the research questions in mind, which served as the basis for the research. The data analysis was bolstered by the use of participants' verbatim quotations.

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Research Question One

What constitute indiscipline in schools in the Cape Coast Metropolis of the Central Region?

This research question sought to find out various acts of indiscipline in schools in the Cape Coast Metropolis in the Central Region of Ghana. Interview questions presented in "Section B of the interview guide (Appendix C) were used to" elicited responses to unearth the acts of indiscipline prevalent in the study area. After the analysis, the following themes emerged from the responses. These are:

- Truancy
- Examination malpractices
- Sexual promiscuity
- Vandalism

Truancy

A major theme that emerged from the interviews concerning indisciplinary acts in schools was truancy. The various stakeholders within the school community – headmasters, teachers, counsellors, and students – provided rich insights into how truancy manifests within the school environment. They explained how some students skip classes and sometimes skip school, ignoring the laid down rules and regulations of the schools. Some responses from the participants included:

> *Some of my friends skip classes because they find the lessons boring or they don't see the point in attending school everyday* (S3).
>
> *We have noticed that many of the students absent themselves from school without permission. They just come whenever they feel like. This is not how*

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school is supposed to be attended because this will go a long way to affect their performances (H1).

Some students habitually skip classes and wander around the school premises or even leave the campus. When they decide to come back to class, they end up pulling the whole class back. This is not the right thing to do as a student (T4).

Sometimes, some students are referred to me for counselling because their academic performances are poor but after careful assessment of the situation, I mostly find that the problem comes from the fact that they do not sit in classes as they are expected to. They don't come to school regularly (C2).

There are days when I just don't feel like going to school so I don't go. School life, at times, is just boring, there is nothing new. It is still the same old story (S2).

Examination malpractices

In addition to truancy, another major theme that emerged from the analysis regarding indiscipline in schools was examination malpractice. This issue was consistently highlighted by various stakeholders, including headmasters, teachers, and counsellors, who provided detailed accounts of its prevalence and impact. They stated how students, despite knowing the examination rules, flout the rules without resentment. Some of the participants said:

I understand that some students feel immense pressure from parents, peers, and themselves to perform well academically but instead of them to sit down

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and study, they rather try to go to the exam halls with foreign materials (C1).

Sometimes, you will even be standing next to a student in the examination hall and they will still be trying to cheat in your presence (T1).

During orientations, we make sure that we educate the students on the rule and regulations of the school including examination rules but we often still notice that some of these same students are engaging and examination malpractices. It is a serious issue (C2).

It is true that at times we cheat in examinations because some of the teachers' questions are too difficult. Other also have not finish the syllabus but yet have set questions to cover everything. So, truly some of us send in foreign materials because we want to pass and pleas our parents (S6).

It's disheartening to see students go to great lengths to cheat, such as using pieces of notes, electronic devices, or even collaborating with others. It makes it difficult to even trust the authenticity of their results (T4).

We have had numerous incidents where students have been caught cheating during exams. This does not only affects the credibility of our institution but also sets a poor example for other students (H2).

Sexual Promiscuity

Another theme that emerged from the analysis of the data was sexual promiscuity among the students. Issues of sexual immoralities were stated by the participants as one of the major forms of indiscipline among the students in the schools. Statements made by the various stakeholders included:

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This generation of students thinks that sex and other sexual behaviours are just normal. It is troubling to find students involved in such activities. It disrupts the learning environment and often leads to further issues like drop outs especially when some of the girls become pregnant (T4).

Peer pressure and the influence of social media have caused these students to become sexually active. They experiment with their colleagues and other children outside of school. (C1).

It is true that some of my colleagues engage in some sexual activities especially after preps. Recently, one student committed abortion and early died. We are also aware that some girls are pregnant and have stopped coming to school. Others also watch pornography on their phones (S4).

We have encountered several cases where students were found engaging in inappropriate sexual activities on school premises. This not only violates school policies but also poses serious risks to the students' wellbeing (H2).

Vandalism

Another major theme that emerged from the interviews regarding indiscipline in schools was vandalism. This issue was a significant concern for all stakeholders, including headmasters, teachers, counsellors, and students, who provided detailed accounts of its prevalence and impact on the school environment. Some of their comments included:

We have seen an increase in vandalism, from breaking windows to damaging school property. The students find these acts to be a form of

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protest even though we continuously explain the impact of these acts on the learning environment (H2).

Some of my friends can stand on the desk and later when it breaks they will be saying it is not them that did it (S3).

Some students resort to vandalism as an outlet for their grievances instead of following the laid down channels to get their issues addressed (C2).

I've seen situations where some of the students resort to damaging school property. This computer lab used to be full of working machines but the students kept spoiling them one by one (T1).

The above responses from the participants is a clear indication that senior high school students still commit various acts of indiscipline.

Research Question Two

What factors led to the abolishing of corporal punishment in schools in the Cape Coast Metropolis of the Central Region?

Research question two focused on exploring the various reasons underpinning the abolishment of corporal punishment in "schools in the Cape Coast Metropolis of the Central Region". Section C of the interview guide (Appendix C) posed questions that sought to get responses in relation this research question. Five themes emerged from the analysis. These are:

- Physical harm
- Psychological effects
- Parental concerns
- Culture indoctrination

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Physical Harm

A critical theme that emerged from the analysis regarding the factors leading to the abolition of corporal punishment in schools was physical harm. This theme was prominently discussed by headmasters, teachers, counsellors, and students. Some statements made by the participants are:

> *I remember one boy was badly hurt after being beaten for coming to school late those times that canning was still around. The cane hit his hand and it swelled up* (S2).
>
> *There were times when I noticed bruises and other injuries on few students who had been punished physically. Sometimes it is just sad* (T5).
>
> *We had instances where students were injured due to excessive corporal punishment. This made it clear that such methods were harmful and unacceptable* (H2).
>
> *We dealt with cases where some students experienced not only physical pain but also emotional trauma from being punished physically* (C3).

Psychological Effects

Another significant theme that emerged from the analysis regarding the factors leading to the abolition of corporal punishment in schools was the psychological effects it had on students. Participants raised the following points about this topic, which they believe contributed to the country's decision to outlaw physical punishment in schools:

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We observed that students subjected to corporal punishment often exhibited signs of anxiety and fear. This was counterproductive to their learning and overall development (H3).

Corporal punishment instilled fear rather than respect. It created a hostile environment that was not conducive to learning (C2).

Sometimes, the way they will flog some students will even make you scared of going to school the next day. I am sure that they have seen that it is not good at all. But some teachers are even still using the cane on us. At times they allow seniors to beat us (S1).

I have seen students become withdrawn and less participative in class after being punished physically. It was evident that this approach was affecting their confidence and mental health as a whole even though they are also stubborn (T6).

Parental Concerns

Another significant theme that emerged from the analysis regarding the factors leading to the abolition of corporal punishment in schools was parental concerns. The following comments were made by the participants in support of this:

Parents started voicing their concerns about the physical discipline methods used in schools. Some parents reported bruises and certain physical harm metred out to their children (H1).

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We noticed that more parents were raising questions about corporal punishment during parent-teacher meetings. Their feedback encouraged us to re-evaluate our disciplinary strategies and explore alternative methods (T3).

Parents approached us with their worries about the negative effects of corporal punishment on their children especially when students were hurt physically (C1).

When they beat some students, they go and call their parents to the school. Some parent come and raise concerns about the severity of the punishment emitted to their children. This happened when my senior brother was badly hurt through corporal punishment (S4).

Culture indoctrination

A significant theme that emerged from the analysis regarding the factors leading to the abolition of corporal punishment in schools was cultural indoctrination.

Right now, we have human rights issues. We're adopting the outside style of bringing up our children. Now, canning is a violation of the child's human rights so we were required to adopt non-violent discipline methods as it is clear that corporal punishment is no longer acceptable (T6).

Over the years, there has been a shift in how our society views child-rearing and discipline. The old methods of corporal punishment no longer align with contemporary cultural values so it had to be removed (H1).

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As a country, we are embracing the American views on discipline, which talks about moving away from corporal punishment to better alternatives (C2).

The above responses are the major reasons that call for the abolishment of corporal punishment as it leads to human rights abuses.

Research Question Three

What is the state of indiscipline after abolishing corporal punishment in the Cape Coast Metropolis of the Central Region?

This research question was aimed at finding out whether the absence of corporal punishment has led to changes in the indiscipline levels within schools in the study area. Section D of the interview guide (Appendix C) presented questions on the issue. A major theme that emerged from the analysis regarding the state of discipline after the abolition of corporal punishment was a low level of indiscipline. This observation was consistently noted across various stakeholders, including headmasters, teachers, counsellors, and students. The participants made the following comments:

Without the option of corporal punishment, it feels like we have lost an important tool for managing misbehaviour. Students seem less inclined to follow the rules and are more likely to act out. The state of indiscipline is rather on the ascendency (T2).

It is rather unfortunate that indiscipline is rather increasing. I think this generation want to rely on human rights and this is a global phenomenon

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affecting the maintenance of high discipline in schools. At times, we feel the situation was better before the abolishing of corporal punishment (H3).

Students are more vocal and less afraid of consequences, and this is very bad for the school. Indiscipline has increased more than before (C3).

I think some students take advantage of the fact that they won't be canned and so they feel like they can get away with misbehaviour and this has worsen the issue of indiscipline in the school (S2).

Since we stopped using corporal punishment, we've seen an increase in disruptive behaviours. It seems that students no longer fear the consequences of their actions as much as they used to do. As such, as a headmaster, I will say the level of discipline is low (H1).

The analysis of data indicated that the level indiscipline in senior high school after the abolishing it is rather increasing.

Research Question Four

What strategies do teachers use to instil discipline in schools after abolishing corporal punishment?

After the abolishment of corporal punishment, this study topic sought to identify alternative disciplinary tactics used by teachers in the Cape Coast Metropolis. To obtain responses to this research question, questions in Section E of the interview guide were posed. Five (5) themes emerged as strategies implemented by teachers as alternative disciplinary measures for corporal punishment. These themes are:

- Time-outs

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- Signing bonds
- Guidance and Counselling
- Suspension
- Expulsion

Time-outs

A prominent theme that emerged from the analysis regarding the strategies teachers use to instil discipline after the abolition of corporal punishment was the implementation of time-outs. Comments by participants included:

> *When a student acts out, sometimes I just ask them to go and stand in the corner in front of the class and think about themselves* (T5).
>
> *Sometimes when you do something wrong, they will ask you to go and sit in front of the class or sometimes they will ask you to go and sit in the staff common room till break is over* (S5).
>
> *Time-outs have become have become one of the components of our disciplinary approach. This provide students with an opportunity to reflect on their actions without the fear of physical punishment* (H2).
>
> *We encourage teachers to use time-outs in conjunction with positive reinforcement* (C1).

Signing bonds

Among the many tactics used by educators to maintain order in the classroom following the legalisation of physical punishment, the practice of having students sign bonds stood out as particularly noteworthy. Together with their parents, kids in this method sign a contract outlining appropriate behaviour and the

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repercussions for acting in a way that goes against the rules. In keeping with this, the following claims were made by the participants:

> *We have implemented a system where students who repeatedly misbehave must sign a bond in the presence of their parents to be of good behaviour* (H1).
>
> *When you commit very serious offences, they will ask you to bring your parents and sign bond* (S4).
>
> *If they continue to misbehaviour, we ask them to bring their parents and sign a bond to be of good behaviour* (H2).
>
> *Currently what we do now is to let the student sign a bond to be of good behaviour or give them a suspension. The degree of the offence will let us know whether to give you internal suspension or external suspension* (T2).
>
> *We implement bonds … I believe that signing a bond to be of a good behaviour is a constructive way to address behavioural issues* (C2).

Guidance and Counselling

Analysis of methods used by educators to enforce discipline following the elimination of corporal punishment revealed that advice and counselling services were increasingly relied upon. Instead of using punishment, this method seeks to identify and solve the underlying causes of problematic conduct through mentoring and assistance. The individuals involved in the study made the following claims:

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Sometimes, students are caught cheating on exams and as a counsellor, they mostly call on me to sit with them and talk with them. I do my best to put them on the right path (C3).

We encourage counselling, and then take their children as our own children. I have a few students who are very difficult to control. I talked to them, I take them as my own children. We were like friends, and gradually they are changing. At time I just refer them to the counsellor who is the professional (T1).

We try to practice positive discipline by talking to them, counselling them, letting them know the effect of their behaviours. It takes time. It is a slow process, but that's what we are doing now (T4).

I know that many students have been referred to the counsellor because they like misbehaving and I think the counsellor is helping them to change (S1).

Suspension

After the outlawing of corporal punishment, teachers turned to other methods of discipline, and suspension arose as a prominent issue. This strategy serves as a serious consequence for severe infractions, aiming to deter undesirable behaviour and maintain a disciplined school environment. These statements were made by the participants:

Yes, after sitting in the case of a student, they suspended the student and made the parents come for him (T2).

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While we prefer to use other strategies first, suspension is effective in showing students the gravity of their actions and the consequences they face (H2).

When students repeatedly disrupts the learning environment or engages in bad behaviour, they will be suspended. It's part of the laws in the school (T1).

Sometimes we are forced to expel the student. I still give them counselling anyways (C1).

Few students I know were suspended. Some internally, and the rest externally and we saw their parents coming for them. (S6).

Expulsion

The investigation revealed that expulsion was a prominent tactic used by educators to enforce discipline following the elimination of corporal punishment. This strategy is reserved for the most severe infractions and aims to maintain a safe and conducive learning environment. Some participants commented on this issue:

Expulsion is the last resort. We only use it when the student's behaviour poses a significant threat to the safety and well-being of others (H2).

We expel. It's unfortunate when it comes to that point, but it gives a clear message to other students since other forms of disciplining did not work (T6).

I've seen a situation where a student has to be expelled from the school because his behaviour was a serious crime. It doesn't actually happen that much (C2).

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I've not seen them sack anyone from the school but we have been hearing of it (S1).

Following the outlawing of physical punishment, the aforementioned themes reveal the numerous approaches utilised to enforce school discipline.

Discussion of Results

The results of the thematic analysis are discussed in this section. This section presents the discussion in light of the study's research questions.

Acts of indiscipline in schools

The study found that truancy, examination malpractices, sexual promiscuity, and vandalism were major forms of indiscipline in senior high schools. From a utilitarian perspective, the presence of these behaviours suggests a failure in deterrence mechanisms, as effective punishment should discourage such acts. According to general deterrence, the existence of clear rules and the knowledge of consequences should prevent students from engaging in misconduct (Reyna & Weiner, 2001). However, the persistence of these behaviours indicates that the deterrence strategies employed in schools may not be effectively influencing students' decision-making. The absence of strong enforcement mechanisms may have contributed to students perceiving the risks of punishment as low, thus leading to more frequent occurrences of misconduct.

In this study, truancy emerged as a significant issue, with students frequently absenting themselves from classes without permission, leading to a notable impact on academic performance and overall school discipline. This finding is consistent with the findings of Eshetu (2014) who highlighted frequent

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absenteeism as a growing disciplinary problem in high schools. This finding is also consistent with Ngwokabuenui (2015) who also identified absenteeism and missing classes as common forms of student-based indiscipline. The alignment across these studies suggests that truancy is a widespread issue that adversely affects students' academic success and the overall disciplinary environment in schools.

Examination malpractice was also identified in this study as a prevalent form of indiscipline, compromising the integrity of the academic process. This finding aligns with those of Ngwokabuenui (2015) and Eshetu (2014), both of whom noted cheating as a significant disciplinary problem. Ngwokabuenui (2015) classified cheating as a common type of student misconduct, while Eshetu (2014) included it among various manifestations of indiscipline. The consistency across these studies indicates that examination malpractice is another common challenge in maintaining academic integrity in schools.

This study further reported incidents of inappropriate sexual behaviours occurring both on and off school premises, raising serious concerns among educators and administrators. This finding was not seen in previous research as reviewed in this study. For example, While Silva, Negreiros, and Albano (2017) discussed emotional problems and issues like lack of zeal with material, however, they did not specifically mention inappropriate sexual behaviours. This discrepancy could be attributed to cultural or regional differences in what types of indiscipline are emphasized or reported. The sensitivity of discussing sexual behaviours may also result in underreporting or different categorization in various studies.

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Vandalism, including the destruction of school property, was also highlighted in this study as a significant issue, with notable financial and environmental impacts on the school community. This finding is consistent with Ngwokabuenui (2015) and Silva et al. (2017). Silva et al. (2017) mentioned the degradation of school heritage as a form of indiscipline, while Ngwokabuenui (2015) included unacceptable habits, such as vandalism, as common disciplinary problems. The alignment indicates that vandalism is a recognized issue that affects schools' physical environments and resources.

Factors that led to the abolition of corporal punishment in schools

The study highlighted several reasons for eliminating corporal punishment, including concerns about physical and psychological harm, parental opposition, and the perceived indoctrination of foreign cultural values. From a utilitarian standpoint, this aligns with the principle that punishment should not cause more harm than good (Mill, as cited in Adams, 1992). Physical punishment may cause short-term compliance but does not necessarily lead to long-term behavioural change. Instead, it can foster resentment, fear, and alienation, contradicting the goal of rehabilitation – a key tenet of the utilitarian justification of punishment. Mill's perspective suggests that ethical punishment should maximise overall happiness by correcting behaviour while preserving the dignity of the individual. The abolition of corporal punishment reflects a move towards less harmful, more rehabilitative disciplinary approaches that align with modern educational principles.

The findings of this study indicated that the physical harm inflicted by corporal punishment was one of the major factors that led to its abolition. This

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finding corroborates the findings of Shahbaz Arif and Shaban Rafi (2007) who found that students subjected to corporal punishment exhibited negative behaviour and academic regression, whereas those receiving psychological treatment showed improvement in behaviour and academic progress. Similarly, the findings are in line with Stein, Steenkamp, and Tangi (2019) who highlighted the detrimental impact of violent teacher behaviour on students' academic performance, linking physical punishment to negative educational outcomes. These studies underscore the adverse physical and psychological effects of corporal punishment, reinforcing the rationale behind its abolition.

The present study also identified the negative psychological effects of corporal punishment as a factor that caused its abolition. This finding is consistent with the results of Shahbaz Arif and Shaban Rafi (2007), who noted that students subjected to psychological treatment, as opposed to corporal punishment, demonstrated greater interest in learning and more positive behaviour. The findings further aligns with the findings of Akhtar and Awan (2018) who also found a clear association between physical punishment and negative outcomes, including increased aggression and a decline in academic performance. The emphasis on psychological harm in these studies supports the move away from corporal punishment, aligning with your findings.

Parental concerns and objections are another factor which was found in this study to have played a significant role in the abolition of corporal punishment. This factor, while not explicitly addressed in the reviewed studies, is implied through the broader societal and cultural shifts mentioned. For example, the studies by

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Stein, Steenkamp, and Tangi (2019) and Akhtar and Awan (2018) highlight the negative impacts of corporal punishment, which likely contribute to growing parental opposition. The increasing awareness of the harmful effects of corporal punishment among parents has been a driving force behind its decline, as parents advocate for safer and more supportive disciplinary measures for their children.

Another finding of this study that led to the abolition of corporal punishment was changes in cultural attitudes towards discipline and child rights, reflecting a broader societal shift. This finding aligns with the global trends observed in studies like those of Gudyanga, Mbengo, and Wadesango (2014), who emphasized the need for alternative disciplinary approaches that prioritize positive discipline over punitive measures. Grogan-Kaylor (2004) also highlighted the universal adverse consequences of corporal punishment across racial and ethnic groups, indicating a widespread cultural shift towards recognizing its harmful effects. These changes in cultural attitudes have been pivotal in driving the abolition of corporal punishment, consistent with your study's findings.

The state of indiscipline after abolishing corporal punishment

Despite the removal of corporal punishment being intended to create a more student-friendly and psychologically safe learning environment, the study found that school indiscipline increased after the ban. This contradicts utilitarian expectations, which suggest that effective deterrent measures should prevent misconduct. The rise in misbehaviour may indicate that the alternative disciplinary methods employed were not strong enough to deter deviant behaviour. The principle of particular deterrence suggests that students should be discouraged from

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repeating offences due to fear of consequences (Reyna, 2001). However, if punishments are perceived as too lenient or inconsistent, they may fail to influence rational decision-making, leading to a decline in discipline.

The results of this study revealed that indiscipline in schools has increased, as educators felt disempowered and unprepared to manage this behaviour without corporal punishment. This finding is in line with the findings of Maphosa and Shumba (2010) who found that South African educators felt disempowered and frustrated with the ineffectiveness of alternative disciplinary measures after the ban on corporal punishment. They reminisced about the days when corporal punishment was allowed, viewing it as a quick and effective way to maintain discipline. This sentiment was echoed in this study, where educators in some Ghanaian schools expressed similar frustrations and difficulties in managing student behaviour without corporal punishment. The alignment suggests that feelings of disempowerment among teachers may be a common issue in various contexts where corporal punishment has been abolished.

The findings also agree with Laurence Lwo and Yuan (2011) who discovered that while Taiwanese teachers supported the ban on corporal punishment, they had concerns about the effectiveness of alternative disciplinary methods and the potential for conflicts with parents and administrators. This study's findings also highlighted similar concerns among Ghanaian educators, who struggled with the practical implementation of alternative disciplinary strategies. Both studies hammered the need for better support systems and clearer guidelines to help teachers manage discipline effectively without corporal punishment.

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The findings further align with the findings of Makewa et al. (2017). Makewa et al., (2017) found that teachers in Kenya largely agreed on the efficacy of the ban on corporal punishment but emphasized the necessity of alternative disciplinary measures. This is consistent with this study's findings, where some Ghanaian schools managed to maintain discipline effectively through alternative measures.

The findings of this study are also in line with Tiwari (2019) who highlighted the persistence of corporal punishment in Indian schools despite the ban, due to cultural norms and perceived inadequacies of alternative disciplinary methods. This study also revealed that some teachers justified the use of corporal punishment based on traditional beliefs. While this study did not report the continuation of corporal punishment, it did find that some educators felt the alternatives were inadequate, reflecting a similar reliance on traditional disciplinary methods. This suggests that changing entrenched disciplinary practices requires not only policy changes but also cultural and educational shifts.

However, the findings of this study contradict the finding of Shaikhnag Assan (2014) who found that the abolition of corporal punishment in South African schools did not significantly increase student misconduct, despite anecdotal reports suggesting otherwise. This discrepancy can be justified by considering contextual differences. The effectiveness of alternative disciplinary measures and the overall impact of abolishing corporal punishment can vary based on the implementation strategies, support systems in place, and cultural attitudes towards discipline. South African Schools may have these factors properly in place to maintain discipline

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even after the abolition of corporal punishment in the schools. Additionally, variations in study methodologies and sample sizes might account for the differing conclusions.

Strategies teachers use to instill discipline in schools after abolishing corporal punishment

The study found that schools implemented alternative disciplinary strategies, including time-outs, signing bonds, guidance and counselling, suspension, and expulsion. While these methods align with the rehabilitative aspect of utilitarian theory, their effectiveness in maintaining discipline varied. Guidance and counselling, for instance, seeks to reform behaviour rather than punish, embodying the utilitarian belief in rehabilitation as a means to prevent future misconduct (Weiner et al., 1997). However, harsher penalties such as suspension and expulsion may have long-term negative effects on students, potentially increasing their disengagement from education and society. The utilitarian principle of proportionality suggests that punishment should be neither excessive nor ineffective (Ngwokabuenui, 2015). Thus, while guidance and counselling may be too lenient for severe offences, suspension or expulsion may be too harsh, leading to unintended consequences such as academic decline and increased dropout rates.

This finding supports the findings of Chitalu and Phiri (2020) who found that non-corporal disciplinary measures like manual work, dialogue, counselling, suspension, and forced transfer were employed in Zambian secondary schools.

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However, they identified significant challenges, including the time-consuming nature of these measures, lack of compliance from pupils and parents, and insufficient knowledge among teachers and pupils about non-corporal discipline trends. The present study's findings align with this study as both highlight the challenges educators face in effectively implementing alternative disciplinary strategies.

The findings of this study also corroborate the findings of Maphosa and Shumba (2010) who revealed that South African educators felt disempowered and frustrated with alternative disciplinary measures, which they found ineffective and time-consuming. The present study similarly found that Ghanaian educators struggled with the effectiveness of alternative disciplinary strategies, feeling less empowered without corporal punishment. Both studies suggest that the transition from corporal punishment to alternative methods requires significant support and resources to address educators' frustrations and enhance the effectiveness of these measures.

The finding of the present study further aligns with Moyo et al. (2014) who discovered that while some disciplinary measures aligned with the Alternatives-to-Corporal Punishment (ATCP) strategy, there was inconsistency in their application, and many teachers still supported corporal punishment. This partially aligns with the present study's findings, where some Ghanaian educators struggled with the effectiveness of alternatives and faced challenges in their implementation. However, the present study did not explicitly report a strong ongoing support for

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corporal punishment, suggesting a more pronounced shift away from it compared to the South African context described by Moyo et al.

However, this finding by the present study contradicts the findings of Motseke (2010) who found that despite some teachers resorting to corporal punishment, most adhered to approved disciplinary practices, and the ban did not lead to a significant increase in disciplinary issues. This discrepancy could be due to differences in the educational environments of South African primary schools and Ghanaian senior high schools. Additionally, the effectiveness of alternative measures may vary based on the age group and maturity of the students, suggesting that strategies effective in primary schools may not directly translate to older students in secondary schools.

Summary of Findings

1. This study's results show that senior high schools in the Cape Coast Metropolis of Central Region, Ghana, have a number of disciplinary issues, including: 1. truancy; 2. exam malpractices; 3. sexual promiscuity; and 4. vandalism.
2. The elimination of physical and psychological harm as well as parental concerns and the influence of other cultures all contributed to the decision to outlaw corporal punishment in urban senior high schools.
3. Following the elimination of physical punishment in senior high schools in the Cape Coast Metropolis of Central Region, Ghana, there has been a noticeable rise in school discipline issues.

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4. Time-outs, signing bonds, Guidance and Counselling, suspension, and expulsion are some of the strategies utilised by schools in the city to enforce discipline following the abolition of corporal punishment.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter provides a synopsis of the study, including its purpose, methodology, key results, conclusions, recommendations, and areas for further research.

Summary of the Study

This study set out to investigate how senior high school students in the Central region's Cape Coast Metropolis are adjusting to life without corporal punishment. The study aims to accomplish the following specific things:

First, we need to learn what senior high school discipline looks like in the Cape Coast Metropolis of the Central Region. Second, we need to know why physical punishment was banned in those schools. Third, we need to know how things are now with no corporal punishment. Furthermore, we need to know how teachers have dealt with the issue of lack of discipline since the ban.

The study was grounded on empirical evidence through a literature review that followed a theoretical framework, conceptual review, and empirical review. In order to capture the complex character of discipline in senior high schools from the perspectives of students, teachers, guidance counsellors, and principals, the study used a qualitative research approach grounded on phenomenology. A semi-structured interview guide was used to gather data, which included open-ended questions and room to delve deeper.

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The data was analysed and organised into themes using thematic analysis. Previous empirical investigations were analysed in this study, which allowed for a more thorough presentation and discussion of the data. Here in this chapter, you will find the results, conclusions, counselling implications, recommendations, and ideas for further research.

Key Findings

1. High schools in the Cape Coast Metropolis, Central Region of Ghana, have a problem with absenteeism, exam malpractices, sexual promiscuity, and vandalism, according to this study's findings.
2. The country's senior high schools did away with corporal punishment due to a number of factors, including the fact that it hurts physically and psychologically, parents were worried about their children being indoctrinated with foreign culture, and other parental concerns.
3. Following the elimination of physical punishment in senior high schools in the Cape Coast Metropolis of Central Region, Ghana, there has been a noticeable rise in school discipline issues.
4. Time-outs, signing bonds, Guidance and Counselling, suspension, and expulsion are some of the strategies utilised by schools in the city to enforce discipline following the abolition of corporal punishment.

Conclusion

The end of physical punishment in schools has brought many problems, but it has also opened the door to a more humanitarian, effective, and supportive method of enforcing rules. Teachers can be better prepared to employ non-corporal

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disciplinary techniques if they participate in continuing professional development and training, according to the study. Furthermore, the community at large, including students, teachers, and parents, must undergo a sea change in their mindsets and values in order to fully accept and back these reforms.

According to the findings, administrators and legislators must show a firm commitment for school discipline to be effective after abolition. To assist educators and guarantee the effectiveness of alternative disciplinary tactics, it is crucial to have well-defined policies, sufficient funding, and constant enforcement. Better educational performance and a more harmonious school atmosphere can be achieved when schools persist in their efforts to create a welcoming learning environment that values the rights and dignity of every student.

Recommendations

Based on the study's findings, the following suggestions are made:

1. The study found that senior high schools in the metropolis have a number of disciplinary issues including truancy, examination malpractice, sexual promiscuity and vandalism. It is therefore recommended that school administrators should work to develop focused interventions to address and decrease these disciplinary issues in the schools.
2. It was found that the elimination of physical and psychological harm as well as parental concerns and the influence of other cultures were the factors that contributed to the decision to outlaw corporal punishment in urban senior high schools. It is recommended that Ghana's Ministry of Education and the Ghana Education Service (GES) should revise its policies on secondary

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school punishment. The policy should be made very clear what kinds of consequences the pupils could face for certain infractions. More resources and assistance can be made available to students through the establishment of community partnerships as a way of reducing indiscipline in schools.

3. Following the elimination of physical punishment in senior high schools, there has been a noticeable rise in school disciplinary issues. It is, therefore, recommended that GES and the Ministry of Education should create and run continuing professional development courses that centre on different approaches to discipline students. Also, methods for resolving conflicts and implementing positive reinforcement should be part of this training.
4. Time-outs, signing bonds, Guidance and Counselling, suspension, and expulsion are some of the strategies utilised by schools in the metropolis to enforce discipline following the abolition of corporal punishment. It is recommended that school administrations should support activities that encourage excellent behaviour and offer rewards for it. The school's disciplinary framework can be enhanced by incorporating programmes that focus on students' social and emotional development, such as socio-emotional learning, restorative justice circles, and peer mentorship.

Implications for Counselling

The use of counselling as a form of disciplinary measure is growing in importance as schools abandon corporal punishment. Despite the implementation of alternate disciplinary procedures, the results show that their efficacy varies. Counsellors should help non-corporal disciplinary methods operate better by

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collaborating with educators to create and execute personalised strategies to deal with students' unique behavioural issues. Additionally, assistance from counsellors on how to manage student behaviour in the classroom without using physical punishment would be a great asset to instructors. Some examples of this kind of assistance include holding frequent consultations, organising workshops on classroom management, and providing a forum where educators may discuss and exchange best practices.

With the help of school counsellors, parents can stay informed and actively participate in their children's behavioural development through improved communication and collaboration between home and school. Meetings and workshops can be planned to inform parents about the value of alternative forms of discipline and how they can help their children at home. To further assist students in comprehending and managing behavioural standards as well as any underlying concerns that may be causing indiscipline, counsellors should offer both individual and group therapy sessions.

Suggestions for Further Studies

Longitudinal studies examining the long-term impacts of alternative disciplinary procedures on student behaviour and academic performance should be prioritised for future research. It is also possible to think about doing comparative research in various socioeconomic and cultural settings. This kind of study has the potential to shed information on the ways in which non-corporal disciplinary methods are affected by cultural values and socio-economic considerations.

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Another important subject to investigate is how different forms of discipline affect the emotional and psychological health of pupils. For a more complete picture, research might compare the effects of various disciplinary strategies on students' mental health, self-esteem, and stress levels.

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APPENDICES

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APPENDIX A

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY OF CAPE COAST, GHANA

Our Ref CES/ERB/UCC/edu/18-23/15
Your Ref

Date 30th May, 2023

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

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

Vice Chairman, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
0244747357

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

The bearer, Phyllis Asante-Kroben Reg. No CF/EGT/20015 is M.Phil. / Ph.D. student in the Department of Guidance and Counselling in the College of Education Studies University of Cape Coast, Cape Coast, Ghana. He / She wishes to undertake a research study on the topic:

The state of indiscipline in Senior high schools in Cape Coast metropolis after the abolition of corporal punishment in Ghana.

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

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

Thank you.
Yours faithfully,

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

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APPENDIX B

INTRODUCTORY LETTER

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

Telephone: 0332091854
E-mail: dgc@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: DGC/L.2/VOL.1/221

Your Ref:

2nd June, 2023

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

We introduce to you, Phyillis Asante-Krobea a student pursuing an M.Phil programme in Guidance and Counselling at the Department of Guidance and Counselling of the University of Cape Coast. As a requirement, she is to submit a thesis on the topic: ***"The State of Indiscipline in Senior High School in Cape Coast Metropolis After the Abolition of Corporal Punishment in Ghana".*** We are by this letter affirming that, the information she will obtain from your Institution will be solely used for academic purposes.

We would be most grateful if you could provide her with the necessary assistance.

Thank you.

Dr. Stephen Doh Fia
HEAD OF DEPARTMENT

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APPENDIX C

INTERVIEW GUIDE

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF GUIDANCE AND COUNSELLING

INTERVIEW GUIDE FOR HEADMASTERS

Dear Participant,

We appreciate your willingness to take part in this survey that aims to better understand the disciplinary climate in senior high schools in the Central Region's Cape Coast Metropolis. Nothing you say or do during this interview will be utilised for anything other than academic research. Your answers may end up in presentations or published in academic journals, adding to what is already known about this topic. Rest assured, we will take every precaution to protect your privacy and anonymity. Your involvement in this research is totally optional, and you can stop at any moment without any consequences. Feel free to reach out to Phyllis Asante-Krobea at [---Researcher's Contact Information] if you have any inquiries or reservations regarding the study or your involvement. We are grateful for your help and support and want to continue this productive conversation.

Thank you.

Section A: Demographic Information

1. Participants' sex
2. How many years have you been in your current role/position?

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Section B: Acts of Indiscipline in Schools

1. Can you describe some instances of indiscipline you observe in your school?
2. What are some reports of indiscipline you have been made aware of during your tenure in the school?
3. Where does these acts of indiscipline take place?

Section C: Factors that Led to the Abolition of Corporal Punishment

1. How was corporal punishment emitted to students before its abolishment?
2. What were the main reasons or events that prompted the decision to abolish corporal punishment in your school?

Section D: State of Discipline after the Abolition of Corporal Punishment

1. From your perspective, how would you describe the current state of discipline in your school compared to before the abolition of corporal punishment?
2. Have there been any noticeable changes in student behaviour or attitudes towards discipline since the abolition?

Section E: Strategies Teachers use to Instill Discipline in Schools after Abolition of Corporal Punishment

1. Can you discuss some of the alternative disciplinary strategies implemented in your school since the abolition of corporal punishment?
2. How effective do you find these strategies in maintaining discipline among students?

----------Thank you once again for your time ----------"

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UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF GUIDANCE AND COUNSELLING

INTERVIEW GUIDE FOR TEACHERS

Dear Participant,

We appreciate your willingness to take part in this survey that aims to better understand the disciplinary climate in senior high schools in the Central Region's Cape Coast Metropolis. Nothing you say or do during this interview will be utilised for anything other than academic research. Your answers may end up in presentations or published in academic journals, adding to what is already known about this topic. Rest assured, we will take every precaution to protect your privacy and anonymity. Your involvement in this research is totally optional, and you can stop at any moment without any consequences. Feel free to reach out to Phyllis Asante-Krobea at [---Researcher's Contact Information] if you have any inquiries or reservations regarding the study or your involvement. We are grateful for your help and support and want to continue this productive conversation.

Thank you.

Section A: Demographic Information

1. Participants' sex
2. What is your current role or position within the school community?
3. How many years have you been in your current role/position?

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Section B: Acts of Indiscipline in Schools

1. Can you describe some instances of indiscipline you observe in your school?
2. What are some reports of indiscipline you have been made aware of during your role in the school?
3. Where does these acts of indiscipline take place?

Section C: Factors that Led to the Abolition of Corporal Punishment

1. How was corporal punishment emitted to students before its abolishment?
2. What were the main reasons or events that prompted the decision to abolish corporal punishment in your school?

Section D: State of Discipline after the Abolition of Corporal Punishment

1. From your perspective, have you noticed any changes in student behaviour since the abolition of corporal punishment?
2. How do you adapt your teaching strategies to accommodate a disciplinary environment without corporal punishment?

Section E: Strategies Teachers Use to Instil Discipline in Schools after Abolition of Corporal Punishment

1. Could you share some of the methods or techniques you employ to manage student behavior in the classroom and on campus?
2. How do you collaborate with other teachers and school staff to maintain a consistent and effective approach to discipline?

----------Thank you once again for your time ----------"

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UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF GUIDANCE AND COUNSELLING

INTERVIEW GUIDE FOR COUNSELLORS

Dear Participant,

We appreciate your willingness to take part in this survey that aims to better understand the disciplinary climate in senior high schools in the Central Region's Cape Coast Metropolis. Nothing you say or do during this interview will be utilised for anything other than academic research. Your answers may end up in presentations or published in academic journals, adding to what is already known about this topic. Rest assured, we will take every precaution to protect your privacy and anonymity. Your involvement in this research is totally optional, and you can stop at any moment without any consequences. Feel free to reach out to Phyllis Asante-Krobea at [---Researcher's Contact Information] if you have any inquiries or reservations regarding the study or your involvement. We are grateful for your help and support and want to continue this productive conversation.

Thank you.

Section A: Demographic Information

1. Participants' sex
2. What is your current role or position within the school community?
3. How many years have you been in your current role/position?

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Section B: Acts of Indiscipline in Schools

1. As a counselor, what types of disciplinary issues do students and teachers commonly seek assistance with?
2. Within which areas are these disciplinary issues mostly reported?

Section C: Factors that Led to the Abolition of Corporal Punishment

1. How was corporal punishment emitted to students before its abolishment?
2. What were the main reasons or events that prompted the decision to abolish corporal punishment in your school?

Section D: State of Discipline after the Abolition of Corporal Punishment

1. From your perspective, how would you describe the current state of discipline in your school compared to before the abolition of corporal punishment?
2. Have there been any noticeable changes in student behaviour or attitudes towards discipline since the abolition?

Section E: Strategies Teachers Use to Instil Discipline in Schools After Abolition of Corporal Punishment

1. Can you discuss some of the alternative disciplinary strategies implemented in the school since the abolition of corporal punishment?
2. How effective do you find these strategies in maintaining discipline among students?

----------Thank you once again for your time ----------"

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UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF GUIDANCE AND COUNSELLING

INTERVIEW GUIDE FOR STUDENTS

Dear Participant,

We appreciate your willingness to take part in this survey that aims to better understand the disciplinary climate in senior high schools in the Central Region's Cape Coast Metropolis. Nothing you say or do during this interview will be utilised for anything other than academic research. Your answers may end up in presentations or published in academic journals, adding to what is already known about this topic. Rest assured, we will take every precaution to protect your privacy and anonymity. Your involvement in this research is totally optional, and you can stop at any moment without any consequences. If you have any inquiries or reservations regarding the study or your involvement, feel free to get in touch with [---Researcher's Name] at [---Researcher's Contact Information]. We are grateful for your help and support and want to continue this productive conversation.

Thank you.

Section A: Demographic Information

1. Participants' sex

Section B: Acts of Indiscipline in Schools

1. From your perspective, what behaviours or actions do you consider as indicative of indiscipline among students?

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2. In which areas of the school environment does these behaviours or actions take place?

Section C: Factors that Led to the Abolition of Corporal Punishment

1. What do you think caused corporal punishment to be stopped in the schools?
2. How to you think the issues that caused the abolition affect the students?

Section D: State of Discipline after the Abolition of Corporal Punishment

1. How do you feel the absence of corporal punishment has influenced student behavior and attitudes towards discipline?
2. Have you observed any changes in how disciplinary issues are addressed by teachers and school authorities since the abolition?

Section E: Strategies Teachers Use to Instil Discipline in Schools after Abolition of Corporal Punishment

3. Can you discuss some of the disciplinary strategies implemented in the school since the abolition of corporal punishment?
4. How effective do you find these strategies in maintaining discipline among students?

----------Thank you once again for your time ----------"

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