

Table 0.12 Opinions of teachers on corporal punishment and antisocial behaviour of children

Opinion	Frequency (N)	Percent (%)
Strongly agreed	7	28.0
Slightly agreed	4	16.0
Disagreed	12	48.0
Strongly disagreed	2	8.0
Total	25	100.0

Source: Field data, June 2017

4.5.2 Parents View

This section of the study focuses on the views of parents on corporal punishment at home. The study found that many parents are perpetrators of violence against their children. These are the

Use of corporal punishment

From Figure 4.7, it was found that it is not appropriate to use violence means to train children.

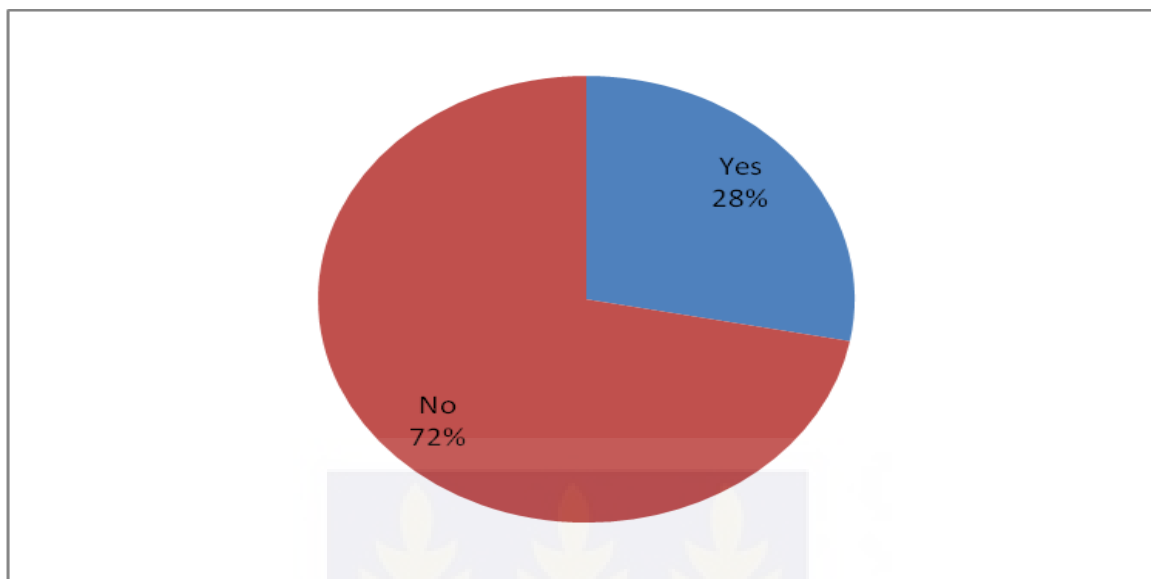
Principally, the main method used by respondents in correcting children in this regard is by canning followed by using their hands to hit children and this could cause injury to children. This gives an indication that they still believe in the old adage that “spare the rod and spoil the child” and as such the only means to correct a child is by corporal punishment.



1 opinions on corporal punishment of training children, physical violence against children.

cated that it was not appropriate that they frown against the other hand, 28% of

Figure 0.7: Use of corporal punishment in training a child



Source: Field data, June 2017

Religion and the use of corporal punishment of children

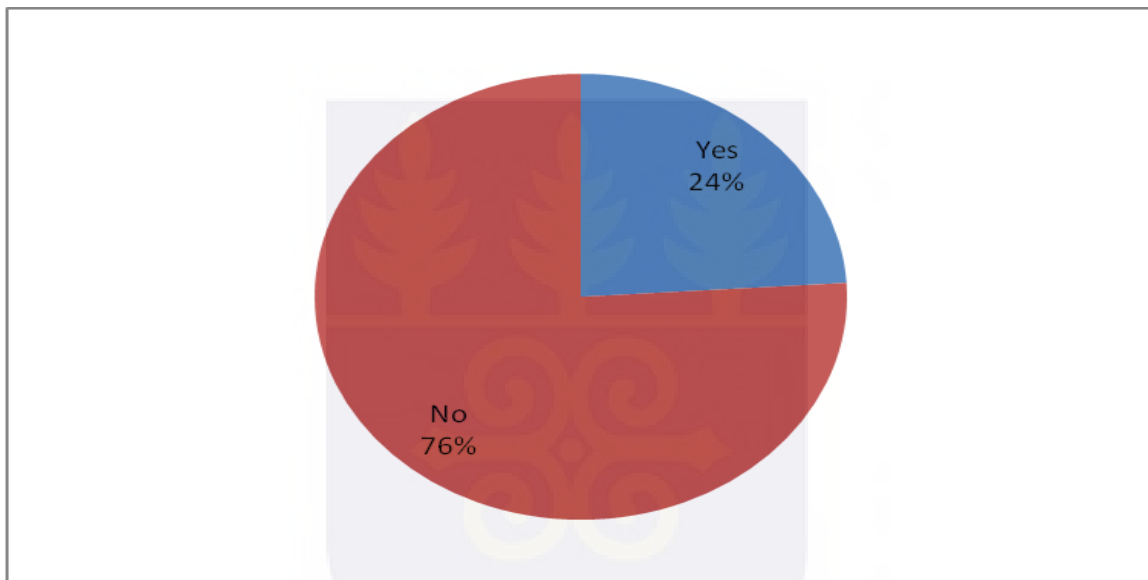
There were mixed responses with regard to how religion has influenced corporal punishment against children. In this case, a little over half (52%) of the respondents indicated that their religious beliefs had no influence on corporal punishment against children. On the other hand, 44% of the respondents indicated that religion has influence on corporal punishment against children.

The use of corporal punishment and inculcation of the spirit of hard work in children

Figure 4.8 illustrates the opinions of parents on the corporal punishment and inculcation of the spirit of hard work in children. With regard to this, the data shows that majority (76%) parents were of the view that corporal punishment cannot in any way bring about the spirit of hard work in children. Accordingly, the spirit of hard work is not as a result of corporal

punishment but motivational training and counseling from parents. On the other hand, 24% of the respondents indicated otherwise. Parents believed that corporal punishment can imbibe the spirit of hard work in children. In this regard, they perpetuate corporal punishment as a means of correcting children.

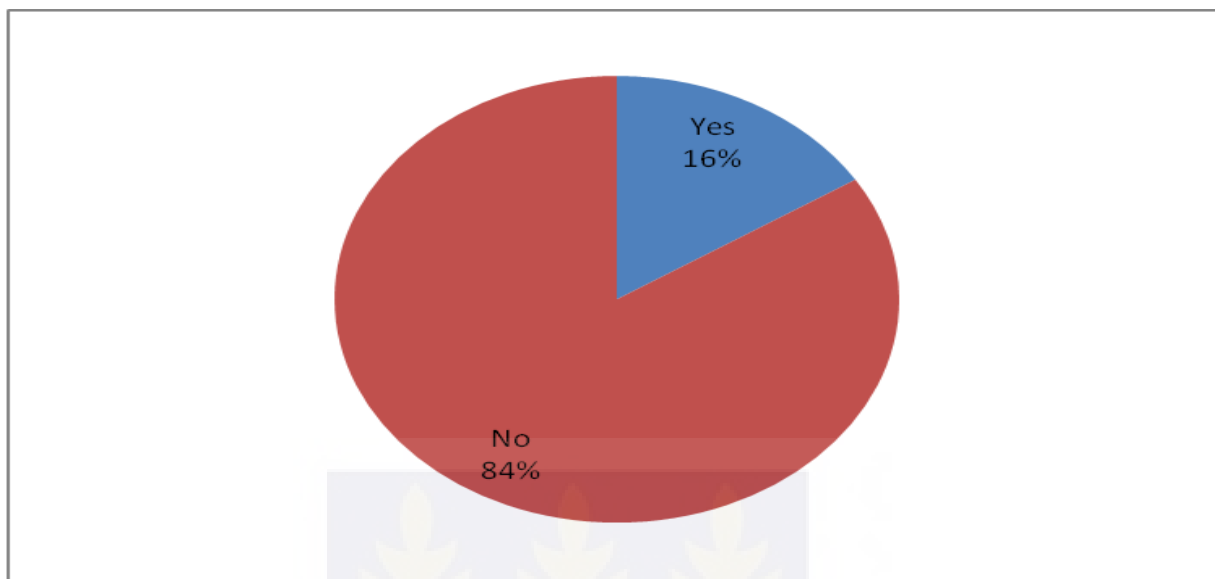
Figure 0.8: Use of corporal punishment and inculcation of the spirit of hard work in children



Source: Field data, June 2017

In furtherance to this, 84% of the parents indicated that corporal punishment was not the best option for the adequate preparation of children for the future as illustrated in Figure 4.9. This means that alternative methods of punishment are required to prepare children for the future. This notwithstanding, 16% of the respondents were of the view that excessive corporal punishment could lead to adequate preparation of children for the future. This suggests that this group of respondents still use corporal punishment as a means of correcting children at home.

Figure 0.9: Corporal punishment and adequate preparation of children for the future



Source: Field data, June 2017.

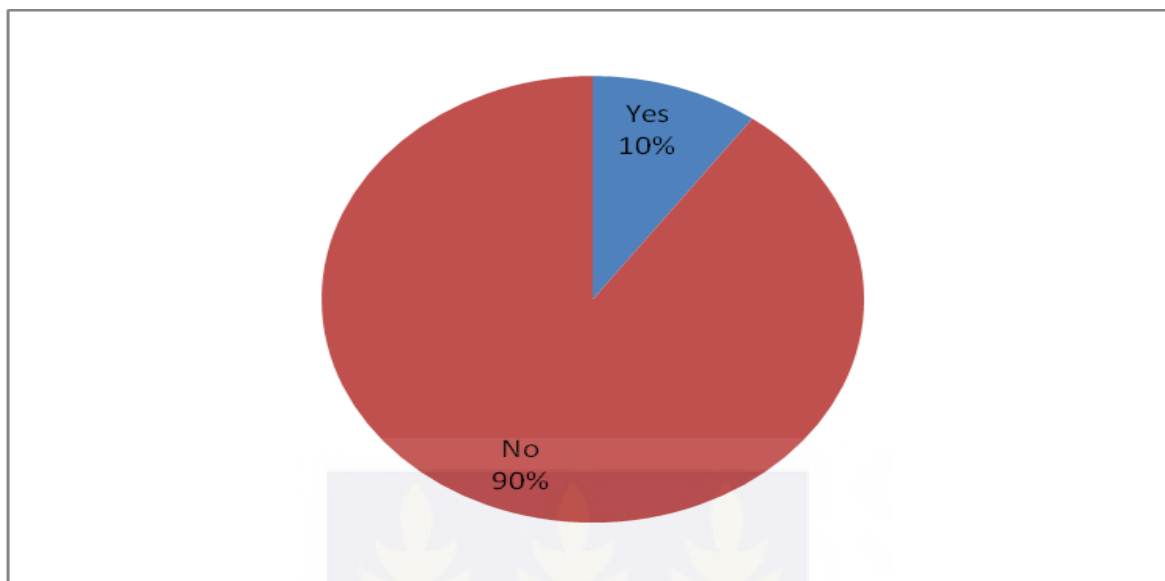
4.5.3 Views of children in school

This section also presents field data on children views on corporal punishment. These includes: illness resulting from corporal punishment; teachers using corporal punishment as a means of correction; pains that they suffer as a result of corporal punishment; how often they get punished; persons responsible for punishing them in school and how they feel when get punished.

Illness resulting from corporal punishment in school

As shown in Figure 4.10, though children undergo various forms of punishment in school, significant majority (90%) of them never sustained any injury resulting from corporal punishment. This implies that punishment is being administered with care by the teachers. Despite this, very few (10%) of them indicated that they ever sustained injury as a result of corporal punishment in school.

Figure 0.10: Illness resulting from corporal punishment

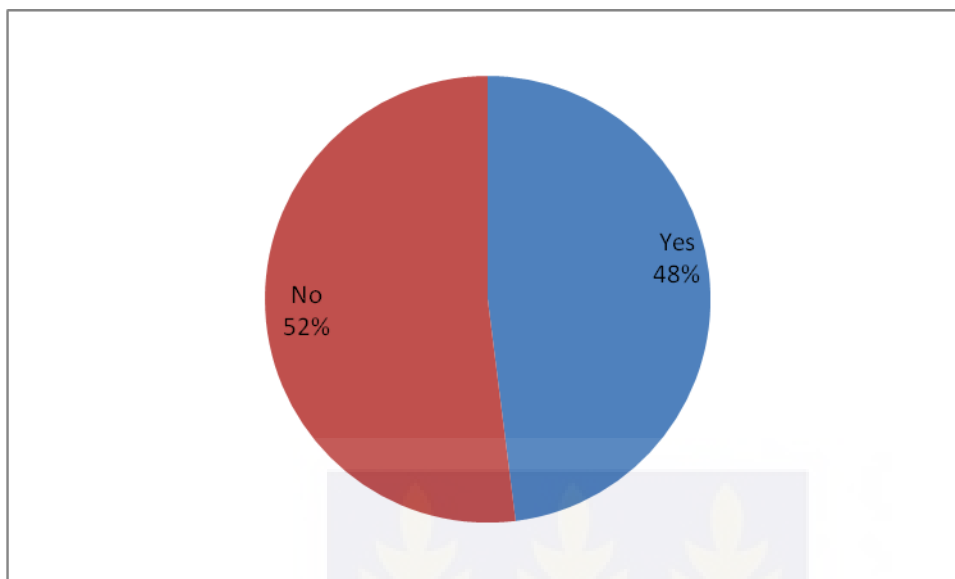


Source: Field data, June 2017.

Teachers using corporal punishment to correct

Figure 4.11 shows children views on the use corporal punishment as a means of correcting them. From the field data, respondents had quite a divided opinion on the issue. A little over half (52%) of the respondents were of the view that the best way to correct a child is through corporal punishment. It therefore gives the impression that children do not see corporal punishment as punishment but a way of correcting them for their own good. On the other hand, 48% of the respondents thought otherwise. They are opposed to the notion that the best way to correct a child is by corporal punishment.

Figure 0.11: Teachers using corporal punishment to correct



Source: Field data, June 2017.

Alternative ways of correcting and training children

Table 4.13 intended to find out children opinion on the best alternative ways of correcting them when they go wrong. Various options were given in this regard. Key amongst them is counseling followed by rewarding good performance. This implies that children as they are also know that there are alternative ways of correcting children either than the traditional corporal punishment.

Table 0.2: Alternative ways of correcting and training children

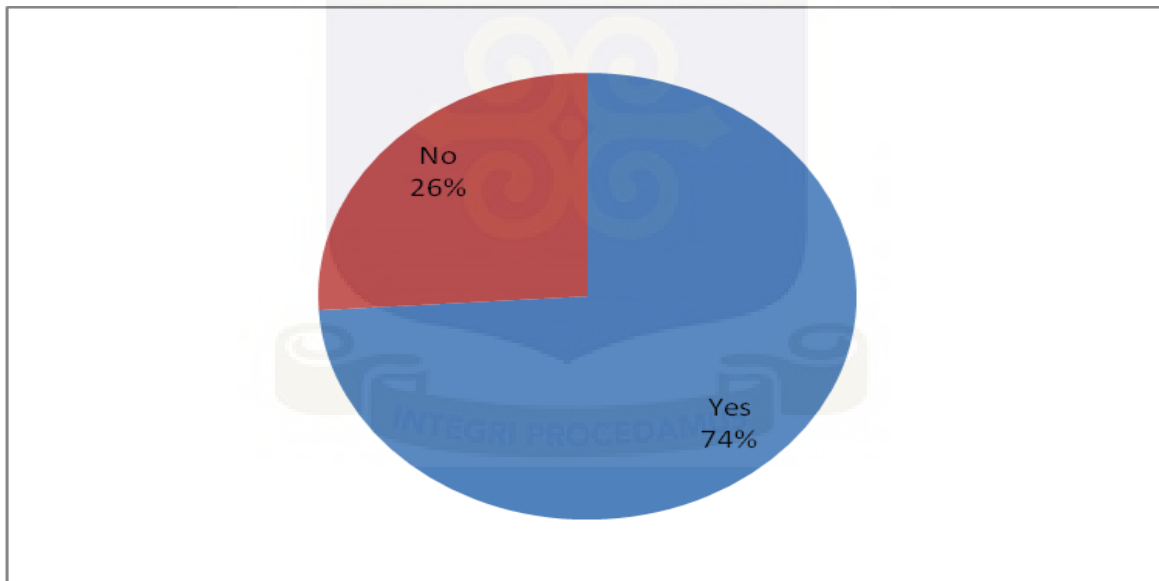
Opinion	Frequency (N)	Percent (%)
Rewarding good performance	11	22.0
Counselling	30	60.0
motivating good character	9	18.0
Total	50	100.0

Source: Field data, June 2017.

Corporal punishment and relationship with parents/guardians

Figure 4.12 shows that though parents did punish their wards it did not strain their relationship. Significant majority (74%) of the respondents indicated that though they were punished by their parents they still had good relationship with them. This implies that children see corporal punishment as not punishment but a way of correcting and preparing them for the future. In contrast, 26% of the respondents revealed that corporal punishment had strained the relationship they had with their parents. This clearly suggests that these children see corporal punishment as a way of harm but not training.

Figure 0.12: Corporal punishment and relationship with parents/guardians



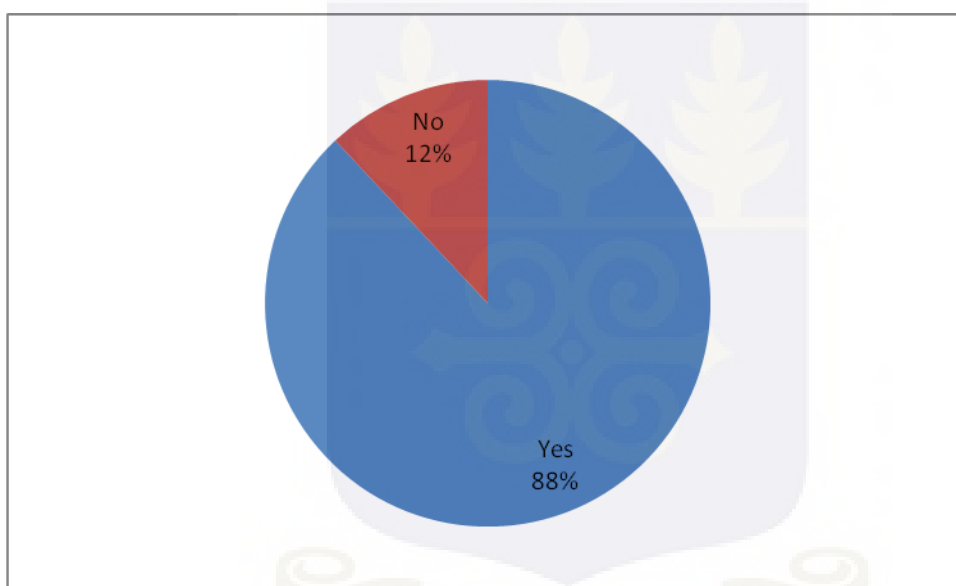
Source: Field data, June 2017.

4.6 Objective 4: Awareness of children rights in Ghana

As illustrated Figure 4.13, teachers were asked if they were aware of children's rights in relation to corporal punishment. In this regard, it is obvious that significant majority (88%)

of the respondents were aware of child rights which include the right to play, freedom of association, right to freely express themselves and right to education. This is an indication that teachers are carrying out corporal punishment with impunity. A small portion, 12% of the respondents were not aware of child rights which is an indication that more education still needs to be done on the rights of people including children because they are also people.

Figure 0.13: Awareness of children rights in Ghana



Source: Field data, June 2017

4.6.1 Preferred ways of correcting a child

From Table 4.14, more than 80% of the respondents indicated that the preferred ways of correcting children were by motivating good deeds and counseling. This indication therefore raises issues regarding teachers' commitment to alternative ways of correcting children. This is because despite the fact that they are aware of these alternatives, they still resort to all kinds of punishment as way of correcting children. A small (12%) proportion of the respondents still thought that there were no better ways of correcting a child except caning.

Table 0.14: Preferred ways of correcting a child

Preferred ways	Frequency (N)	Percent (%)
Canning	3	12.0
Motivating good deeds	11	44.0
Counseling	11	44.0
Total	25	100.0

Source: Field data, June 2017

4.7 Discussion of findings

This section of the chapter discusses the views and opinions of various respondents on corporal punishment in relation to the research objectives.

4.7.1 Experiences of violent corporal punishment by children

The first task for this research work was to find out the experiences children have of corporal punishment both in school and out of school. According to the Committee on the Rights of the Child (n.d.) corporal punishment involves caning, slapping, spanking, putting of pepper into girls private parts, dipping of children's hands into boiling water and many others. The field data suggests that children in Kumbungu District indeed experienced or are experiencing corporal punishment both at school and at home. At the school level though not all the children experience corporal punishment, greater majority (70%) of them indicated that they had suffered corporal punishment.

According to Kaczynski and Hildebrandt (1997) children learn and internalize good societal morals best when parents, teachers, caretakers and senior family members use child-discipline strategies that use minimal parental power, promote choice and autonomy and provide explanations for desirable behaviours. The analysis of individual cases confirms this

assertion as children were punished by teachers, parents and school prefects. Whilst at the school level children were mostly punished by class teachers; at household level corporal punishment was mostly carried out by the biological fathers of children. Therefore for any policy intervention on child protection, it should be targeted at both teachers and parents.

4.7.2 Reasons for corporal punishment

As postulated by Grolnick, Deci and Ryan (1997); Hoffman (1983) and Lepper (1983) even though parents and teachers who use corporal punishment as a disciplinary tool may get an immediate compliance from their children, instilling and molding a lifestyle that is worthy of emulation in a child should be the utmost concern for parent teachers and not just to force children to immediately obey their wishes. In this case, various opinions were expressed by the various respondents regarding the preferred options for correcting children whether at school or home. Though others had contrary opinions, majority of the respondents preferred counseling and rewarding good deeds/character.

The field data further revealed that some children were corporally punished almost on daily basis attributable to lateness to school, fighting, theft, disrespecting elderly, laziness, not going on errands, not being hardworking enough and many others. Even though the children confirmed they do suffer corporal punishment from their teachers and parents, but it was not a bother to them because a large majority of them thought that it was important for their teachers and parents to punish them for their own good. On the question of why teachers and parents use corporal punishment in raising children a large majority of both children and adults indicated that it was largely for correction and building of good character for the children. According to the children corporal punishment makes them to be hard working both at home and in school.

4.7.3 Dangers associated with corporal punishment

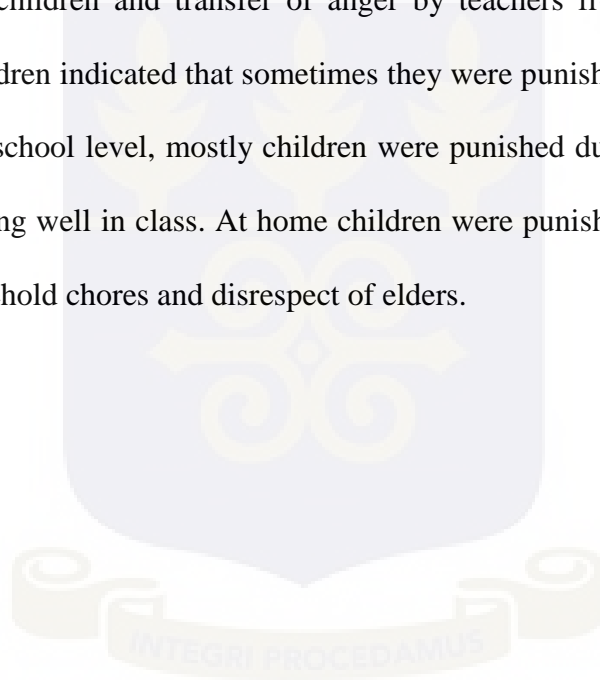
On the dangers of corporal punishment, the study found a contradictory relationship between what the literature says and what the children themselves indicated. In the literature, a lot of adverse effects are tied to corporal punishment on children. However, even though a few of them confirmed that they have sustained various degrees of injuries resulting from corporal punishment, a vast majority of the respondents disagreed that corporal punishment has dangerous consequences. Regarding these differences in opinions about the dangers of corporal punishment, it is possible that the differences in cultures and type of training between the western children and the African children could be the reason considering the fact that majority of literature reviewed for this study was of western origin.

4.7.4 Awareness of children rights

The forth objective of the study was to ascertain the awareness of child rights among the various respondents. The study found that the awareness of child rights was limited, some parents and almost all the children in the study did not have enough knowledge of child rights. This gives the impression that corporal punishment is still pronounced and the main method mostly used by teachers in correcting children in school. The field results also showed that corporal punishment did not only take place at the school level but also happened at home as majority (60%) of children who are at home experienced corporal punishment. This in most cases takes the form of canning, slapping among others. As a result, some children sustained some injuries as a little over half (52%) of them revealed this.

As stated by Baumrind (1973) and (1994) when corporal punishment is used within a loving family environment, it is effective in reducing unwanted behaviour without increasing

aggression. Though majority of teachers and parents did not support the use of corporal punishment as way of correcting children, they indicated that the main reason for punishing children is for correcting and instilling discipline. This also confirms the views expressed by children. Predominately, the method of punishment used was canning. However, at the school level other methods such as hitting the toes of children with a rule, pinching, pulling of ears, knelling on stones and digging of pits were used. It is very important to point out that some of the punishments issued to children at the school were triggered by misconduct on the part of the children and transfer of anger by teachers from home to the school. Admittedly, the children indicated that sometimes they were punished as a result of stealing. Despite this, at the school level, mostly children were punished due to lateness to school, fighting and not doing well in class. At home children were punished due to their failure to carry out their household chores and disrespect of elders.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

4.4 Introduction

This chapter summarizes the findings of the study, concludes on the findings and suggests recommendations to the Government and other stakeholders of Education in Ghana.

4.5 Summary of findings

The study found that corporal punishment is experienced by children both at school and home. At the school level though not all the children experience corporal punishment, greater majority of them indicated that they had suffered corporal punishment. The field data further revealed that some children were violently punished on daily basis attributable to lateness to school, fighting and not doing well in class. The field data further showed that corporal punishment did not only take place at the school level but also happened at home as majority of children who are at home experienced corporal punishment. This in most cases takes the form of canning, slapping among others. As a result, some children sustained some injuries as a little over half of them revealed this.

In terms of the reasons for corporal punishment, the study established that though majority of teachers and parents did not support the use of corporal punishment as way of correcting children, the main reason for punishing children was for correction and to instill discipline. This confirms the views expressed by children. Predominately, the method of punishment used is canning. However, at the school level other methods such as hitting the toes of children with a rule, pinching, pulling of ears, knelling on stones and digging of pits were used. The study further revealed that some of the punishments issued to children at the

school were instigated by misconduct on the part of the children and transfer of anger by teachers from home to the school. Generally children admitted were punished as a result of stealing. Despite this, at the school level, mostly children were punished due to lateness to school, fighting and not doing well in class. At home children were punished due to their failure to carry out their household chores and disrespect of elders.

The study revealed that corporal punishment did not post significant danger to children lives both at home and school. However, less than ten percent of them did indicate that they had sustained some injuries from corporal punishment. This could have future consequences on child wellbeing. It is therefore imperative that alternative ways are adopted in correcting children.

The study found that children were punished by teachers, parents and school prefects. Whilst at the school level children were mostly punished by class teachers; at household level corporal punishment was mostly carried out by the biological fathers of children. Additionally, the study showed that majority of respondents had preferred options for correcting children either than corporal punishment. These include counselling and rewarding good deeds/character.

The study established that awareness of children rights was limited to only teachers. From this, significant proportion (88%) of teachers interviewed indicated that they were aware of child rights which include the right to play, freedom of association, right to freely express themselves and right to education. On the other hand, both parents and children did not know that there exist child rights. This could lead to the sustained abuse of children rights particularly at home.

4.6 Conclusion

From the assessment and analysis of the field data, the study concludes that corporal punishment has adverse effects on children both in school and at home as policy guidelines for child protection is not properly adhered to by teachers and parents coupled with lack of awareness of child rights and welfare. More so, child protection policy and guidelines are not enforced by appropriate authorities in our society. As a result, children suffer various abuses culminating in injuries and other ailments. This to a large extent is affecting children welfare not only in the Kumbungu District but Ghana at large.

4.7 Recommendation

The following are recommended to address the issues of corporal punishment and enhance child rights and protection. If these recommendations are well implemented, it will lead to greater minimization of corporal punishment on children both at school and home, and increase the awareness of child rights and protection in our society.

First, there should be public education on child rights and protection by relevant institutions such as National Commission for Civic Education (NCCE), Department of Social Welfare, Commission on Human Rights and Administrative Justice (CHRAJ), UNICEF, Christian Children Fund of Canada (CCFC) and other child rights Non-Governmental Organisations. This should be targeted at both teachers and parents on appropriate methods of correcting children when they go wrong. Additionally, children should be conscientised on their basic rights and also to instill the spirit of good attitude and behaviour towards adults and authority.

Second, the Ministry of Gender, Children and Social Protection in collaboration with the Ghana Education Service should revise the code of punishment for pupils particularly at the basic school level which should prescribe appropriate methods of correcting children in school and this should be enforced by all stakeholders including the District Director of Education, Circuit Supervisors and Head Teachers/ Masters. With this it minimize the manner in which children are punished in schools. Further, the Child protection Policy launched by the Ministry of Gender, Children and Social Protection in collaboration with UNICEF should be simplified and disseminated to all communities and schools within the country highlighting the need to avoid all forms of corporal punishment both at school and home. This will further deepen the awareness of child rights and protection among teachers and parents and will go a long way to reduce corporal punishments at all levels.

Third, divergence between the perceptions and practices of child upbringing among local people as they relate to conventional modern definitions and stipulated practices by the Ministry of Gender, Children and Social Protection, Social Welfare and UNICEF, provides a limitation to advocates of child protection. Efforts at navigating this hurdle should consider seriously the agency of local people and use participatory methods in the process of attempting to achieve change.

Forth, efforts to propel transition from the use of corporal punishment to persuasive and other “humane” methods of child correction should be well embedded within the framework of the theory of social change to ensure the design of appropriate strategies that gives relevance to the socio-cultural context and agency of local actors.

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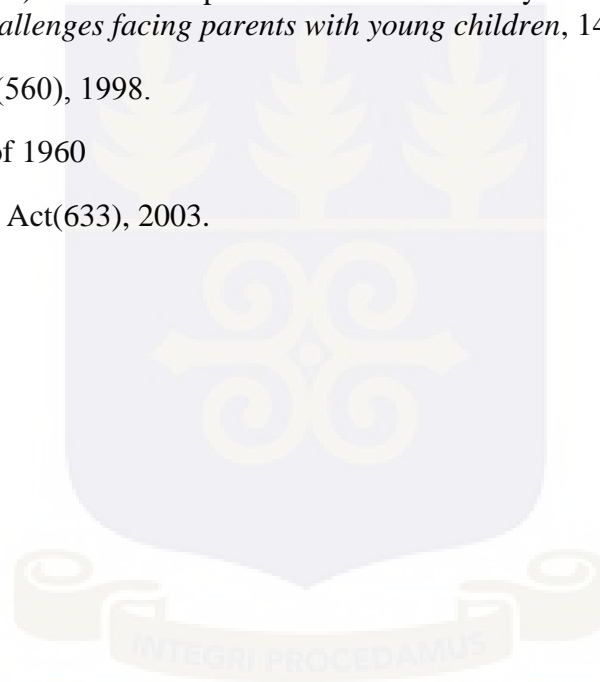
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APPENDIX ONE

QUESTIONNAIRE FOR TEACHERS AND PARENTS

MA THESIS RESEARCH: EFFECTS OF CORPORAL PUNISHMENT, A STUDY OF KUMBUNGU DISTRICT IN THE NORTHERN REGION.

Questionnaire for Teachers and Parents.

Purpose; As part of requirements for the award of a Master of Arts Degree, I'm conducting a study on the topic; **Perceptions of Effects of Corporal Punishment on Children.** You are assured of a strict confidentiality and that any information or comment you give will be treated as such. This research is purely for academic purposes. You are therefore not required to give your name. I hope you will offer me the required information. Thank you.

Instruction; please respond as you deem fit with a [tick] unless otherwise told to specify.

Corporal punishment is the use of violent means such as canning, slapping, burning with hot object/substance, beating with belt/wire, pulling of ears, hitting with wood or metal etc in order to control, train, educate, or inflict pain and discomfort into children.

Section 1 Bio Data of Respondent.

1. Age.

A [25-30] B [31-35] C [36-40] D [41+].

2. Religious belief.

[A] Christianity [B] Muslim [C] Traditional.

3. Educational level.

[A] Certificate A [B] Teacher's Diploma [C] University Degree.

4. Occupation.
[A] Formal [B] Informal.
5. Marital status.
[A] married [B] single [C] divorce

Section 2 for Teachers only.

6. Why do teachers use corporal punishment on their students?. [A] to discipline [B] to correct [C] to motivate [D] others.....
7. What are the two most frequently used forms of corporal punishment teachers use in child discipline? [a] Caning and pinching [b] pulling of ears and kneeling on stones [c] digging of pit and hitting tips of fingers with rule [d] others specify.....
8. What factors motivate teachers to use corporal punishment on their students? [A] anger as a result of the misconduct of the student [B] poverty [C] religious belief [D] anger transferred from home [e] others specify.....
9. Which other ways could children be corrected apart from corporal punishment? [A] denying of opportunities [B] advising [C] motivating good deeds [D] others specify.....
10. Who normally administer corporal punishment in school [A] Head Teacher [B] class teacher [C] school gardener [D] others specify.....
11. Do you know of children's rights in Ghana? [A] yes [B] no

12. If yes to 11 above, please state any three [A][B]..... [C].....
13. If you were a child, how would you have preferred to be corrected? [A] canning [B] motivating good deeds [C] advising [d] others specify.....
14. Corporal punishment can cause antisocial lifestyle in children when they grow up. [A] strongly agreed [B] slightly agreed [C] agreed [D] strongly disagreed [E] slightly disagreed [E] disagreed
15. Have you received training on any issue related to children? [A] yes [A] no
16. If yes to 15 above, which one?
[A] child abuse [B] child rights [C] corporal punishment [D] child protection [e] other specify.....
17. Where did you receive the training in 15 above?
[A] from church [B] from mosque [C] workshop by an NGO [D] from Department of social Welfare [E] others specify.....
18. Does the level of education change one's view of corporal punishment against children?
[A] yes [B] no [C] not sure

Section 3 for parents only

19. Do you normally use corporal punishment in your child training?
[A] yes [B] no.
20. If yes to 19 above which one of the following?
[A] canning [B] hitting with hand [C] beating with belt or wire [D] burning with hot object/substance [E] putting pepper in private part [f] others specify.....

21. Who normally carries out corporal punishment at home? [A] father [B] mother [C] senior relative [D] others specify.....
22. Does the use of corporal punishment against children accepted in your religion?
[A] yes [B] no [C] not sure.
23. Can the use of corporal punishment inculcate in children a spirit of hard work? [A] yes [B] no.
24. Does excessive corporal punishment prepare children adequately for the future? [A]yes [B]no



APPENDIX TWO

QUESTIONNAIRE FOR CHILDREN

CENTRE FOR SOCIAL POLICY STUDIES

UNIVERSITY OF GHANA, LEGON

**MA THESIS: THE EFFECTS OF CORPORAL PUNISHMENT ON CHILDREN, A STUDY
OF KUMBUNGU DISTRICT.**

QUESTIONNAIRE FOR CHILDREN.

PURPOSE: As part of a requirement for my course, am conducting a study on the topic:

Perceptions of Effects of Corporal Punishment on Children.

You are assured of strict confidentiality and that any information or comment you give will be treated as such. This research is purely for academic purposes. You are therefore not required to give your name. I hope that you will offer me the required information. Thank you.

Instruction : Please respond as you deem fit with a [tick] unless otherwise told to specify.

Corporal punishment is the use of violent means such as canning, slapping, burning with hot object/substance, beating with belt/ wire, pulling of ears, hitting with wood or metal etc in order to control, train, educate or just to inflict pain and discomfort into children.

Section 1: **Background of respondent**

- 1 Sex
 - a. Male b. Female
- 2 Age.
 - a. 12-14 [] b. 15-17 []
- 3 Religion
 - a. Islam [] b. Christian [] c. traditional []
- 4 Educational level.
 - a. Primary [] b. Junior High []

Section 2. Reasons and types of corporal punishment in schools.

5. Have you ever suffered any corporal punishment in school before?

[a] yes [b] no.

6. If yes what did you suffer from?

[a] caning [b] beaten with hand [c] pinching [d] pulling of ears [e] others

specify.....

7. How often do you get punished at school?

[a] everyday [b] once a week [c] monthly

8. What will cause the teacher to give you the punishment you chose in 6 above?

[a] lateness to school [b] fighting in school [c] not performing well in class exercise [d]

[e] nonpayment of PTA dues [e] others

specify.....

9. Who normally carries out corporal punishment in school?

[a] Head teacher [b] class teacher [c] senior prefect [d] others

specify.....

10. How do you feel after been corporally punished in school?

[a] depressed and sad [b] useless and unwelcome [c] angry [d] fine and loved [e]

Others

specify.....

11. Does the fear of being punished causes you to be in school every day and on time?

[a] yes [b] no

12. The fear of being canned can cause you to do well in class exercises and end of term exams.

[a] agree [b] disagree [c] not sure

13. Have you ever felt sick because of corporal punishment from school?

[a] yes [b] no.

14. If yes to 14 above what type of sickness was it?

[a] bodily injury [b] stomach ache [c] headache [d] others specify.....

15. Does corporal punishment causes you to think bad things about yourself and the one who does the punishment?

[a] yes [b] no.

16. If yes to 16 above, state what you think about yourself and those who carry out corporal punishments in

school.....

....

17. Should teachers use corporal punishment to correct and train up their students?

[a] yes [b] no.

18. If no to 17 above, what alternate method should they use to correct and train their students?

[a] rewarding good performance [b] advising [c] motivating good character [d] others specify.....

Section 3 Reasons and types of physical punishment at home.

19. Have you experienced corporal punishment before at home?

[a] yes [b] no.

20. If yes, what type of punishment was it?

[a] slapping [b] canning [c] shaking [d] burning with hot object/substance [e] putting pepper in private part [f] others specify.....

21. Who normally carries out these punishments at home?

[a] father [b] mother [c] uncle [d] senior sibling [e] other specify.....

22. Which of the following will attract corporal punishment for you at home?

[a] stealing [b] disrespecting elderly [c] failing to do home chores [d] not going to farm or shop

[e] going to bed and waking up late [f] others

specify.....

23. Does corporal punishment makes you to do your work as expected of you by your parents?

[a] yes [b] no.

24. Can corporal punishment determines how close or otherwise you are with your parents or guardians?

[a] yes [b] no.

25. Does corporal punishment make you live a gentle and calm live?

[a] yes [b] no

26. Can excessive corporal punishment cause you to fall sick?

[a] yes [b] no.

27. If yes, have you ever fell sick as a result of corporal punishment?

[a] yes [b] no.

28. If yes to 27 above, what type of sickness was it?

[a] bodily [b] mental.

29. What are the things your parents and government suppose to be doing for you?

[a] food [b] sleeping place [c] education [d] health [e] water [f] others

specify.....

30. If you were an adult what method would you have adopted to train your children?

[a] corporal punishment [b] verbal abuse [c] advising them [d] motivating good deeds with gifts.