

**THE USE OF CORPORAL PUNISHMENT IN JUNIOR  
SECONDARY SCHOOLS IN THE KWENENG DISTRICT OF  
BOTSWANA**

**BY**

**MATSHEDISO TSHIDI BOTSHELO**

**STUDENT NO: 16210689**

**THIS MINI-DISSERTATION IS SUBMITTED IN PART  
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF EDUCATION (GUIDANCE AND COUNSELLING) AT  
THE NORTH-WEST UNIVERSITY (MAFIKENG CAMPUS)**

**SCHOOL: POST GRADUATE STUDIES**

**FACULTY: EDUCATION**

**SUPERVISOR: MR MONDE NDANDANI**

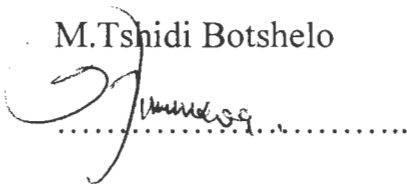
**CO-SUPERVISOR: Dr. I.M LOATE**

**DATE: OCTOBER 2008**

## DECLARATION

I Matshediso Tshidi Botshelo declare that the research project for Master of Education (Guidance and counseling) in the Department of Education at North-West University (Mafikeng Campus) hereby submitted by me, has not previously been submitted by me to the North-West (Mafikeng Campus) or any other University.

M. Tshidi Botshelo

A handwritten signature in black ink, appearing to read 'Matshediso', is written over a horizontal dotted line. The signature is stylized and cursive.

## ACKNOWLEDGEMENTS

My profound, deepest and sincere gratitude goes to my supervisor Mr. Monde Ndandani for his unwavering guidance offered to me throughout this study. He gave me assurance that with commitment all was possible and that quitting was not the answer.

My deepest gratitude also goes to Dr. Loate for her academic guidance, support and motivation.

I would also like to express my most heartfelt thanks to Dr. Sorcha Diskin from University of Botswana for proof reading my work and Mr. David Ireland for formatting my document, to them I say “Thank you”.

My deepest gratitude also goes to Mrs. Winnie Molefe who assisted me with the typing of the project. I would also like to thank the school headmasters, Teachers, school counsellors/Guidance teachers, learners and P.T.A members from the sampled schools of the Kweneng district used in this research project. Without them this work would not have been possible.

Finally, my special thanks and love to my partner and my beautiful 2 boys for their encouragement, support and patience as I kept abandoning them to travel to Mafikeng. This really motivated me to complete this work, “Thank you guys”.



## **DEDICATION**

**THIS WORK IS DEDICATED TO MY BELOVED LATE ADOPTED SISTER (NEO TSITSI MOTLOGELWA) WHO WAS DOING THE STUDIES WITH ME BUT UNTIMELY PASSED AWAY ON 31 MARCH 2007 DUE TO A CAR ACCIDENT, BEFORE SHE COULD FINISH HER WORK. I MISS YOU NANA.**

## **ABSTRACT**

### **AN INVESTIGATION OF THE EXTENT IN WHICH CORPORAL PUNISHMENT IS IN USE IN THE COMMUNITY JUNIOR SECONDARY SCHOOLS IN THE KWENENG DISTRICT OF BOTSWANA.**

Corporal punishment is the physical infliction of pain on a learner by a teacher, principal or any authorized person because of an offence committed or disobedience.

The ministry of Education in Botswana has come up with an Education Act (1976), which gives guidelines for implementation of corporal in the education system. This was to ensure that learners are not being abused and to monitor the use of physical punishment used in schools.

The study investigates the extent in which corporal punishment is used in the 7 sampled junior secondary schools in the Kweneng district. The purpose of the study was to gain better insight into the use of physical punishment as an instrument for maintaining discipline in the classroom and the school premises, whether the punishment is effective in correcting deviant behaviour of learners and as to whether the teachers are conversant with the contents of the Education Act of 1976 with regard to how the punishment should be meted out.

The study is intended to contribute to literature and materials used by educators, ministry departments, school counsellors and school administrators and challenge them to develop alternatives to caning and by so doing create a conducive learning environment.

## **LIST OF ABBREVIATIONS**

**CP: CORPORAL PUNISHMENT**

**C.J.S.S: COMMUNITY JUNIOR SECONDARY SCHOOL**

**HOD: HEAD OF DEPARTMENT**

**M.Ed: MASTER OF EDUCATION**

**P.T.A: PARENTS AND TEACHERS' ASSOCIATION**

**PREP: PASS READING ENHANCEMENT PROGRAMME**

**SA: SOUTH AFRICA**

**UNESCO: UNITED NATIONS EDUCATIONAL SCIENTIFIC AND  
CULTURAL FUND**

**UN: UNITED NATIONS**

## TABLE OF CONTENTS

DECLARATION	i
ACKNOWLEDGEMENTS	ii
DEDICATION	iii
ABSTRACT	iv

### 1. CHAPTER ONE: ORIENTATION

1.1	Orientation	1
1.2	Background	2
1.3	Statement of the problem	5
1.4	Research Questions	5
1.5	Purpose of the Study.	6
1.6	Justification of the Study	6
1.7	Theoretical perspective/framework.	7
1.7.1	Theories of punishment	8
1.8	Ethical considerations	9
1.9	Limitations of study	10
1.10	Review of the literature	10

### 2. CHAPTER TWO: LITERATURE REVIEW

2.1	Literature Review	11
2.2	History of Corporal punishment	11
2.2.1	Origins of corporal punishment	12
2.3	Controversies surrounding corporal punishment	19
2.3.1	Opposing corporal punishment	20
2.3.2	Support for corporal punishment	23
2.3.3	Why the need for Corporal punishment	26
2.3.4	Physiological impact of corporal punishment	27
2.3.5	Psychological impact of corporal punishment	27
2.3.6	Corporal punishment & violence	31
2.3.7	Corporal punishment & cognitive development	36
2.3.8	Corporal punishment & behavioural modification	38
2.3.9	How to use corporal punishment	39

2.3.10	Effectiveness of corporal punishment	40
2.4	Corporal punishment and discipline	42
<b>3.</b>	<b>CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY</b>	
3.1	Research methodology	44
3.2	Population	44
3.3	Instruments	45
3.3.1	Format of Questionnaire	45
3.4	Sampling procedure	48
3.5	Research design	48
3.6	Data collection	49
<b>4.</b>	<b>CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION</b>	
4.1	Analysis and discussion of data	50
4.2	Analysis of School Head Masters' responses	51
4.3	Analysis of teachers' responses	59
4.4	Analysis of Guidance teachers' responses	70
4.5	Analysis of students' responses	82
4.6	Analysis of Parents (P.T.A) responses	90
<b>5.</b>	<b>CHAPTER FIVE: SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION</b>	
5.1	Introduction	96
5.2	Summary	96
5.3	Research findings	104
5.4	Recommendations	106
5.5	Conclusion	114
	<b>LIST OF REFERENCES</b>	<b>115</b>
	<b>APPENDICES</b>	
	Appendix A: Head Masters' Questionnaire	i
	Appendix B: Teachers' Questionnaire	v
	Appendix C: Guidance teachers' questionnaire	ix



Appendix D: Students' questionnaire	xiii
Appendix E: Parents' (P.T.A) Questionnaire	xv
Appendix F: Parents' Questionnaire (Setswana Version)	xvii
Appendix G: Proof reading certificate	

## CHAPTER ONE

### 1.1 ORIENTATION

Botswana is one of the countries where corporal punishment is still lawfully used in the education system.

Teachers are disciplinarians, when they see misconduct among the learners they immediately act in order to correct the negative behaviour. They give verbal reprimand or physical punishment.

Learners are young and growing and as such they are bound to behave in a way that teachers, as their *loci parentis* perceive as inappropriate. From the *loci parentis* position, teachers believe that to spare the rod is to spoil the child. Because of this paradigm they use corporal punishment to curb what they see as bad behaviour among learners.

According to Home Almanacs Atlas Encyclopedia dictionary Thesaurus (2000), corporal punishment is physical chastisement of an offender. Teachers therefore see some learners as offenders; especially those with deviant behaviour such as bullies, fence jumpers, drug abusers and those who disrespect teachers.



Encyclopedia Britannica concise (1975:307) defines it as the infliction of physical pain upon a person's body as punishment for fraction or offence. In some schools that use corporal punishment, the punishment is associated with academic excellence and better-behaved learners. Teachers carry the stick around even when not planning to use it, as they believe it has psychological influence on the learners; as they tend to behave themselves when they assume that the teachers will use it to punish them.

Corporal punishment in this study is not taken to mean the same as discipline. Docking (1980:48) defines discipline as a disciplinary measure that is used to create a desirable teaching/learning atmosphere in the classroom and school as a whole

## 1.2

## BACKGROUND TO THE STUDY

According to Essex (1987:109) corporal punishment is one of the most controversial disciplinary tools used to discipline children of all ages. Rabie and Strauss (1981:115) have defined corporal punishment as intentional infliction of pain upon an offender. Maurer (1987:128) defines corporal punishment within the school context as:

*The infliction of pain on a student's body by a teacher, principal  
Or an authorised person because of an act of disobedience, omission  
Of an assigned task or the commission of an error.*

For the purpose of this study, the Maurer's definition will be adopted to form the basis of the investigation as it addresses itself specifically to the question of corporal punishment within the school context as against the first one that is more general in terms of context. Levinson (1989:85) defines it as the intentional infliction of physical pain with the aim of changing behaviour. He further says it may include methods such as hitting, slapping, and pinching, shaking, use of various objects such as paddles, belts, sticks, or others and straining body postures.

Among African societies corporal punishment seems to be as old as the societies themselves. Corporal punishment seems to have been passed on from the traditional Tswana society to the school / institution of modern society. For instance, Schapera (1970:114) states that among the Bakgatla corporal punishment seems to be as old as their civilisation. Parents had a right to punish their children for disobedience of orders, the use of bad/vulgar language, letting cattle go astray, failing to stamp corn or to fetch water/fire wood and similar breaches of duty.

The punishment for such offences, according to Schapera, included scolding or whipping the offender. Small children were slapped with bare hands or lightly beaten, mainly on the buttocks, with a small wooden switch or broom depending on which one was nearest. Boys were whipped on the bare back with a cane and the girls were beaten on the palms of the hand

Although the reasons were not given for the differential application of the punishment for such offences, for letting cattle go astray a boy received two (2) strokes. It should be noted that boys who looked after cattle were older than those who looked after goats and calves. Any elder could administer the punishment, whether it was to his own child or any other. This was because in the African cultural setting every sane adult was a teacher; the children of the community were the students and the environment constituted the school.

When formal schools came a need arose to regulate the administration of corporal punishment on school children. For instance the Botswana Education Act (1976:58.V, 21) states that:

*Corporal punishment be administered on a pupil only on Reasonable grounds and only where it appears that all other Forms of punishment would be inadequate or ineffective in the circumstances of the case.*

It goes further to say that this type of punishment

*Shall be administered to a pupil only by the Headmaster, a teacher or boarding Matron to whom authority has been delegated by the headmaster or such other person as the Permanent Secretary in the ministry of education may In writing in special circumstances have authorized (58:01.V, 22)*

The Headmaster or Headmistress is empowered by the Education Act, which will henceforth be referred to as EA (1976) complete authority to decide on who should administer corporal punishment on a particular pupil. The EA also seems to have placed a lot of trust on the headmaster/headmistress and teachers that they will administer corporal punishment on students fairly. This is in line with what used to happen in traditional Tswana society where parents had complete authority to administer corporal punishment on children.

The EA (1976) further states that:

*Wherever practicable, corporal punishment shall be Administered in the presence of another member of the Staff of the Secondary school at which the pupil is enrolled or of the school hostel to which the pupil has been admitted (p.48)*

As has been stated, the Headmaster/Headmistress and staff have been empowered to decide on whether or not to administer corporal punishment and just like in the case of traditional Tswana society; the type of instrument to be used has been prescribed. In the case of girls it is stated in the Act that corporal punishment should be administered in the palms of the hands, but with the boys it should be administered across the buttocks. Here again, there is a close resemblance with what used to happen in the past in traditional society. Again, the reasons for the differential treatment have not been provided or given.

The EA (1976) further states that the light cane should be used in administering corporal punishment, it should not be more than one metre long and in the absence of a cane, a strap may be used and the punishment should not exceed five (5) strokes with the cane and or the strap.

With regard to those on whom the punishment should be administered the EA (1976:58.01.v, 23 (2) has discriminatory undertones as it states that:

*No male teacher, except the school headmaster shall administer corporal punishment on a female Student.*

Again, the reasons for the differential treatment have not been given. It can be speculated however, that in the traditional society in most instances, mothers administered corporal punishment on all children while fathers rarely did so especially on girls. This was because mothers were with the children most of the time. Even then, mothers could only beat boys up to a certain age. They could not beat initiates for instance (Schapera, 1970:55). In accordance with the Education Act (1976), particulars such as: names of pupil, dates of punishment, grounds for the corporal punishment and the name of the person administering the corporal punishment should be recorded in the corporal punishment register which has to be kept by the School Headmaster.

### **1.3 STATEMENT OF THE PROBLEM**

The Education Act in Botswana (1976:58, 01.v, 21-24) gives schools mandate to use corporal punishment because learners get involved in various indiscipline behaviours. To maintain order and ensure that learning takes place teachers use corporal punishment. Irrespective of the fact that the law legitimizes the use of corporal punishment, observation by the researcher shows that it is outdated, does not seem to work, the real extent of its use in schools in Botswana has not been established and an alternative has to be found. This is the problem that was investigated by this study.

### **1.4 RESEARCH QUESTIONS**

The following were the research questions to be answered by the study:

1. How widely used was corporal punishment in C.J.S.S in the Kweneng district of Botswana
2. What offences often resulted in punishment
3. Was corporal punishment effective as a disciplinary instrument in schools?
4. Did the directives provided in the Education Act (1976) vis-à-vis the intentions of corporal punishment contribute to the appropriateness of the implementations (meting out) thereof.

## **1.5 PURPOSE OF THE STUDY**

The purpose of this study was to investigate:

- I).The extent of the use of corporal punishment as an instrument of maintaining discipline in the classroom and school premises
- ii).The effectiveness of physical punishment in correcting deviant behaviour of learners, what offences resulted in corporal punishment.
- iii). Whether the teachers were cognisant of the contents of the Education Act of 1976 with regard to the manner or details of how the punishment should be used in dealing with various types of learners' misbehaviour.

## **1.6 JUSTIFICATION OF THE STUDY**

A number of countries in the world have outlawed the use of corporal punishment in the schools ([www.nospank.net/sam.htm](http://www.nospank.net/sam.htm) 2005.), while Botswana's Ministry of Education still allows the use of this discipline instrument. Hence this study investigated the use of corporal punishment (also referred in this study as physical punishment) in the Junior Secondary Schools of the Kweneng district of Botswana, with regard to its effectiveness and the extent of its use.

The study also sought to investigate the monitoring role of the Education Act (1976) on the use of corporal punishment in schools.

The study sought an alternative disciplinary instrument or strategy that is hoped to receive consensus from parents, teachers, students and Education officials in the Botswana ministry of Education.



## 1.7 THEORETICAL PERSPECTIVE

Criticos et al., (2002:290-291) states that because teachers enter the classrooms with the idea that learners are the problem, they blind themselves to the many other causes of misbehavior, such as poor teaching, tense classroom relationships and or learner' traumatic home life. He further states that teachers need to recognise that misbehaviour often stems from learners' dissatisfaction with the conditions (environment) under which they are expected to learn. He asserts that learners behave well if they are given conditions that are adequate and conducive to learning.

Willis' Critical theory (Willis.1977:29) agrees with Criticos et al., that it is normal for learners to misbehave as a way of challenging school authority. In Willis' critical theory research subjects misbehaved as a form of resistance to their school, the learners rejected the system that they felt oppressed them.

There may be a number of factors that bring about behavioural problems in schools in the Kweneng District. The learners are young and faced with developmental challenges; both physical and cognitive. Some learners engage in deviant behaviour because of peer pressure and the need to conform to impress their peers or for attention seeking; for example boys caught smoking cigarettes in the toilets; having dodged lessons. Some learner's behavioural problems are due to drug and substance abuse. For others its just anger and desire to rebel against school authority (Benatar,2000:23). Assumptions are that learners engage in deviant behaviour because they don't like being controlled and some because they do not like schooling. They see teachers and school administration as trying to control them.

The frequency of behavioural problems may be due to issues such as teenage/adolescence developmental challenges, psychosocial issues like child abuse, bullying, family violence, poverty, orphanhood, attention seeking, to mention a few.



The categorical nature of the problems for which learners are commonly punished for vary from minor offences to more serious ones which may include dodging lessons, being disrespectful to teachers, failure to do assignments, stealing, coming late to school/lessons, scrambling during meals, verbal insults, bullying, vandalism of school property. These behavioural problems may be predominately common among the boys than girls (Kapaale, 1994:53)

The indiscipline problems may be as a result of poor management styles in schools; some may have a laissez-faire type of administration or authoritarian kind of dictatorship where learners are either given too much freedom or denied any involvement in decision-making (Benatar,2000:105).

In some cases it may be due to ineffective class management by class and subject teachers e.g. some teachers' lack of commitment, going late for lessons, failure to give work and to mark students' work, lack of consistency in treating and reprimanding learners (favouritism) (Criticos et al.,2002:294-298).

Teachers use corporal punishment because they may believe that it is quick and convenient, it maintains immediate order. Maybe it is used frequently as an instrument of disciplining school children by the teachers who received the same treatment at the time when they were learners or they may perceive it as the main instrument that can keep learners within the boundaries of accepted discipline in the school. Over and above that teachers may be using this type of punishment as they see parents in the district still using physical punishment as a form of discipline in shaping their children in to being obedient and respectful at home.

### 1.7.1 THEORIES OF PUNISHMENT

As far as the Consequentialist theories of punishment are concerned, The relevant considerations include the effectiveness of the punishment; the consequences of the CP on those being punished (learners) and whether The punishment is serving a purpose intended either as a deterrent or reform, and the extent of any adverse side effects. For retributivists, punishment is justified if it is deserved. Retributivists are not concerned about the consequences of punishment, but they do consider the means of punishment. Thus, an important question for them is whether corporal punishment is unacceptably cruel or degrading form of punishment.

Retributivists believe in retribution for offences committed; if an offence has been committed, one therefore deserved to be punished. They do not focus on how the punishment is meted out. Teachers seem to fall in this category as they seem to feel that as long as learners misbehave, they deserve to be punished. Consequentialists on the other hand concentrate on what consequences Corporal punishment has on learners and whether it is effective in bringing about behavioural change. Retributivism per se says nothing about what constitutes an acceptable form of punishment, just as utilitarianism itself cannot tell what kinds of punishment are effective or harmful. (Benatar. 2000).

## **1.8 ETHICAL CONSIDERATIONS**

Respondents to this study participated out of free choice. Research was based on freely given informed consent of the studied ([www/study/research.htm](http://www.study/research.htm)), (Webb et al., 2000). For professional reasons as well as ethical practice, names of the participating schools and subjects were not disclosed in any manner that linked them to certain responses. To achieve this code numbers were used. Coding is an effective way of protecting the subjects, the standardised symbols are often numbers, but they may be letters (A, B, C, D) (Ford. 1975; Ford, J. & Foley 1999) in this research letters were used. All participants (school heads, teachers, school counsellors and students) were granted anonymity.

Further consideration taken in to account was what implications this study was going to have on parents, teachers and students. Parents may view a school without disciplinary strategies (corporal punishment) as indisciplined and some parents might even move their children to other schools, which they believe to be more disciplined.

## **1.9 LIMITATIONS OF THE STUDY**

Kweneng district where the sampled schools in this study are located is predominately rural. Schools were therefore a significant distance apart from each other, hence traveling from one school to the other presented physical and time limitations as such intimacy between the researcher and informants was limited.

School records showed that majority of learners in the sampled schools were orphans; hence there was a preponderance of discipline problems among school children. This situation presented a challenge to the use of corporal punishment for a variety of learners' misbehaviours; which extended beyond the scope of this study e.g. a learner who came late to school every day because she was nursing a sick mother or had to take ARVs at 7:00hrs.

In the next chapter, the discussion focused attention on what available literature said about corporal punishment in schools. The literature reviewed as stated earlier was mainly from other countries because there was not much on Botswana.

Chapter three showed the method that the researcher used in undertaking the study, chapter four presented an analysis of the data collected, while chapter five presented the findings, conclusions and recommendations of the study.

## **1.10 REVIEW OF LITERATURE**

Current journals on the use of corporal punishment in schools were used as primary sources; these provided information on the extent of research on the issue. The internet was also consulted extensively to give the readers a global picture of the problem; the media especially news papers were included (minimally) as well as any literature on corporal punishment in schools. The Education Act (1976) was only used as a reference.

## **CHAPTER TWO**

### **2.1 REVIEW OF RELATED LITERATURE**

The review of literature is divided into sections; the first presents a brief history of corporal punishment, the second deals with the controversies surrounding the punishment and the third establishes a link between corporal punishment and discipline.

### **2.2 A brief history of corporal punishment**

#### **2.2.1 DEFINITION**

As stated in the previous chapter, very little research has been written on the subject of corporal punishment in Botswana. The literature review here therefore is mainly based on other countries.

According to Mmegi News paper (19 May 2004) corporal punishment is the whipping or lashing of students for an offence committed in School.

The Encyclopedia Britannica Concise (1965) defines corporal punishment as infliction of physical pain upon a person's body as punishment for a crime or fraction. It also defines it as physical chastisement of an offender. It goes on to say that, such punishment includes beating, flogging, slapping, whipping and the use of the stock and pillory. Until c.1800, in most parts of the world, offences were punished thus. Flogging was especially prevalent, being used also to keep order among the institutionalised insane and in schools and the armed forces. The Encyclopedia further states that the term also denotes the physical disciplining of children in the schools and at home.

From ancient times through to the 18<sup>th</sup> century, it was commonly used in instances that did not call for capital punishment, ostracism, or exile.

Corporal punishment refers to intentional application of physical pain as a method of changing behaviour. It includes a wide variety of methods such as hitting, slapping, punching, kicking, pinching, shaking, choking, use of various objects (wooden paddles, belts, sticks, pins etc), painful body postures, use of excessive drills or prevention of urine or stool elimination



McCord. (1991). He goes on to say this form of punishment arises from two main contexts: as a method of discipline in schools and as a form of punishment for committing an offence or crime.

### 2.2.2 ORIGINS OF CORPORAL PUNISHMENT

According to the Encyclopedia of Education (volume V, 1963: 83) few educational principles have found such a general acceptance throughout the world and in every age as an effective means of disciplining the young. Solomon's dictum: "he that spareth the rod hateth his son but he that loves him chastises him betimes", have found many supporters.

A brief survey of the history of physical punishment shows that of the two Greek city states of Sparta and Athens very little is said about physical punishment in the latter while in the former it was applied for hardening boys. Severe application of the punishment was also witnessed among the early Romans. Flogging among the Romans was administered on an individual's bare back.

In medieval times a sanction was placed on corporal punishment. In monasteries flagellation was widely used as a means of penance. This was enhanced by the inception of the concept of original sin; where it was believed that the devil had to be expelled out of the young children. Schools were associated with corporal punishment and the Encyclopedia of Education (1963) (5) 84 states that:

*And so to be at school and to be under the rod became synonymous, few scholars could boast that they had been through school without being flogged.*

It is also stated that in some German Latin schools (Encyclopedia of Education 1963), Physical discipline enjoyed so much popularity that services of a special official known as the "blue man" had to be sought in almost all the schools. To further enhance and institutionalize this form of punishment, whipping posts were introduced in schools.

Despite the reformation, no changes were made in as far as caning was concerned. Martin Luther King still insisted that the "strap" was an absolute necessity for the prevention of acts of insubordination, impudence and bad

training. For it was believed that childish as they were, children needed proper moulding.

The Encyclopedia of Education (1963) (5) 432-435 goes on to state that:

*On the whole however, Luther recommended moderation and referred to the old days when children were treated as martyrs in Schools. But the Latin schools continued to retain their severity and afforded a vicious example to the rising elementary schools (p.85).*

Laws recommending moderation such as the Saxon General Articles of 1555, Wittenberg C O 1559 and the Magdeberg school ordinance of 1553 were all passed. Yet newly recruited teachers continued to be presented with a rod, which was part and parcel of the school system, the system became more severe and introduced other forms of torture such as painful body postures like squatting and standing for long period of time.

It is also observed in the encyclopedia of Education (1963) that in the Christian schools, physical punishment was so popular that special prefect of discipline was entrusted with its administration.

With regard to eighteenth century France, the encyclopedia of Education (1963:84) states that a form of ceremony was introduced in connection with administration of corporal punishment, especially in girl's high schools which were becoming popular and fashionable.

*The offender was horsed without any regard for modesty. After the infliction of punishment the offender had to kiss The rod and express her gratitude to the teacher.*

The whole idea of corporal punishment was transported to England and Scotland with the spread of Roman Empire and its culture. This form of punishment was later passed to the United States of America and other countries where the British System of Education spread. Newell (1972:34) observed that:

*A survey of the English-speaking world shows that areas colonized by Britain have caught our habit. In Canada, South Africa, Australia and New Zealand the cane is widely used in schools. In New Zealand a recent submission to the parliamentary Education committee by an abolitionist society blamed extensive use of the cane on the country's secondary school system through which most colonial administrators had come.*

According to Wikipedia, the free encyclopedia (2004) Caning was introduced to Singapore by the British when they controlled Singapore as part of their colonial empire. Today more than one thousand learners are caned in Singapore each year for both violent and non-violent offences such as vandalism.

Dyke (1982:87) asserts that in 1965, schools regulations in the United States of America empowered school head to call an assembly of all students to check on misdemeanors and outrages that could have been committed on the Sabbath and for which “the rod of correction” had to be used. He goes on to state that “the rod of correction was regarded as a rule of God necessary to be used sometimes upon the children”.

*The most convenient rod of correction was a ferrule, although still ropes, cowhide, whips and even cat-o-nine tails were not uncommon.*

NWU  
LIBRARY

This was said to have been common in states like Massachusetts and North Carolina in the 1800s. In the latter the punishment included four lashes for boys and girls playing together; and three lashes for failing to bow at the office door. Four lashes could also be administered to those students who called others names.

In other states it was justified as a means of self-defence, corrective measure and as promoting a child's welfare (Dyke, 1982:88).

Western Education came to Africa through the missionaries from the western world where caning was cherished (Coles, 1980:235). This western Education in Africa was for a long time in the hands of the Christian missionaries and African teachers who were trained by the Christian missionaries. The missionaries set the standard of educational work as a

whole. The school was often affected by the theories and philosophies held by the various missionary bodies about the education of the human spirit. As stated earlier the African culture provided fertile ground for western educational values in terms of the use of corporal punishment.

It cherished canning too, which was part and parcel of western education and the school, which characterized it. This view, as stated in chapter one was supported by (Schapera, 1970:30) when he said among the Bakgatla physical punishment was as old as their civilization. The same view was shared by Tiberondwa (1978:17) when he said:

*It was not uncommon in the Ankole District of western Uganda, for a parent to beat up any child he found doing anything that was regarded as wrong; neighbour's or just any child.*

Dyke (1982:118) a point out that despite the impact of the courts in the United States of America paddling is still legally permissible in all but four states.

Whist the early history of corporal punishment is unclear; the practice was certainly present in classical civilizations, being in Greece, Rome, Egypt and Israel, used for both judicial and educational discipline. Practices varied greatly, though scourging and beating with sticks were both common. Some states gained reputation for using such punishments cruelly; Sparta, in particular, used frequent and heavy punishment as part of a disciplinary regime designed to build willpower and bodily strength. Although the Spartan example was unusual, corporal punishment was possibly the most common type of minor punishment.

These approaches to punishment were continued into Europe. This was encouraged by attitudes of the medieval church towards the human body, with flagellation being a common means of encouraging self-discipline. In particular this had an influence on corporal punishment in schools as educational establishments were closely attached to the church during this period. Nevertheless, corporal punishment was not used uncritically; as early as the eleventh century saint Anselm, archbishop of Canterbury was speaking out against what was seen as the cruel treatment of children.



From the sixteenth century onwards, new trends were seen in physical punishment. Punishments were increasingly made into public spectacles, with the heavy beatings of learners intended as a deterrent to others. Meanwhile, early writers on education, such as Roger Ascham, frequently complained of the arbitrary manner in which children were punished. The most influential writer on the subject at the time was the English philosopher John Locke. Locke's work was highly influential and when Poland banned corporal punishment from schools in 1783 his book entitled "thoughts concerning education" was said to have influenced the legislators. (Benatar 2000:25).

Corporal Punishment was heavily criticized, both by philosophers and legal reformers. Merely inflicting pain on miscreants was seen as inefficient, influencing the subject merely for a short period of time and effecting no permanent change in their behaviour. Those opposed believe that the purpose of punishment should be reformation, not retribution.

Essex (1989:42) states that CP is legalized in 38 states in the United States of America. The courts under the principle of "Loco parentis" have sanctioned the practice. Reference is made to Ingraham K. Wright case in which the court submitted that the use of corporal punishment in that country as a means of disciplining students dates back to the colonial period. It has survived the transformation of primary and secondary education from the colonial officer's reliance on optional "private education" to the present system of compulsory and dependence on public schools.

During medieval period caning proved most persistent as a punishment for violation of school rules. According to Scott (1998: 127) for many centuries, corporal punishment was a fact of life for British schoolboys. Britain's famous schools were once a byword for beating and flogging. And further says, historically this form of punishment was a method of disciplining children and youth in the school setting.

In modern world, corporal punishment remains a common way of disciplining children. Although it has been outlawed in the Education system in some European and African countries including South Africa, most schools and legal systems permit parents to discipline their children however they see fit, implying a belief that there is a distinction between reasonable punishment and abuse.

In terms of punishment in educational settings, approaches vary throughout the world. The practice has, for instance, been almost completely abandoned in Europe and North America, whilst other societies retain widespread use of corporal punishment, including Botswana Malaysia and Singapore. In Singapore, male violent learners and are typically subjected to caning. (Www.temple.ed/educatio/pse/NCSPA.html.2006).

Opinions on corporal punishment of children are varied. Whilst the practice is accepted and embraced in many countries, it is also illegal in a number of others. There is pressure in some countries to have any flogging of children made illegal and treated as child abuse. In the USA spanking children is legal with some states explicitly allowing it in their law and a few states even allowing usage by schools (Essex 1989: 233).

Corporal punishment has been used in schools in some counties, although in many countries (listed on the next page) this practice has now been made illegal. Since the medieval period this type of punishment in schools was often in the form of hitting a Child's with a leather belt, or in the case of older children, hitting the buttocks with a cane. Many educators at the time used a milder form of punishment called "spanking", usually slapping the child's buttocks with the palm of the hand; alternatively, they administered a single smack on the hand with their own hand. Others punished children with a switch or paddle. *This study* will investigate which instrument is used in the Kweneng Junior Secondary schools.

Although China and Taiwan have made beating/caning children illegal in the school system, it is widely practiced. In most part of Confucian East Asia (China, Taiwan, Japan and Korea), it is legal to punish one's own child using physical means. In Singapore and Hong Kong, punishing one's own child with physically is still either legal, only discouraged, or illegal but without active enforcement of the relevant laws. Culturally, people in the region generally believe a minimal amount of physical punishment for their own children is appropriate and necessary, and thus such practice is tolerated by the society as a whole.

Most countries have banned the use of corporal punishment in schools, beginning with Poland in 1783. The practice is still used in schools in some parts of the world including the United States of America where it is banned in some states and not in others and Botswana where the Education Act of 1976 endorses it.

Every industrialized country in the world now prohibits school physical/corporal punishment except U.S.A, Canada and one state in Australia ([www.temple.ed/education/pse/NCSCPA.html](http://www.temple.ed/education/pse/NCSCPA.html)). The following list shows the trend towards the elimination of corporal punishment in schools dating back to the 1700s.

Year	country
1783	Poland
1820	Netherlands
1845	Luxembourg
1860	Italy
1867	Belgium
1870	Austria
1881	France
1890	Finland
1900	Japan
1917	Russia
1923	Turkey
1936	Norway
1949	China
1950	Portugal
1958	Sweden
1967	Denmark
1967	Cyprus
1970	Germany
1970	Switzerland
1982	Ireland
1983	Greece
1986	United Kingdom
1990	New Zealand
1990	Namibia
1996	South Africa
1998	England
1998	American Samoa
1999	Zimbabwe
2000	Zambia
2000	Thailand
2000	Trinidad & Tobago

2001  
2002

Kenya  
Fiji

**Source:** [www.temple.edu/education/pse/NCSCPA.html](http://www.temple.edu/education/pse/NCSCPA.html)

### **Controversies surrounding corporal punishment**

The use of physical pain in schools is a controversial issue with some psychologists arguing in its favour and others arguing for its banning (Rose, 1984). The focus of the controversy is the use of corporal punishment and severe forms of punishment. For example Bowd et al.; (1982:206) suggest, "The best policy regarding corporal punishment is to avoid it completely". Those in favour say, "It is quick, easily available and apparently effective" (Rose, 1984:427). They argue further that the use of physical pain reduces or eliminates an undesirable behaviour and serves as a lesson for other students not to engage in similar behaviour.

The whole question of corporal punishment in schools is a highly controversial one. Educators, teachers and parents are not agreed as to whether or not corporal punishment should continue to be used in disciplining students. Lundell (1982:21) points out that:

*In recent years the field of education has witnessed a large number of significant advances. The discipline procedures used by teachers and administrators in today's schools reflect the basic philosophy that misbehaviour is caused by variables such as hostility, hyperactivity or emotional upsets. harsh punitive responses to student's misbehaviours imply that these students are at fault for their indiscretions and will somehow change if they can be made to realise the error of their ways.*

Essex (1989:42) also states that physical punishment is highly controversial in American schools today:

*Perhaps not any other issue has drawn much criticism. Although corporal punishment is still considered an acceptable form*



*of discipline by courts, school personnel increasingly are facing charges of assault and persecution and even termination of employment for abusive acts against students.*

It is very clear therefore, that educators, teachers and parents alike are in two camps on the issue of corporal punishment (CP). There are those in favour of it and those who are against it. Those in favour, argue that the punishment is administered on those students who break school rules and regulations as a deterrent. Gagne (1982) asserts that obviously, if a student conforms to the cultural goals and institutionalized means of our society, he/she probably will not be a school discipline problem. Such a student will value education and will work diligently at school related tasks.

In addition to conforming to the goals of the dominant culture, the student is expected to conform to the goals of a specific school, classroom and peer group. (Essex, 1989).

## **2.3 Controversies surrounding corporal punishment**

### **2.3.1 OPPOSING CORPORAL PUNISHMENT**

Those who oppose this type of punishment do not normally do so on the basis of a single argument. Usually they muster a battery of reasons to support their view. They do not base their arguments in particular theories of punishment; theories that justify the institution of physical punishment and say why it fails to meet the theoretical requirements. However, having a theory of punishment is little help, by itself in determining whether corporal punishment is ever morally acceptable. This is because the traditional theories of punishment in themselves do not commit one to accepting or rejecting inflicting pain. A number of issues mediate the application of the theories to the question of canning/hitting a child. For example, for the consequentialist theories of punishment, the relevant considerations include the effectiveness of the punishment. Either as a deterrent or reform, and the extent of any adverse side effects. For retributivists, punishment is justified if it is deserved. Retributivists are not concerned about the consequences of punishment, but they do consider the means of punishment. Thus, an important question for them is whether corporal punishment is unacceptably cruel or degrading form of punishment. Retributivism per se says nothing about what constitutes an acceptable form of punishment, just as

utilitarianism itself cannot tell what kinds of punishment are effective or harmful. (Benatar, 2000).

Those who are against the use of caning state that it is not an effective means of controlling undesirable behaviour and that its effects do not justify its use for example, as a result of being physically punished, a child may develop hatred for school, teachers and learning in general. In some cases it may lead to absenteeism or dropping out of school all together. Moreover, teachers who use severe punishment serve as models for the solving of problems by violence. Studies done in the United States of America have shown that parents who ill-treat children were generally ill treated by their parents during childhood (Bowd et al.; 1982:155).

Some argue that hitting/beating or spanking is a quick and effective method and less cruel than long-term suspension from school, detention or expulsion of learners from school or incarceration in juvenile centres or correctional facilities; adherents to this viewpoint think that corporal punishment should be re-considered in countries that have banned it as an alternative to expulsion; some even want corporal punishment to replace fines for such offences as graffiti done on school property.

Writers like Docking (1980) argue that corporal punishment fails to achieve the ultimate goal of discipline. This view is also shared by Franken (1982) who also argues that the logic behind the punishment is that in future the individual will refrain from committing the same/similar offence. So it is the pain that acts as a deterrent.

Franken (1982) further argues that this type of punishment should be abolished in school system because it fails to meet the ultimate goal of discipline, self-esteem, trust, respect for others and self-direction. Maurer (1981) express the same view.

Lundell (1982) argues that children who are brought up in a punitive culture quickly adopt the same aversive behaviour to which they have been exposed. Those who have been verbally or physically abused for their actions will tend to use similar techniques if offended. Lundell goes on to say that most educators rely on traditional punishment systems they experienced as students and learned to use as teachers. He further states that punitive punishment has a strong potential to adversely affect the students' self-esteem, their school performance and also contributes to disruptive

behaviour. He says some children have been physically damaged by such punishment, requiring medical treatment in conditions including abrasions, muscle injuries, hematomas, whiplash, and so on. He states that social skills development after the use of CP may be severe leading to aggressive behaviour. He goes on to say the use of CP also sends a message that violence is an acceptable mode of behaviour in our society.

Jones (1981) argues that it is never right to hit a child. Even the power of physical punishment to teach a child the difference between right and wrong is dubious; a young child may learn that the adult is displeased, but not why. He further argues that no matter how orderly you make the beating of a child, there are a number of adverse effects. They will lose trust in the adults who administer the beating; they learn that force is an acceptable factor in human interaction; they feel humiliated and lose self-respect; and they build up resentment that cannot be resolved at the time but may lead to severe misbehaviour in the future. He further argues, "The actual physical damage inflicted via corporal punishment on children can be horrifying".

He gives examples where by "students needed treatment for broken arms, nerve and muscle damage, and cerebral haemorrhage after receiving the punishment", he further says when administered on the buttocks it can cause damage to the sciatic nerve and therefore the leg to which it leads. Jones asserts that the buttocks are a sexual zone; adults can derive pleasure from administering punishment to that zone and can affect the psychosexual development of the students receiving it.

According to Jones (1981) one common problem with harsh discipline is the difficulty with which an objective measure of pain can be delivered. He further states that in the Eighteenth century in Europe scientists such as Alexander Bain and Francis Galton suggested scientific solutions to this, such as the use of electricity. These were, however, unpopular and perceived as cruel. The difficulty in inflicting a set measure of pain makes it difficult to distinguish reasonable punishment from abuse, and had contributed to calls for the abolition of the practice.

There are many arguments against corporal punishment which include the following:

*It is ineffective; it will stop a child from misbehaving for the moment, but studies have shown that the child's compliance will only last for a short time; corporal punishment actually*

*increases the child's non-compliant behaviour in the future. it is the least effective method of discipline; it reinforces a failure identity; it reinforces rebellion, resistance, revenge and resentment (Wychoff et al.; 1985).*

There are many reasons why students should never be spanked or subjected to any other kind of corporal punishment. Three of the most fundamental reasons being:

*Spanking/hitting has serious harmful side effects that teachers have no way of seeing, because such effects do not show up until later; corporal punishment is no more effective than other methods of correction and control, and it is therefore unnecessary to subject children to the risk of the harmful side effects; corporal punishment also contradicts the ideal of non-violence in the society (Straus and Mathur, 1996).*

Apart from the above opinions, which are against corporal punishment, there are those which are in favouring it. *This study sought to establish whether in Kweneng parents, teachers/school counsellors were also opposed to the use of CP.*

### 2.3.2 SUPPORT FOR CORPORAL PUNISHMENT

Benatar (2000) maintains that, there are reasons why corporal punishment may be used in schools. Teachers come from the *loci parentis* position and feel that to spare the rod is to spoil the child. They believe that this form of punishment is the only medicine that could curb bad behaviour among students. Teachers see physical punishment as the effective means of controlling deviant behaviour and ensuring hard work and better results in academic performance as well as excellence in sporting activities. Inflicting pain is linked with shaping or molding behaviour; pain to discourage unwanted behaviour from repeating itself.

*This study will engage this notion to establish if the teachers in the sampled Kweneng district share the same paradigm.*

Mwamwenda (1990) asserts that on examining the issue of corporal punishment in schools: a psycho-educational perspective, one realizes that the need for an atmosphere conducive to learning in schools has always existed, but the methods used to secure such an atmosphere have changed dramatically over the years.



Ferron (1990) indicates that 'licking'/beating the child into shape was standard procedure since this method was for the child's own good. In the past it was thought that children were troublesome by nature and had to be thrashed to make them good. This meant that physical discipline punishment, ridicule and humiliation of a kind were used freely even in the United States of America and the United Kingdom who today are at the forefront of the educational reform. Today teachers find themselves facing law suits for assaults and physical abuse by parents.

Mwamwenda (1990) further points out that corporal punishment implies control, without which there would be anarchy and chaos and learning, would not take place effectively. He further indicates that the problem of corporal punishment is not new to African schools.

The purported advantages of this type of punishment include easier reintegration in society (generally, physical wounds heal quickly, while expulsion may adversely affect further learning and job prospects), greater deterrence rates, less recidivism, and fewer costs to society; Especially in the case of school going juveniles / teenagers.(Lindgren & Suter, 1985: 312).

Proponents of corporal punishment of children, whilst accepting that excessive physical punishment amounts to child abuse, argue that punishment, properly administered, can be the most effective form of discipline for unruly children and adolescents.

Also some Proponents of this form of punishment argue that those opposed to it simply do not understand the stress of parenthood. This raises the question of whether the punishment is meant as a constructive lesson for the child, or as a form of stress-relief for angry parents and teachers.

*Although this study* does not endorse physical punishment, it would be naïve to believe that it has no place in the maintenance of discipline in schools; for as Lindgren and Suter (1985:349) states: "it can facilitate learning and---- it may, infact, be the only kind of treatment that wil produce satisfactory behaviour in some instances".

Johnson (1980) points out that this type of punishment has been said to be quick and easy to apply, hence its popularity. Kapaale's (1994) study of corporal punishment in Botswana in which he involved 388 students from

six secondary schools, and fourteen teachers from thirteen different secondary schools also found out that in Botswana the majority of students preferred physical punishment to other forms of punishment such as detention, cleaning toilets, clearing school grounds and so on because, they said it was quick, short-lived and did not interfere with classes.

According to Jones (1981) corporal punishment can be an effective punishment and deterrent for childish misbehaviour. If children do not respond seriously to verbal warnings or light punishment from teachers or parents, then a short, sharp stimulus, which inflicts pain but no lasting damage, is the last resort to cause the child to associate misbehaviour with punishment- a crucial association in child development. He goes further to say this type of punishment must be used as part of a clear and precise strategy where its administered at the correct time: when other immediate discipline has failed; when the child understands their behaviour and has had an opportunity to explain it; and after an initial warning and opportunity for the child to repent. Crucially the person delivering the punishment must not be angry at the time. (In reality this may not always be possible as teachers act as soon as they see misconduct).

Essex (1989) points out that advocates for corporal punishment in schools feel that it is an efficacious technique of training and discipline, as noted by the Ingraham court decision; In the *Ingraham v. Wright*, 430 U.S 651, 97 S. Ct.1401, 51L.Ed.2d 711 (1977), the court considered two questions; whether the reprimand-induced paddling of the two students violated their Eighth Amendment right to be free from “cruel and unusual punishment,” and whether the action violated their Fourteenth Amendment right to due process; i.e., their right to a hearing before the infliction of punishment. The court answered both the questions in the negative declaring that the Eight Amendment proscription against cruel and unusual punishment is designed to protect those charged and/or convicted of a crime, rather than students in a school disciplinary setting. The court also held that the school milieu is an open organization with sufficient public surveillance to minimize the chance of abuse of children; thus the court concluded that teachers could use “reasonable but not excessive” CP to discipline learners. (Britannica Concise Encyclopaedia 1994).

According to this opinion, these children are better controlled, learn appropriate appreciation for authority, develop better social skills as well as improved moral character, and learn to better discipline themselves. Those

with this conclusion often tell that our teachers do not have proper classroom order and that, for many students, physical punishment is the only technique left to preserve academic control. If the technique is thus removed there will be greater disciplinary difficulty in our schools and reduced teacher security. Because current legal and popular opinion suggests it is acceptable for parents to physically punish their children, it is thus fully acceptable for school officials who substitute for parents during school hours to exercise this method as well. (Essex 1989).

Benatar (2000) points out that the fact that there are parents and teachers who inflict physical punishment in an abusive way does not entail the conclusion that corporal punishment should never be inflicted by anybody. He goes on to say showing some negative effects is not sufficient to make a consequentialist case against all corporal punishment, as according to retributivist theory punishment can be deserved whether or not it is effective. He asserts that for punishment to be effective it has to follow every act of wrongdoing and therefore has to be inflicted even more regularly. He argues that one advantage disciplinary punishment has over other forms of punishment is that it punishes only the guilty as compared to detention, which inconveniences some parents, as they have to pick up their children at a later time. Benatar (2000) states that if children are to be hit it should be only infrequently and so as to cause pain without injury.

### 2.3.3 WHY THE NEED FOR CORPORAL PUNISHMENT



Corporal punishment is used worldwide as a means of controlling undesirable behaviour. In some parts of the world it is used extensively and freely partly because there are no measures in existence to restrain its use. In areas where many teachers are professionally untrained or have low level of education and have not been exposed to the principles of classroom management there is a tendency for the teachers to interact with the students much the same way they themselves were dealt with as students many years ago. Many a times corporal punishment administered is excessive and some students get physically injured. This ambience has survived because there is hardly any law prohibiting teachers from ill-treating students. Where there are laws they remain unenforced (Mwamwenda, 1990).



#### 2.3.4 PHYSIOLOGICAL IMPACT OF CORPORAL PUNISHMENT

Rather than being effective, harsh punishment endangers the children's personal health and causes permanent physical damage (Clazio, 1980). Friedman (1976) points out that it fosters a sense of shame, feelings of guilt, hostility, fear, resentment, doubt, inferiority complex and helplessness. It has also been described as a counter-productive practice that is barbaric, demeaning and brutal by Maurer (1977).

Opponents to corporal punishment (CP) also note that much child abuse may in fact begin with spanking: frustrated parents and teachers turn to spanking when attempting to discipline their children/students, and then get carried away (Friedman, 1976:241).

Physical discipline increases possibility of accidentally injuring the child (Wessel, 1981, Friedman & Friedman, 1979) and the probability of teaching the child that inflicting pain upon others is okay (Maurer, 1981).

Caning can escalate to abuse; because it works for a while, then the teacher often repeats the hitting whenever the student misbehaves. The punishment then becomes a standard response to any misbehaviour. This can lead to increasingly frequent and harsher beating which can exceed the "reasonable force" threshold and become abuse.

"85% of all cases of physical abuse result from some form of over-discipline through the use of corporal punishment" (Straus & Donnelly, 1994). *This study seeks to establish whether there were any cases of serious brutality reported by learners.*

### 2.3.5 PSYCHOLOGICAL IMPACT OF CORPORAL PUNISHMENT

Hyman et al (1982:2, 11, 20) persistently assert that approximately one-half of students who are subjected to severe punishment develop an illness called *Educationally Induced Post-traumatic Stress Disorder* (EIPSD). In this disorder, there is symptomatology analogous to the *Post-Traumatic Stress Syndrome* (PTSS). As with PTSS, EIPSD can be identified by a varying combination of symptoms characteristic of depression and anxiety. This mental health imbalance is induced by significant stress; with EIPSD the stress is the inflicted punishment. Such victimized learners can have difficulty sleeping, fatigue, feeling of sadness and worthlessness, suicidal thoughts, anxiety episodes, increased anger with feelings of resentment and outbursts of aggression, deteriorating peer relationships, difficulty with concentration, lowered school achievement, antisocial behaviour, intense dislike of authority, somatic complaints, tendency for school avoidance, school drop-out and other evidence of negative high-risk adolescent behaviour (Hyman et al., 1982:23,24).

Jones (1981:24-27, 30) states that research in behaviour modification concludes that using positive reinforcement techniques that reward appropriate behaviour is more efficacious and long lasting than methods utilizing aversive techniques. He argues that punishment is based on aversive approach and produces very limited results. He goes on to say that severe punishment constructs an environment of education which can be described as unproductive, nullifying and punitive. Children become victims and trepidation is introduced to all in such a school. There is limited sense of confidence and security, and even those children who are witnesses or victims of such abuse can develop low self-esteem, magnified guilt feelings and acquisition of anxiety symptoms; such results can have baneful results in the psychological and educational development of learners.

Benatar (2000) agrees with Hyman et al., (1982), Friedman (1971) and Jones (1981) who believe that physical punishment should never be inflicted as it leads to abuse; is degrading; is psychologically damaging; stems from and causes sexual deviance; teaches the wrong lesson; arises from and causes poor relationships between teacher and children and does not deter. It has numerous adverse psychological effects, including depression, inhibition, rigidity, lowered self-esteem and heightened anxiety.

Anger and frustration which cannot be safely expressed by a child become stored inside; angry teenagers do not fall from the sky; anger that has been accumulating for many years can come as a shock to parents whose child now feels strong enough to express this rage. Punishment may appear to produce “good behaviour” in the early years, but always at a high price, paid by parents and by society as a whole, as the child enters adolescence and early adulthood.

Sternberg et al., (1993), Straus (1994), Straus, Sugar and Giles-Sims (1997) agrees with other authors (Hyman et al., 1982, Jones 1981, Miller, 1999) that corporal punishment is degrading, contributes to feelings of helplessness and humiliation, robs a child of self-worth and self-respect, and can lead to withdrawal or aggression. It also erodes trust between a parent/teacher and a child, and increases the risk of child abuse; as a discipline measure, it simply does not decrease It also erodes trust between a parent/teacher and a child, and increases the risk of child abuse; as a discipline measure, it simply does not decrease children’s aggressive or delinquent behaviours. Children who get spanked or beaten ( hit) regularly are more likely over time to cheat or lie, be disobedient at school, bully others, and show less remorse for wrongdoing.

The harmful side effects of severe disciplinary punishment do not occur right away, often not for years. When they do occur, for example in the form of depression, almost no one even considers the possibility that this depression might be the result of the disciplinary efforts of loving teachers. The delayed effects and the small proportion of those seriously hurt are the same reasons the harmful effects of smoking were not perceived for centuries. Depression often is a delayed response to the suppression of childhood anger-----from being physically hit and hurt----by adults/teachers (Greven, 1991; Straus 1994).

Greven (1991) goes on to say that depression rooted in anger remains so potent because it often begins so early: in the early years of life; precisely the period physical punishment advocates have always stressed as critical for the start of physical punishments. He further explains that the first assaults on children’s bodies and spirits generally commences before conscious memory can recall them. Later, the unconscious thus becomes the repository of rage, resistance and desire for revenge that children feel when being struck by the adults they trust---- ancient anger persist while the adult



conscience directs rage inward upon the self. These people hurt themselves just as their parents or teachers hurt them.

Corporal reprimand is dangerous to the health of children and to society (Straus, Donnelly, 1993). There is compelling evidence that physically punished children also tend to suffer serious psychological injury and are at greater risk of engaging in crime. Caning puts children at risk of serious injury, physically and psychologically (Egeland, Sroufe & Erickson, 1983; Mcord, 1988; Widom, 1989; Wolfe, 1987).

The psychological damage to children that result from being physically punished is not restricted to the extreme forms of violence known as physical abuse but also applies to the ordinary and legal physical punishment of children (Straus, 1994).

Victims of physical discipline have higher rates of constipation of the bowels, depression, substance abuse, suicidal tendencies, anxiety and irrational fears (phobias). Girls who are physically punished show a greater risk of ending up in abusive marriages, boys have a higher than average chance of becoming abusive spouses and tend to be less happy in their marriages (Popcak; 1998).

Physical discipline provides a model for what to do when someone misbehaves and persists in the misbehaviour. Parents who experienced corporal punishment have high probability of severely assaulting a child and so do teachers who were beaten as children/learners. Physical punishment is also associated with a greater probability of being depressed. The more punishment received, the higher the probability of the marriage being characterized by long-standing and unresolved conflicts.

The more teachers use the cane on their learners, the more likely they were to also hit their spouses. Corporal reprimand indicates a "role practice" effect; each time a teacher beats a child for misbehaving, they are practicing the idea that people who misbehave should be hit, and a certain proportion of learners will apply this principle to their children and learners when they reach adulthood (Levinson, 1989:115).

Physical discipline has long-term effects (Hawkins, 2003). In the long run, the punitive punishment has no measurable beneficial effects at all, and is associated with a variety of long-term negative effects. The more children are beaten/hit or spanked, the more their rates of age-adjusted antisocial

behaviour increase over time. Severe punishment in childhood is associated with higher levels of alcoholism, depression, masochistic fantasy and suicidal ideation later in life. It also increases a lifetime prevalence of anxiety disorder, alcohol abuse or dependence and externalizing problems (Straus & Donnelly, 1994).

It may trigger criminal, anti-social, violent, aggressive behaviour later in life; it leads to many adult problems such as depression, psychiatric problems and addictions (Straus & Donnelly, 1994: 147).

The more disciplinary punishment is used the greater the tendency for antisocial behaviour to increase. The tendency for corporal punishment to make things worse over the long run applies regardless of race, socio-economic status, gender of the child and regardless of the extent to which the mother provides cognitive stimulation and emotional support (Straus, Sugarman, & Giles-Sims, 1997).

A consistent pattern of physical abuse exists that generally starts as disciplinary punishment, and then gets out of control (Kadushin & Martin, 1981; Straus & Yodanis, 1994). Adults who were hit as children are more likely to be depressed or violent themselves. (Berkowitz, 1993; Strassberg, Didge, Pettit & Bates, 1994; Straus, 1994; Straus and Gelles, 1990; Straus & Kantor, 1992).

Patterson (1976:28-29)'s extensive research on aggressive behaviour and the coercive family concludes that an aversive consequence may also elicit an aggressive reaction and accelerate ongoing coercive behaviour. This proponent of social learning theory further adds that children who experience aggressive acts are more likely to counterattack. He goes on to say, these victims of aggressive acts eventually learn via modeling to initiate aggressive interchanges. These events perpetuate the use of aggressive acts and train children how to behave as adults. They learn to control unwanted behaviour through the use of coercive techniques. He further argues that children and adolescents can be physically damaged by such punishment.



### 2.3.6 CORPORAL PUNISHMENT AND VIOLENCE

Those against caning (Strauss, 1994; Hyman et al., 1982; Jones 1981) argue that it promotes a very precarious message that violence is an acceptable phenomenon in our society. It encourages children to resort to violence because they see their authority figures or substitute parents using it. They further argue that the use of disciplinary punishment in schools reinforces the notion that physical aggression is an acceptable and effective means of eliminating unwanted behaviour in our society.

According to Strauss (1994) physical punishment, when administered regularly, increases antisocial behaviour such as lying, stealing, cheating bullying, assaulting a sibling or peers and lack of remorse for wrongdoing. It also increases the risk of child abuse, serves as a model for aggressive behaviour and it erodes trust between the punisher (teacher) and the student. He goes on to state that it adversely affects cognitive development; and adults who were hit frequently as children are likely to suffer from depression and other negative social and mental health outcomes.

Miller (1999:178) states that there are long-term lessons that students retain from harsh punishment; the students learn that a child does not deserve respect; violence is a manifestation of love and denial of feeling is healthy. She further states that when punished students repress anger which is then often vented in childhood and adolescence by making fun of the weak; hitting classmate; annoying the teachers; watching television and playing video games to experience forbidden and stored up feelings of rage and anger, and by identifying with violent heroes.

Accumulated literature supports the theory that caning is an ineffective discipline strategy with children of all ages and; furthermore, it is often dangerous. Caning most often produces in its victims anger, resentment, and low self-esteem. It teaches violence and perpetuates itself, as children imitate what they see adults doing. Literature substantiates the following consequences of punitive punishment:

*Children whose parents use corporal punishment to control Antisocial behaviour shows more antisocial behaviour themselves over a long period of time, regardless of race and socio-economic status, and regardless of whether the mother provides cognitive stimulation and emotional support. (Gunnore & Mariner, 1997;*

Kazdin, 1987; Patterson, DeBarysche, & Ramsey, 1989; Straus, Sugarman, & Giles-Sims, 1997).

Physical discipline sends a message to the child that violence is a viable option for solving problems (Straus, Gelles, & Steinmetz, 1980; Straus, Sugarman, & Giles-Sims, 1997). Hitting, slapping or spanking children as punishment shows them that it's okay to hit others to solve problems and can train them to punish others in the same way they were punished (Straus & Yodanis, 1994). It increases the risk of becoming a generally angry person (Straus & Yodanis, 1994).

Hitting children teaches them to become hitters themselves. The more a child is hit, the more likely it is that the child, when an adult will hit his or her children, spouse, or friends. (Julian & Mckenry, 1993; Straus, 1991; Straus, 1994; Straus & Gelles, 1990; Straus & Kantor, 1992; Widom, 1989; Wolfe, 1987).

Extensive research data available support the fact that there is a direct correlation between physical reprimand in childhood and aggressive/ violent behaviour in the teenage and adult years. According to Hunt (2005) virtually all of the most dangerous criminals were regularly threatened and punished in childhood. It is nature's plan that children learn attitudes and behaviours through observation and imitation of their parents' actions and other adults like teachers, for good or ill. Thus it is the responsibility of parents and teachers to set an example of empathy and wisdom.

It increases the probability of children assaulting the parent or the teacher hitting children teaches them to become hitters themselves. The more a child is hit, the more likely it is that the child, when an adult will hit his or her children, spouse, or friends. (Julian & Mckenry, 1993; Straus, 1991; Straus, 1994; Straus & Gelles, 1990; Straus & Kantor, 1992; Widom, 1989; Wolfe, 1987).

Extensive research data available support the fact that there is a direct correlation between physical reprimand in childhood and aggressive/ violent behaviour in the teenage and adult years. According to Hunt (2005) virtually all of the most dangerous criminals were regularly threatened and punished in childhood. It is nature's plan that children learn attitudes and behaviours through observation and imitation of their parents' actions and other adults like teachers, for good or ill. Thus it is the responsibility of parents and teachers to set an example of empathy and wisdom.

It increases the probability of children assaulting the parent or the teacher (punisher) in retaliation; especially as they grow older (Brezina, 1998).

*This study* ponders what type of offences the learners in the Junior Secondary schools of the Kweneng district commit and whether they including retaliation (assaulting teachers).

Popcak (1998) states that; corporal punishment (CP) has been found to increase deceitfulness, non-compliance, oppositional/defiant behaviours and violence in children.

The more physical punishment experienced in middle childhood or early adolescence, the greater the probability of crime and violence; and physical punishment of school-age children and early adolescents is associated with adult violence and other crime. The more punitive punishment the learners experience as teens the higher the depressive symptoms and the greater the occurrence of thoughts about committing suicide; corporal punishment is related to depression and suicidal ideation. He points out that the more physical punishment is experienced, the higher the probability of the child having high levels of physical aggression, delinquency and interpersonal problems with other children (Straus, 1994:322).

Teachers use physical discipline to respond to aggressive and violent students to the extent that it is the student aggression that causes the teachers to use physical punishment, it should not be surprising to find that 20 years later, as adults the same tendency toward aggression shows up in the form of higher rates of wife-beating and other violence. This shows that punitive punishment is not effective in suppressing aggression (Straus & Paschall, 1998:225).

Studies indicate that caning is related to increased aggression and incidents of violence. Research further found out that adults who were spanked as children have a higher rate of hitting their spouses and that these same adults have a higher probability of assaulting someone outside their family. (Straus, 1991; Straus, Gelles & Steinmetz 1980). Straus also found out that children who receive physical reprimand have a higher incidence of hitting their siblings or other children.



Delinquency has high correlation with high amounts of physical punishment as the punishment increases aggression (Welsh, 1976; Button, 1973; Gil, 1970; Owens & Straus, 1975; Piel, 1979; Welsh, 1979; Sears, Maccoby & Levin, 1957).

Harsh disciplinary measure may lead to a violent society. Most of the world's societies bring up children violently through the use of corporal punishment. Everyone understands that the punishment is carried out to correct or control behaviour. What is not understood is that almost all assaults by adults and about two thirds homicides are also carried out to correct what the offender perceives as misbehaviour. Physical reprimand occurs in response to what the teacher/parent who spansks/hits consider outrageous or persistent misbehaviour. Physical punishment just like most assaults is usually impulsive, done in anger and often regretted. (Straus, 1994; Levin; 1957).

According to Montague (1981) teachers should use positive rather than punitive modes in dealing with misbehaviour of children. She concurs that corporal punishment is associated with an increased probability of societal violence.

Levinson (1989:104) states that the greater the degree of approval of physical punishment by parents and teachers, the higher the overall homicide rate and the homicide rate for infants.

Straus et al., (1994) agrees with Levinson (1989) that endorsement of corporal punishment in some societies permits only the principal of the school to hit children while others permits both the principal and teachers and at extreme some states permit any school employee to hit a child. The more use of corporal punishment is authorized in a state, the higher the rate of violence by the students and the higher the homicide rate.

(Levinson, 1989) further states that the more physical reprimand experienced in the middle childhood or early adolescence, the greater the probability of crime and violence. Corporal punishment of school age children and early adolescents is associated with adult violence and other crime.

Corporal punishment is related to unresolved marital conflicts because the more parents use corporal punishment to deal with a child, the less opportunity the child has to observe and participate in nonviolent modes of conflict resolution (Straus, 1994:25).

Aggression that is used to punish behaviour often leads to further aggression. The child who is beaten typically learns a much deeper lesson: that problems can be solved with violence. In fact, the more physical punishment parents use the more aggressively their children tend to behave at home and at school. Correlation does not, of course, prove causation; aggressive children may provoke punitive punishment. Nevertheless, the weight of evidence suggests that violent parents/ teachers tend to create violent children. (Dodge et al.; 1995, 1997; Chaplain, 1996; Larzelere, 1986; Larzelere et al., 1996; Weiss et al., 1993).

Severe physical reprimand may train a child to use violence later in life; the concept of “might makes right” is regularly reinforced and children have an increased likelihood of becoming more aggressive. Violence as a way of behaving becomes a learned response. This type of punishment also creates fear in children (Hyman, 1997).

Gunnoe and Mariner (1988) agrees with Straus (1994) when he says; the more corporal punishment the greater the amount of fighting at school five years later. This is consistent with the theory that in the long run caning is counter-productive. Gunnoe and Mariner (1988) continue to say “although corporal punishment may work in short run, in the long run it tends to boomerang and increases the probability of antisocial behaviour.”

Brezina (1998) found out that physical reprimand was associated with an increased probability of a child assaulting the parent or teacher a year and half later. Simons, Lin, and Gordon (1998) concurs with Brezina that the more corporal punishment experienced by boys the probability of their physically assaulting a girlfriend.

**NWU  
LIBRARY**

Patterson (1976:28-29)'s extensive research on aggressive behaviour and the coercive family concludes that an aversive consequence may also elicit an aggressive reaction and accelerate ongoing coercive behaviour. This proponent of social learning theory further adds that children who experience aggressive acts are more likely to counterattack. He goes on to say, these victims of aggressive acts eventually learn via

modeling to initiate aggressive interchanges. These events perpetuate the use of aggressive acts and train children how to behave as adults. They learn to control unwanted behaviour through the use of coercive techniques. He further argues that children and adolescents can be physically damaged by such punishment.

### 2.3.7 CORPORAL PUNISHMENT AND COGNITIVE DEVELOPMENT

Children who are corporally punished have lower average intelligence scores and demonstrate poorer school performance not because they are less intelligent, but because they are more reluctant to demonstrate their intelligence for fear of being wrong and as a result harshly judged. He says such students show less creativity and are less inclined to take healthy and appropriate risks; yet are more likely to take inappropriate risks. Children who are physically punished demonstrate a diminished ability to say “no” in personally demeaning or dangerous situations (including drug use and sexual situations) especially when encouraged by peers (Popcak.1998:35)

Corporal reprimand adversely affects children’s cognitive development. Children who are beaten or hit perform poorly on school tasks compared to other children. It lowers a child’s IQ; children who were spanked/hit have a lower IQ when compared to those children who received other methods of discipline and control. (Straus & Mathur, 1995; Straus & Pascall, 1998).

Straus (2004) further asserts that CP leads to slower rate of cognitive development in children; it lowers scores on a test of educational achievement and increases probability of crime as an adult.

Turner and Finkelhor (1996) agrees with Straus (2004); Straus and Pascall (1998) that CP interferes with cognitive functioning; being slapped, spanked or thrashed is a frightening and threatening event that arouses strong negative emotions such as humiliation, sadness and anger. Children also experience corporal reprimand as highly stressful.

Heuer & Reisberg, 1992; Meerum Terwogt & Olthof, 1989 also concur with other authors (Hindelang, 1973; Rankin & Kern, 1994; Wiatrowski & Anderson, 1987) That fright, stress and other strong negative emotions can result in cognitive deficits such as erroneous or limited coding of events and diminished elaboration To the extent that spanking arouses such emotions, it interferes with learning. It decreases the opportunity to acquire cognitive and



social skills. Moreover, it can evoke resentment and defiance, which further impede learning and may be part of the explanation for the long-term boomerang effect of corporal punishment.

Straus and Paschall (1999) state that talking to children is associated with an increase in neural connections in the brain and in cognitive performance. If parents avoid corporal punishment, they are more likely to engage in verbal methods of behaviour control such as explaining to the child and the increased verbal interaction with the child will in turn enhance the child's cognitive ability, (Blakeslee, 1995) concurs.

The greater benefit of avoiding corporal punishment for the young is consistent with the research showing that the most rapid growth of neural connections takes place in the brain at early ages, and it is also consistent with the theory that what the child learns as a youngster is crucial because it provides the necessary basis for subsequent cognitive development (Johnson, 1999).

Avoiding physical punishment is likely to reduce juvenile violence, wife-beating and masochistic sex and increase the probability of completing higher education (Straus and Mathur, 1995) Holding a high income job, and lower rates of depression and alcohol abuse (Straus et al.;1994).

### 2.3.8 CORPORAL PUNISHMENT AND BEHAVIOURAL MODIFICATION

Behaviour modification (system of rewards and punishment) has proven that many of the principles of conditioned learning that apply to animals also work with human beings. Learning theorists have developed methods for increasing the frequency of desirable behaviour and decreasing undesirable ones ( Laub & Sampson, 1995: 42).

Skinner (1961)'s work showed that behaviour could be influenced by a system of rewards and punishment. Conditioning can be used to change undesirable behaviour into more acceptable behaviour. Reinforcement is type of environmental consequence that controls behaviour through operant conditioning. Punishment decreases the probability that behaviour will recur. Teachers apply this behavioural technique when they beat a student for misbehaviour. (Chance, 1988; Laub & Sampson, 1995; Newsom et al., 1983; Skinner, 1961).

One common problem in using physical punishment with young children is that the learner may have difficulty distinguishing which operant is being punished.

Learner may come to fear the person meting out the punishment rather than the action; a child who is harshly punished by his teacher may become afraid of the teacher instead of changing his behaviour.

Harsh punishment may not eliminate existing rewards for behaviour. A teacher who punishes the class clown may not have much success if classmates reinforce the behaviour. Sometimes, too, punishing one behaviour (such as stealing) may inadvertently reinforce another (such as lying). (Scott, 1998; chance, 1988; Laub and Sampson, 1995).

Some people typically use physical reprimand when they are angry, which can lead both to poorly designed punishment (from learning point of view) and to the potential for abuse.

### 2.3.9 HOW TO USE CORPORAL PUNISHMENT

Physical punishment involves people's feelings and emotions; it should be done with great tact and fairness. It should be administered in accordance with rules laid down/guidelines (if they exist) and should take place privately and consistently. (Mwamwenda 1990:197).

*This study* tries to establish if this is the case in the junior secondary schools of Kweneng and makes reference to the Ministry of Education guidelines as laid down in the Education Act of 1976.

Corporal punishment may be used where there has been gross misbehaviour involving unbridled disrespect for school regulations, defiance of authority, and physical attack against teachers and students (Mouly, 1982). Even then if it is felt necessary and justifiable, certain factors have to be taken in to consideration when administering corporal punishment, for example: it should be used rarely; sparingly and as a last resort otherwise it loses meaning, the student should be told why he/she is being punished and must acknowledge the offence, and it should be administered as soon as the offence is committed so that a link is made between the offence and the punishment. The physical and psychological impact of the physical discipline should be taken into consideration whilst administering the

punishment to avoid any physical and psychological injuries. (Mwamwenda, 1990).

Despite taking precautions, a teacher could still find himself/herself dealing with a situation where preventative measures have failed and he/she may have to administer corporal punishment in dealing with undesirable behaviour on the part of the student. Literature has shown that reprimanding a student privately is more effective than doing it publicly. It is degrading and humiliating when done in public hence some students rebel. When excessive, some students may fight back. (Straus & Donnelly 1993).

Aversive punishment in formal settings, such as schools, is often highly ritualized, sometimes even staged in a highly theatrical manner. To a great extent the spectacle of the punishment is intended to act as a deterrent to others and a theatrical approach is one result of this. (Docking; 1980).

Advocates of physical punishment argue that it should be proportioned out in limited doses, based on the offense and without attempt to physically harm. Apologists for aversive discipline suggest that the punishment must produce instant discomfort and must surprise the victim as soon as possible after the identified violation.

Punishment tends to be most effective when it is accompanied by reasoning even in two (2) and three (3) year olds. When the person being punished is also reinforced for an alternative, acceptable behaviour. Explaining helps a child correctly connect an action with a punishment. Having other positively reinforced behaviours to draw on allows the child to generate alternative responses (Larzelere et al., 1996).

Although physical punishment does secure children's immediate compliance, Non- corporal punishment discipline strategies work just as well as physical punishment if not better (Larzelere et al., 1998; Larzelere, Schneider, Larson and Pike, 1996; Roberts, 1988; Roberts & Powers.1990; Strassberg et al., 1994).

An angry teacher may punish a child for misdeeds just discovered but that occurred a considerable time earlier. The time interval between the child's action and the consequence may render the punishment ineffective because the child does not adequately connect the two events. Some teachers punish depending on their mood than on the type of behaviour they want to



discourage; which can prevent the child from learning what behaviour is being punished, under what circumstances, and how to avoid it. (Chance, 1988; Laub & Sampson, 1995; Newsom et al., 1983; Skinner, 1953).

### 2.3.10 EFFECTIVENESS OF CORPORAL PUNISHMENT

Punishment is common and essential in human affairs since reinforcement alone is not likely to inhibit many undesirable behaviours. But it is frequently applied in ways that render it ineffective. (Scott, 1998; Claver, 1954).

Those against the use of CP state that it is not an effective means of controlling undesirable behaviour and that its effects do not justify its use for example, as a result of being physically punished; a child may develop hatred for school, teachers and learning in general. In some cases it may lead to absenteeism or dropping out of school all together. Moreover, teachers who use severe punishment serve as models for the solving of problems by violence. Studies done in the United States of America have shown that parents and teachers who ill-treat children were generally ill treated by their parents during childhood (Bowed et al.; 1982)

Any form of violence is by definition abusive. Some psychology research indicates that corporal punishment causes the destruction of trust bonds between parents/teachers and children/learners. Children subjected to corporal punishment may grow resentful, shy, insecure, or violent. Docking (1980), Franken (1982), Clazio (1980) and Maurer (1977) have shown that CP actually works against its objective, since children will not voluntarily obey an adult they do not trust. A child who is physically punished may have to be punished more often than a child who is not. (Friedman; 1976). Researcher Elizabeth Gershoff (2002) found that the only positive outcome of punitive punishment was immediate compliance; however, the punishment was associated with less long-term compliance. Punitive punishment was linked with other negative outcomes, including increased rates of aggression, delinquency, mental health problems, and problems in relationships with parents and likelihood of being physically abused.

Magagula (1992) says that while some people believe in the effectiveness of corporal punishment as a disciplinary measure, others strongly believe that it is ineffective especially to grown up students. However, a survey conducted by Magagula in Swaziland indicated that the majority of the fourth year university student- teachers believed in the effectiveness of the punishment in disciplining students.

*This study* seeks the view of the teachers in the Kweneng junior secondary schools regarding the effectiveness of this type of punishment.

The society for adolescent medicine in their paper: (1992; 13:240-246) when arguing against punitive punishment states that “it is the conclusion of the society for adolescent medicine that corporal punishment is an ineffective method of discipline and has major deleterious effects on the physical and mental health of those inflicted” they went further to argue that there is no clear evidence that such punishment effectuates more discipline or better control in the schools (7, 8, 22, 23). Physically punishing children has never been shown to enhance moral character development, increase the students’ respect for teachers. Such children are being physically and mentally abused and there are no data actually demonstrating that such victims develop enhanced social skills or self-control skills.

Miller (1999:254) states that corporal punishment is counter productive and dangerous she tabulates seven reasons why this form of punishment should not be used as follows: i) “It teaches violence; ii) It destroys the infallible certainty of being loved that the young need iii) It causes anxiety; iv) conveys a lie as those who mete it actually vent their anger and when they beat children its because they were struck as children themselves; v) It provokes anger and a desire for revenge; which remain repressed only to be expressed much later; vi)It programs the child to accept illogical arguments ( I am hurting you for your own good because I love you) that stay stored up in their mind; and vii) It destroys sensitivity and compassion for others for oneself and hence limits the capacity to gain insight.

Physical discipline provides a model for what to do when someone misbehaves and persists in the misbehaviour. Parents who experienced corporal punishment have high probability of severely assaulting a child and so does teachers who were beaten as children. Physical punishment is also associated with a greater probability of being depressed. The more punishment received, the higher the probability of the marriage being characterized by long-standing and unresolved conflicts.



While CP does work with some children, more typically it boomerangs and increases the level of juvenile delinquency and other behaviour problems (Empey, 1982).

From the above discussion it is clear that corporal punishment will remain a controversial subject among educators, teachers and probably among parents as well. For each of the camp have reasons for its position on the matter.

*This study* seeks to find out the extent in which CP is used in Junior secondary schools in the Kweneng district of Botswana, its effectiveness and what offences deserve the corporal punishment

## **2.4 Corporal punishment and discipline**

It should be noted that in this discussion corporal punishment is not equated as one of the disciplinary tools for the creation of a desirable teaching-learning atmosphere in school and the classroom. Failure by teachers to control their classes is regarded as incompetence.

Docking (1980:47) states that:

*Within the school context discipline can be viewed as an important element in socializing the youth to the fundamental values of love, honesty, dependability and controls among students so that they could behave in a manner conducive to the learning process.*

This view is further expressed by Maurer and Wallerstein (1984) who asserts that discipline within a school context ought to be concerned with maintaining order in the classroom so that the attention of the students is not distracted by rowdy and unruly behaviour from learning tasks.

Agnew (1974) further adds that a disciplined child knows how to behave in a democratic social order and at the same time has manners, is assertive, critical, sensitive, self-directed and self-disciplined. Therefore the value of discipline in a classroom situation is to develop inner controls among students so that they could behave in a manner conducive to the learning process.

Ozigi (1974:39) points out that disciplined behaviour involves self-sacrifice, diligence, cooperation, integrity, trustfulness, patriotism, consideration for others and sympathy. Franken (1982) says that discipline is neither punishment nor control through punitive measures, for punishment involves physical and psychological pain, removal, denial, isolation, fear and sometimes ridicule.

Therefore physical/corporal punishment is one type of punishment among many which school authorities use to help them to enforce discipline in cases of students who display persistent disruptive and deviant behaviour, and those whom the school has come to regard as habitual troublemakers. Such groups are in the minorities in each school. From this point of view, discipline could ultimately be achieved because the majority of students who are well behaved would associate corporal punishment with wrong doing.

The next chapter discusses the methodology, which was used in collecting data.

## **CHAPTER THREE**

### **3.1 RESEARCH METHODOLOGY**

Qualitative approach was used in this study as it allowed researcher to generate the depth and quality of information most suited to the topic. Quantitative approach was also used as it enabled the researcher to generalise results to a wider population using inferential statistics developed from quantitative research Cohen (1986), Macionis and Plummer (1998:42). A review of literature was conducted as it gave information to enable the researcher to know how much research work has already been done in the area of focus (Macionis&Plummer 1998:44).

In conducting this study the researcher also used a survey approach where questionnaires were used as it tends to be more reliable because of its anonymity and therefore encouraged greater honesty and was economical as it could be mailed as explained by Cohen and Menion (1986). In addition Henerson et al.; (1978) asserts that questionnaires permit a person a considerable time to think about their answers before responding. The use of questionnaires in this study on the use of corporal punishment in C.J.S.S in the Kweneng district of Botswana enabled questionnaires to be given to the sampled groups in a school simultaneously (p.29). Henerson et al.; further wrote that questionnaires should be easy to complete (p.78).

### **3.2 Population**

The study was limited to the Kweneng District. The target population consisted of seven randomly selected J.S.S out of ten schools in the district. The seven schools were randomly selected. School names were written in pieces of paper which were folded and all put in a bowl and randomly selected. The population in the study were seven (7) School Heads; one Headmaster from each school, ten (10) teachers from each school, three(3) school counsellors from each school, twenty ( 20) learners and 2 parents' representatives from each school making a total population of 252 subjects. Each one of the J.S.S in the district had a total teacher population of forty (40) and a total student population of 400 as stipulated in their Establishment Register. Parents target group was covered through the Parents' and Teachers' Associations (P.T.A) of the seven schools; two (2) from each school; the P.T.A chair person and the executive secretary. Each school P.T.A had 10 executive committee members.

### 3.3

### Instruments

The inspiration to use questionnaire as a measurement for this research work had its source on Cohen and Menion (1986) who explains the advantages of the questionnaire as follows: it is reliable as because of the anonymity that it gives allows honesty, its economical than interview in terms of time and money and it can be mailed. According to Henerson et al., (1978) it can be given to all subjects simultaneously and data given can be easily analysed.

A questionnaire with questions probing in to causes that necessitated the use of corporal punishment in schools by teachers was used. The questionnaire was the main instrument for data collection in this study.

#### 3.3.1 Format of the questionnaire

The questionnaire was in three (3) parts; Part A to gather demographic data, The second section was included in general how corporal punishment was used and respondents chose “yes/no”, while the third and last Part subjects had to agree or disagree. Questions used were guided by the purpose of the study and research questions, they probed to find out:

1. How widely used corporal punishment was in Community Junior Secondary Schools in the Kweneng district of Botswana?
2. What offences/behaviours often resulted in punishment?
3. Whether corporal punishment was effective as a disciplinary instrument in schools
4. Whether the directives provided in the Education Act (1976) contributed to appropriateness of its use.

A semi-structured interview for parents (P.T.A) was also used to establish whether parents approved corporal punishment. A semi-structured questionnaire was less structured and designed in both Setswana and English for clarification and easier understanding for those who learnt English as their second language. It allowed researcher to be lead by respondents.

The questionnaire for school heads was divided into 3 parts. Part A was to obtain demographic data (age, gender, level of qualification and years of experience as School Headmaster)



The second part was “yes/no” and the types of questions asked were to establish whether CP was used in the schools. The questions include:

- Was corporal punishment used in the school as a disciplinary measure?
- Was the instrument for administering CP kept by the school Head only?
- Were all the teachers allowed to administer CP?
- Did male teachers administer CP on both male and female students?
- Did female teachers administer CP on both male and female learners?
- Did the school head keep a CP register?

The third part was Likert- scale type with a five figure rating scale: Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD). This section focused on the offences that learners got punished for; the statements used included:

- Teachers administered CP on students who came late for school everyday
- Teachers administered CP on learners who made noise in class everyday
- Teachers administered CP on learners who performed poorly in their schoolwork
- Teachers punish learners who dodged lessons
- Teachers used CP on learners who failed to do their assignments
- Teachers punished learners for failing to attend sporting activities
- What alternatives forms of punishment did teachers use apart from CP?

A pilot questionnaire was conducted with 3 school heads from 3 schools, three (3) teachers, three (3) school counsellors, twenty students from 3 schools to test the validity of the instrument. This was done 2 months before administering the final questionnaire. The researcher called the schools to be visited to explain her interest to carry out research, then sent a formal letter requesting for permission, giving the dates of visits. One school was visited each day. Questionnaire was administered by the researcher personally with the assistance from one teaching staff from each of the pilot schools. The pilot questionnaire enabled the researcher to check whether the questions used were easy to understand/ answer and got an idea of how much time was needed (Britton, 1996).

The questionnaire for teachers and the school counsellors was divided into 2 parts. The first part was to establish the background and work experience of teacher; demographic data (Age, gender, level of qualification, and number of years as a teacher or school counsellor)



The second part required “Yes” or “No” response and was aiming at establishing if CP was used in the schools; same questions as the ones asked school headmasters. Part three was Likert-scale types with five-figure scale, with choices ranging from strongly agree to strongly disagree focusing on what offences learners got punished for and whether learners approved the use of CP.

The students’ questionnaire was in two parts options. Part A collected demographic data (age, gender, and form/standard). Part B required “Yes” or “No” response and focused on the use of corporal punishment: whether it was used in school:

- Do teachers in the school use CP
- Do teachers keep their own instrument for administering CP
- Do teachers keep a CP register
- Do the school has a CP register
- Do male teacher punish both male and female learners
- Do learners approve the use of CP
- Do teachers use other alternative forms of punishment
- What offences are learners punished for



In addition, semi-structured interviews were conducted for parents who were in the Parents’ and Teachers’ Association.

### 3.4 Sampling procedure

A simple random sampling method was used where the names of all the Schools in the Kweneng district were written in pieces of papers which were folded, tossed in a bowl and only seven were randomly selected; (7) 70% school heads, ten (10) 25 % teachers, three (3) 7.5 % school counsellors, twenty (20) 5% students and two (2) 20% parents used in the study from each school. Only seven secondary schools were covered in this study. The rationale that guided the selection of the sampled number of respondents per school was to strengthen the generalisability of the responses. Semi-structured Interviews for the parents (P.T.A members) were in both English and Setswana in order to accommodate each and every member in the school P.T.A sample.

**Table 3.4.1**

Population units	Number	Percentage
schools	7	70
School Heads	7	70
School counselors	21	70
Teachers	70	18
Learners	140	5
Parents (P.T.A)	14	14

### 3.5 Research design

In this study qualitative research approach was employed. With this approach the participants' perspectives/responses were studied with interactive strategies such as semi-structured interviews and observations; when visiting schools to administer/collect questionnaires; observation were done around the educational halls, staff-room, the administration block and school premises. Methodological triangulation approach was utilised. Triangulation is the application and combination of several research methodologies in the study of the same phenomenon . It can be within-method or between-method strategies (Yin, 1984) in this case using questionnaire but also observing what was going on within the school environment. Methodological triangulation allowed researcher access to

information obtainable from other methods not to rely only on one source. There was an interactive social role in which observations and interactions with subjects during school visits was done.

The approach in this study was to use the same questions in the questionnaires for the different categories of respondents engaged in this research; the rationale for this approach was that this helped to check the validity and reliability of the responses and confirm the consistency and extent of the problem. School headmasters are managers, they specifically monitor the implementation of Educational policies therefore it was envisaged that they were central to the monitoring and meting out of corporal punishment.

School counsellors provided support service; psychological counselling and guidance to the learners. It was envisaged that were central in guiding the disciplinary committees.

Permission was sort from the sampled school headmasters to administer questionnaires. Data analysis was carried out on the questionnaires. For analysis purposes the information obtained from respondents was categorised and examined. Questionnaires were collected from a senior teacher 1 –guidance. Such data was analysed in terms of statistical tables depending upon the character of responses. Starting with those of headmasters and addressing one question at a time (from part A to Part c).

### **3.6 Data collection**

Letters were written to the school Headmasters as managers of schools to ask for permission to utilise their schools for the purpose of the study. The participants were briefed and assured confidentiality of the process.

The researcher collected the questionnaires from all the schools and from all the groups of respondents.

## CHAPTER FOUR

### 4.1 ANALYSIS AND DISCUSSION OF DATA

The analysis deals with responses from school heads, teachers, school counsellors, students and parents from community junior secondary schools in the Kweneng district of Botswana. As stated earlier, the study had a total population as indicated below:

Each group of respondents' questionnaires will be analysed independently; the school heads' analysis will be done on their own and the same will be done with the others; school counsellors/Guidance teachers and teachers' responses are treated separately from those of students and parents. The teachers, teacher counselors and school headmaster represent the views of the school, while the parents and the children will probably be the voice of the community.

I. The school heads, teachers, and school counsellors' responses are all analysed under the following headings due to the fact the questionnaires are similar but the study want to find out if respondents will give similar responses.

- i) Gender
- ii) Qualification
- iii) Period of service as School Headmaster
- iv) The use of corporal punishment in the schools

II. the students' Questionnaires will establish the age, gender, level of schooling (grade/form) and are analysed in relation to the use of corporal punishment in the schools.

III. The parents' semi-structured interviews were on the use of CP only.

IV. The seven schools used were coded as A, B, C, D, E, F, and G.

## 4.2 ANALYSIS OF SCHOOL HEADMASTERS' RESPONSES

### Part A: demographic data

Table 1 below shows responses to part A of the Headmasters' questionnaire, which provides data on the personal background of the school heads. The table shows the gender of each SH involved in the study.

**Table 1 Gender of school heads**

School	Female	Male	Total
A	0	1	1
B	0	1	1
C	1	0	1
D	0	1	1
E	0	1	1
F	0	1	1
G	1	0	1
Total	2	5	7(100)

As shown from this table only 2 (29%) school heads are female. Five 5 (71%) are males. This denotes that there are more male Headmasters in junior secondary schools than female heads. The implication here is that CP is mostly implemented (meted out) and monitored by male school headmasters since they are in the majority than their female counterparts.



**Question 2** of this questionnaire seeks to establish the level of training of the Headmaster as shown below

### Level of training of school heads

All the school heads responded that they have Bachelors' degrees. This shows that the caliber of school heads is of highly qualified people to manage schools and monitor the use of CP in the mainstream schools.

**Question 3** of the questionnaire deals with the school heads' experience in the headship.

**Table 2 Experience in the headship**

### Length of experience

School	X= 4-6Yrs	Y=7-10Yrs	Z=10Yrs and Over	Total
A	0	0	1	1
B	0	1	0	1
C	0	1	0	1
D	1	0	0	1
E	0	1	0	1
F	1	0	0	1
G	0	0	1	1
<b>TOTAL</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>7</b>

X=4-6 Years    Y=7-10 years    Z= 10 years and above

The reason why on this table years of experience start at 4 years is that at the first year of promotion to school head the person is still trying to find his feet; at two years one is now adapting and learning to run a school. With 4 years experience as School Head the assumption is that one knows his/her administrative role. Some school heads progress to this post from senior teacher to deputy school head then to school head without having enough experience on how to run a school, which include monitoring the use of corporal punishment.

Table 2 above shows that 2 (two) 28.5% school heads had an experience of 4-6 years, 3 (three) school heads 43% had an experience of 7-10 years while 2 (two) 28.5% had an experience of ten (10) years and above in the headship.

The years denote that five (5) out of seven (7) school heads have experience heading junior secondary schools. This implies that Headmasters with no experience or limited experience may find it difficult to cope with learners' misconduct or monitor how CP is meted out because they maybe inexperienced.

### **Part I: on the use of corporal punishment**

Respondents (School heads) are to answer "Yes / No".

**Question 1:** Is Corporal punishment used in this school as a disciplinary measure?

All the school heads agree that corporal punishment is administered in their schools. This shows that CP is commonly used as an instrument of discipline in the mainstream schools in the Kweneg district.

**Question 2:** Is the instrument for administering corporal punishment kept by the school head only?

The responses to the question above show that not only the school heads keep the instrument for administering corporal punishment. This is shown by all the 7 (seven) 100% school heads when they respond that they are not the only ones who keep a stick/cane. This denotes that's other school staff also keep the instrument used to administer CP hence the headmasters may not be able to regulate or even know the extent at which CP is used.

**Question 3:** Are all teachers allowed to administer corporal punishment in this school?

To this question all school headmasters (100%) answered, "Yes". This shows that all teachers are allowed to use a cane or stick on learners. This denotes that CP is widely used in the C.J.S.S in the Kweneng District as majority of school administrators (school heads) do not object to teachers keeping their own instruments and allow them to administer CP. This implies is a commonly used as a disciplinary measure.

**Question 4:** Do Male teachers administer corporal punishment on both male and female students?

The responses to the above question stipulates that all the school headmasters (100 %) allow the male teachers to use CP on both male and female learners. 100 % response is a significance that in as far as the school heads and teachers are concerned, there are no sufficient reasons for differential treatment of students. To them students are all equal; they are children irrespective of their gender and therefore should receive the same treatment. This implies that which teachers whether male or female can administer CP on learners be they male or female. A 100 % agreement stipulates that male teachers also apply CP on female learners. This implies that when meting out punishment gender is not considered a problem or barrier to prevent the use of CP; all learners are treated equally irrespective of their gender.

**Question 5:** Do female teachers administer corporal punishment on both male and female learners?

To this statement all the headmasters' response was "yes". This denotes that female teachers use CP on both female and male learners. This implies that there is no differential treatment on the basis of gender when meting out punishment as is also reflected in the responses to question 4 above.

**Question 6:** Does the school head keep a corporal punishment register, which is filled in by every teacher who administers corporal punishment in the school?

**Table 3**

Number of School heads	Yes	No	%
7	5	2	100 %

According to the table above not all the school headmasters keep the CP register. This is indicated by 2 (two) 29 % headmasters who answered "No" to the question that School Heads keep CP register while majority of the headmasters (five) 71 % answered "yes". This shows that though some of the Headmasters keep records, in some schools this record keeping is not done. Hence the use of CP is not controlled and it can be open for abuse.

**Part II: on the offences that learners are corporally punished for.**

School headmasters are to choose from *strongly agree, agree, neutral, disagree* and *strongly disagree*.

**Statement 7:** Teachers administer corporal punishment on students who come late for school every day.



**Table 4**

Valid	Frequency	Percentage
Strongly agree	4	57
Agree	2	29
Neutral	1	14
Disagree	0	0
Strongly disagree	0	0
Total	7	100

Table 4 above shows that 4 (four) 57 % of school headmasters strongly agree that teachers use CP on students who come late to school every day while 2 (two) 29 % agree that teachers use CP on students who come late to school every day. The results indicate that majority of school heads (57 % + 29 % =86 %) are supportive of the use of CP by teachers on learners who come late to school. This denotes that the Kweneng schools rely on CP to persuade learners to be punctual and the cases where it's not used are minimal as only 1 (one) 14 % school head is neutral to the statement.

**Statement 8:** Teachers administer corporal punishment on students who make noise in class every day.

**Table 5**

Valid	Frequency	Percentage
Strongly agree	2	29
Agree	5	71
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	7	100

**NWU  
LIBRARY**

This table shows that CP is administered on students who make noise in class. This is indicated by 5 (five) 71% school heads that agree and 2 (two) 29% school heads who strongly agree with the statement that teachers

administer corporal punishment on students who make noise in class every day. The result indicates that all school heads i.e. (71 % +29% = 100 %) allow the use of CP for noise making. This signals possible improper classroom management, late lesson attendance and dodging of lessons by teachers.

**Statement 9:** Teachers administer CP on students who perform poorly in their schoolwork.

**Table 6**

Valid	Frequency	Percentage
Strongly agree	0	0
Agree	1	14
Neutral	1	14
Disagree	3	43
Strongly disagree	2	29
Total	7	100

This table above shows that school heads disagree with the statement that teachers use CP on students who perform poorly in their schoolwork. This is indicated by 3 (three) 43% school heads who disagree and 2 (two) 29% who strongly disagree with the statement that teachers administered corporal punishment on students who perform poorly in their schoolwork. This indicates that majority of SH (43 % + 29 % = 72 %) disagree that learners should be punished for low academic performance. Only 1 (one) 14 % school head agree that teachers use CP on learners who perform poorly in their schoolwork while 1 (one) 14 % is neutral which implies that either way he wouldn't object to its use or lack thereof, while only 1 (one) 14 % agrees that teachers use a cane/stick for poor performance. The implications are that poor performance does not constitute the use of corporal punishment as learners are not equally gifted and academic excellence or intelligence can not be enhanced through punitive measures hence headmasters do not agree that CP is relevant when it comes to academic performance.

**Statement 10:** Teachers administer CP on learners who dodge lessons.

**Table 7**

Valid	Frequency	Percentage
Strongly agree	6	86
Agree	1	14
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	7	100

According to this table teachers administered corporal punishment on students who dodge lessons. This is indicated by 6 (six) 86% SH that strongly agree and 1 (one) 14 % who agrees with the statement that teachers administer CP on students who dodge lessons. The results denote that majority of school heads (86% + 14 % 100 %) are supportive of the use CP to curb non-attendance of lessons in school.

**Statement 11:** Teachers use CP on learners who fail to do their assignments. To this question only two (2) school heads out of seven (7) agree that learners should be punished for failure to do assignments. This implies that the two school heads are in support of the teachers using a cane to punish learners who do not do their assignments this is an indication that school heads probably see failure to do homework as non-justifiable or rather as a sign of laziness or disobedience deserving punishment.

**Question 12:** What other alternative forms of punishment do teachers use apart from CP?

**Table 8**

Alternatives	Frequency	Percentage
Toilet cleaning	3	43
Picking litter	2	29
Clearing the grounds/cutting trees	1	14
Sweeping classroom	1	14
Total	7	100

According to the table above 3 (three) 43 % of school headmasters' responses indicate that teachers use toilet cleaning as an alternative to CP, 2 (two) 29 % suggest picking litter while 1 (one) 14 % suggest clearing the grounds and the other sweeping the classroom. These results denote that there are other forms of punishment that can be used other than physical punishment (caning).

### **4.3 ANALYSIS OF TEACHERS' RESPONSES**

#### **Part A: Demographic data**

The tables below indicate the responses from 10 teachers from each of the 7 (seven) junior secondary schools, which form the sample of Kweneng district. The sampled teachers are seventy (70) in all.



**Part A**

**Question 1** seeks to establish gender of the teachers in the teachers' sample.

**Table 9 Gender of teachers per school**

Schools	A	B	C	D	E	F	G	N %
F	6	3	7	8	5	6	4	39(56)
M	4	7	3	2	5	4	6	31(44)
TOTAL	10	10	10	10	10	10	10	70(100)

This table shows that in the seven schools, thirty-nine (56 %) teachers in the sample are female while thirty-one (44 %) are male. This denotes that women are in the majority and one may assume that female teachers mainly do the discipline of learners.

**Question 2** of part A seeks to establish the level of training of the teachers in the teacher sample

**Table 10 Level of training of teachers**

Gender	D	B	O	Total %
F	10	27	2	39 (56%)
M	18	11	2	31 (44 %)
Total	28	38	4	70

D= Diploma

B= Bachelor's degree

O= other (M.Ed, PhD)



This table indicates qualifications of the seventy (70) teachers from the sampled C.J.S.S in the Kweneng district. The results show that out of a total of seventy teachers ten (10) 14% have Diploma in secondary Education, twenty-seven (27) 39% female teachers have Bachelor's degree in secondary Education, and two (2) 3% have Master's degree. While eighteen (18) 25% male teachers have Diploma in secondary Education, eleven (11) 16% Bachelor's degrees, and 2 (two) 3% have Master's Degree. The results show that majority of the teachers are qualified enough to teach in secondary schools, they be able to deal with learners of different personalities and those with deviant behaviour.

**Question 3** of Part a Of the teachers' questionnaire seeks to establish the number of years of teaching

**Table 11 Teaching experience in years**

**Teaching experience**

Valid	Frequency	Percentage
0-5 yrs	34	49
6-11yrs	26	37
12-17yrs	10	14
18&above	0	0
Total	70	100

Table 11 above indicates the numbers of years of experience of the teachers in the teaching profession. 34 (thirty four) 49 % teachers have 0-5 years teaching experience, 26 (twenty-six) 37 % teachers have 6-11 years of teaching experience, 10 (ten) 14% teachers have 12-17 years of teaching experience while there were no teachers in the (7) seven schools who have taught for more than 18 years. The results denote that the majority of teachers have teaching experience in mainstream schools. It is evident that in implementing CP experience in teaching is important to avoid excessive use of punishment. However the largest number of teachers falls between 0 and 5 years of experience, which may explain why they may be inexperienced in disciplinary issues.

## Part I: on the use of Corporal punishment in schools

In this part teachers had to answer “yes” or “No”

**Question 1:** Do Teachers administer corporal punishment on students in this school?

**Table 12**

Valid	Frequency	Percentage
Yes	62	89
No	8	11
<b>Total</b>	70	100

Table 12 above indicates evidence from the respondents that 62 (89 %) teachers agree that CP is used in their schools in the Kweneng district. The results denote that majority of teachers use CP. This implies that CP is widely used, as discipline measure hence there is a need to come up with alternative forms of punishment. Eight (8) 11 % out 70 of the teachers say they do not use corporal punishment this does not nullify the fact that CP is commonly used in the schools.

**Question 2:** Is the instrument for administering CP kept by the school head only?

To this Question all the 70 (100 %) teachers responded “NO”. The 100 % disagreement with the statement shows that not only the school head keeps the cane/stick. The results imply that teachers also keep the sticks/canes for disciplining the learners.

**Question 3:** Do Teachers make/design their own instrument (cane/stick) for administering CP on learners?

**Table 13**

Valid	Frequency	Percentage
Yes	62	89
No	8	11
Total	70	100

To this question 62 (89 %) teachers agree with the statement that teachers make their own instrument for disciplining the learners. This denotes that each teacher designs his/her own cane/stick, only 8 (11%) teachers disagree which implies that there must be someone else in the school that make the instrument or they borrow from other teachers.

**Question 4:** Do Male teachers administer CP on both male and female learners?

To this statement all the 70 (100 %) teachers said “yes”. The significant 100 % yes to the question shows that male teachers also punish female learners. The implications are that when administering punishment gender is not considered relevant hence male teachers administer punishment to all learners irrespective of their gender.

**Question 5:** Do Male teachers administer CP on male students only?

To this question all the 70 (100 %) teachers said “NO”. This denotes that male teachers also physically punish the female learners. Literature has revealed that in Botswana schools male teachers are not to use CP on female students “No male teacher, except the headmaster, shall inflict corporal punishment upon a female student” (EA 1976)

**Question 6:** Do Female teachers administer corporal punishment on both male and female learners?

To this statement all 70 (100 %) teachers answered “yes”. This denotes that gender is not considered an issue when administering CP.

**Question 7:** Do Female teachers administer CP on female learners only?  
 To this question all the 70 (100 %) teachers response was “no”. This indicates that female teachers also punish the boys. Hence there maybe cases Of learners refusing to take physical punishment, which may be seen as disobedience and lead to more punishment.

**Question 8:** Does the school head keep CP register, which is filled in by every teacher who uses corporal punishment in the school?

**Table 14**

Valid	Frequency	Percentage
Yes	50	71
No	20	29
Total	70	100

The table above indicates evidence from the respondents that 50 (71 %) teachers agree that school headmasters keep the corporal punishment register which is filled in by those who use CP while 20 (29 %) teachers disagrees. The results denote that not all the schools keep record of offences and physical punishment administered. The 20 (29 %) confirm the information on this question given by the 2 school headmasters who said they do not keep the CP registers in their school.

**Part II: on the offences that learners are corporally punished for**

Teachers had to choose from *strongly agree, agree, neutral, disagree* and *strongly disagree*.

**Statement 9:** Teachers use corporal punishment on students who come late to school everyday

**Table 15**

Valid	Frequency	Percentage
Strongly agree	41	59
Agree	18	26
Neutral	5	6
Disagree	4	6
Strongly disagree	2	3
Total	70	100

This table indicates that 41 (59 %) teachers strongly agree that physical punishment is used on learners who arrive late for school, while 18 (26 %) teachers agree that CP is administered on learners who come late to school. The results denote that majority of teachers i.e. (59 %+26 %=85 %) support the use of corporal punishment in schools.



**Statement 10:** Teachers administer CP on learners who make noise in class everyday.

**Table 16**

Valid	Frequency	Percentage
Strongly agree	34	49
Agree	36	51
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
<b>Total</b>	<b>70</b>	<b>100</b>

According to the table above 36 (51 %) teachers agree that teachers punish learners for noise making, while 34 (49 %) teachers strongly agree that noise making is an offence deserving physical punishment. The results denote that majority of teachers (51% +49 % = 100 %) see noise making in schools as a serious offence. The implications are that teachers probably go late for lessons and find learners making noise or they leave learners unattended during lessons.

**Statement 11:** Teachers administer CP on students who perform poorly in school

**Table 17**

Valid	Frequency	Percentage
Strongly agree	28	40
Agree	17	24
Neutral	4	6
Disagree	6	9
Strongly disagree	15	21
<b>Total</b>	<b>70</b>	<b>100</b>

Table 17 shows that 28 (40 %) of the teachers in the Kweneng district strongly agree with the statement that teachers use CP on learners who perform poorly in school. While 17 (24 %) agree with the statement that teachers physically punish learners for poor performance. These results

denote that majority of teachers (40 % +24 % = 64 %) support the notion that CP can ensure or enhance learning. The implications are that those learners who are not academically gifted will be at a disadvantage, as no amount of CP given can get them to improve their potential.

**Statement 12:** Teachers use CP on students who dodge lessons

**Table 18**

Valid	Frequency	Percentage
Strongly agree	43	61
Agree	27	39
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	70	100

Table 18 indicates that 43 (61 %) teachers strongly agree that students are corporally punished for dodging lessons, while 27 (39) agree that skipping lessons is taken as a serious offence. The results denote that majority of teachers i.e. (61 % + 39 % = 100 %) treat dodging of lessons as a serious offence that deserve physical punishment. Teachers need to find out why learners dodge their respective lessons and engage parents.

**Statement 13:** Teachers administer corporal punishment on students who fail to do their assignments

To this question all the 70 (100 %) teachers agreed that teachers use a stick to cane learners who fail to do their school assignments. This denotes that teachers support the notion that CP is a way to ensure obedience and commitment to schoolwork.

**Statement 14:** Teachers administer CP on learners who fail to attend sporting activities

**Table 19**

Valid	Frequency	Percentage
Strongly agree	5	7
Agree	4	6
Neutral	13	19
Disagree	17	24
Strongly disagree	31	44
<b>Total</b>	<b>70</b>	<b>100</b>

Table 20 indicates that 31 (44%) teachers strongly disagree with the statement that teachers administer CP on learners who fail to attend sporting activities, while 17 (24 %) disagree with the statement. This denote that majority of teachers i.e. (44 % + 24 % = 68 %) are not supportive of physical punishment of learners for extra-curricular activities.

**Statement 15:** Students approve the use of corporal punishment

**Table 20**

Valid	Frequency	Percentage
Strongly agree	14	20
Agree	12	17
Neutral	7	10
Disagree	7	10
Strongly disagree	30	43
<b>Total</b>	<b>70</b>	<b>100</b>

Table 20 indicates that 30 (43 %) teachers strongly disagree with the statement that students approve of corporal punishment, while 7 (10 %) disagrees and 7 (10 %) are neutral; they neither agree nor disagree. The results denote that more than half of the teachers (43 % + 10 % = 53%) are aware of the fact that learners would prefer an alternative way of keeping/maintaining discipline and discouraging misbehaviour in schools.

**Statement 16: Teachers approve of Corporal Punishment**

**Table 21**

Valid	Frequency	Percentage	Valid percent	Cumulative percent
Strongly agree	37	53	53	53
Agree	33	47	47	100
Neutral	0	0	0	100
Disagree	0	0	0	100
Strongly disagree	0	0	0	100
Total	70	100	100	100

This table indicates that 37 (53 %) teachers strongly agree that teachers are supportive of the use of CP as a discipline instrument, while 33 (47%) teachers agree with the statement. This denotes that all teachers in the sample i.e. (53 % + 47 % = 100 %) are in favour of using physical punishment for various students' misconduct.

**Statement 17: Students are given other alternative forms of punishment**  
 To this question all the 70 (100 %) teachers strongly agreed that teachers use other alternatives forms of punishment apart from CP.

**Table 22**

Alternatives	Frequency	Percentage	Valid percent	Cumulative
Picking litter	22	31	31	31
Cleaning toilets	16	23	23	54
Cutting grass	12	17	17	71
Detention	3	4	4	75
Digging pit	4	6	6	81
Sweeping class	10	15	15	96
Forfeiting food	3	4	4	100
Total	70	100	100	100

Table 22 above indicates that 22 (31%) teachers support picking litter as an alternative form of punishment, while 16 (23 %) are in favour of toilet

cleaning as a substitute for CP. The results denote that teachers will rather use CP as 31 % is insignificant (less than 50 %) of the teachers' sample. The table further shows that very few teachers i.e. 3 (4 %) use detention.

#### 4.4 ANALYSIS OF SCHOOL COUNSELLORS (GUIDANCE TEACHERS') RESPONSES

##### Part A: demographic data

This part of the questionnaire sought to establish the gender of teacher counsellors covered by the study. The responses were collected from seven schools involving 21 teachers; three (3) from each school.

**Question 1** What is the gender of the sampled Guidance teachers?

**Table 23 Gender of Guidance teachers per school**

Schools	A	B	C	D	E	F	G	N %
F	2	2	3	2	3	2	2	16(76)
M	1	1	0	1	0	1	1	5(24)
TOTAL	3	3	3	3	3	3	3	21 (100)

The table above shows that in the seven (7) schools, 16 (76 %) of the Guidance teachers were females and only 5 (24%) were males. The results denote that there are more female school counsellors than male guidance teachers. The implication here is that implementation of alternatives to CP is mainly going to be engaged by female guidance teachers.



**Question 2:** What are the levels of qualification of the teacher counsellors?

**Table 24** Level of training of teacher counsellors (Guidance teachers)

Gender	D	B	O	Total
F	9	6	1	16
M	2	3	0	5

D= Diploma      B= Bachelor’s degree      O= Other (M.Ed, PhD)

The results in the table above show that out of a total of 21 Guidance teachers 9 (43 %) female guidance teachers have Diploma, 6 (29 %) have Bachelor’s degree, and 1(5 %) has Masters degree in Guidance and counselling. The analysis also shows that 2 (9 %) male Guidance teachers have Diploma in Guidance and counselling and 3 (14 %) have Bachelor’s degrees. The results show that though the guidance teachers are qualified to counsel learners in schools, they find it difficult to address some of the learners’ behavioural problems and hence end up also using CP.

**Question 3:** What is your counselling experience in your school?

**Table 25** School counselling experience in years

Number of years	Frequency	Percent
0-5 yrs	6	29
6-11 yrs	12	57
12-17 yrs	3	14
18 +	0	0
Total	21	100

Table 25 above indicates the numbers of years of experience of the teacher counsellors in the guidance and counselling of learners in the schools. Six (6) 29 % guidance teachers have 0-5 years counselling experience. Twelve (12) 57 % guidance teachers have 6-11 years experience. Three (3) (14 %) teacher counsellors have 12-17 years of counselling experience while there are no guidance teachers in the seven (7) schools who have been

counselling for more than 18 years. The results denote that majority of guidance teachers (100 %) have guidance and counselling experience in mainstream schools. It is evident that in providing guidance and counselling, experience in counselling is important to prevent excessive use of corporal punishment. The implication here is that guidance teachers find it difficult to influence teachers to use positive reinforcement as opposed to CP.

**Part I: on the use of corporal punishment in the school**

In this part Guidance teachers answer “Yes” or “No”

**Question 1:** Do Teachers administer corporal punishment on students in this school?

**Table 26**

Responses	Number	%
YES	21	100
NO	0	0
TOTAL	21	100

The above table stipulates that all the 21 (100 %) Guidance teachers agree that corporal punishment is used in the C.J.S.S in Kweneng district. The results confirm what the school heads and teachers said. The implication here is that CP is commonly used in the schools.

**Question 2:** Is the instrument for administering CP kept by the school head only?

**Table 27**

Responses	Number	%
YES	21	100
NO	0	0
Total	21	100

All (100 %) teacher counsellors disagree that only the SH keeps the cane. the results show that the headmaster is not the only one who keeps the stick. The implication here is that teachers keep their own instrument for applying physical punishment.

**Question 3:** Do Teachers keep their own instrument for administering corporal punishment?

**Table 28**

Responses	Number	%
YES	21	100
NO	0	0
Total	21	100

This table shows that all 21 (100 %) Guidance teachers agree that teachers keep their own canes/sticks for physical punishment. This implies that physical punishment is widely used by majority of teachers including guidance teachers.

**Question 4:** Do Male teachers administer corporal punishment on both male and female student?

To this question all 21 (100 %) school- counsellors agree that male teachers use CP on both male and female learners. The results denote that there is no differential treatment on the basis of gender when administering corporal punishment.

**Question 5:** Do Male teachers administer CP on male students only?

To this question all the teacher counsellors (100 %) disagree with the question that male teachers only punish male students. The results denote that male teachers also punish female students. This confirms the responses given by school Headmasters and other teaching staff that gender is not considered an issue when administering CP and all learners are punished equally.

**Question 6:** Do Female teachers administer CP on both male and female learners?

To this question all the 21(100 %) guidance teachers agree that female teachers punish both the male and female learners. The results denote that there is equal treatment of learners irrespective of gender.

**Question 7:** Do Female teachers administer CP on female learners only?

All the 21 (100 %) guidance teachers disagree that female teachers only physically punishes female learners. These Responses from guidance teachers show that female teachers also punish male learners. This confirms the responses given by school heads and other teachers. This implies that there is equal punishment of learners by teachers.

**Question 8:** Does the school head keep corporal punishment register which is filled in by every teacher who administers CP in your school?

**Table 29**

Responses	Number	%
YES	15	71
NO	6	29
Total	21	100

Table 29 above stipulates that 15 (71 %) teacher counsellors agree that their school heads keep the CP register while only 6 (29 %) guidance teachers disagree. The results denote that majority of schools keep records of CP implementation while others do not. The 6 (29 %) confirm the responses by the 2 school heads that responded negatively to the same question.

## Part II: on the offences those learners are corporally punished for

**Statement 9:** Teachers administer CP on learners who come late to school every day

**Table 30**

Valid	Frequency	Percentage
Strongly agree	13	62
Agree	8	38
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	21	100

Table 30 indicates that 13 (62 %) teacher counselors agree that learners are physically beaten for arriving late to school. This denotes that majority of teacher counselors (62 % + 38 %=100 %) support the notion that using CP can instill punctuality among learners the implications are that those learners who live in the neighbouring settlements which are far from the schools will be punished more often as they may have a problem with transport.

**Statement 10:** Teachers administer CP on learners who make noise in class every day

**Table 31**

Valid	Frequency	Percentage
Strongly agree	15	71
Agree	6	29
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	21	100

To this question all the teacher counsellors agree that teachers punish learners for noise making. The results indicate that 15 (71 %) guidance counsellors who strongly agree while 6 (29 %) agree with the statement. The



results denote that guidance teachers support the notion that making noise is an offence deserving to be punished for.

**Statement 11:** Teachers use CP on students who perform poorly in school

**Table 32**

Valid	Frequency	Percentage
Strongly agree	8	38
Agree	5	23
Neutral	2	10
Disagree	4	19
Strongly disagree	2	10
Total	21	100

Table 32 indicates that 8 (38 %) Guidance teachers strongly agree that students are corporally punished for performing poorly in school while 5 (23 %) guidance teachers agree that teachers physically punish learners for not doing well in school. The results denote that majority of guidance teachers (38 % + 23 % = 61 %) support the notion that CP can ensure good performance. This confirms the responses given by the sampled school headmasters and teachers from the schools under study.

**Statement 12:** Teachers administer CP on students who dodge lessons

**Table 33**

Valid	Frequency	Percentage
Strongly agree	12	57
Agree	9	43
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	21	100

Table 33 indicates that 12 (57 %) school counsellors strongly agree that learners are physically punished for dodging lessons while 9 (43 %) agree that teachers punish learners for skipping lessons. The results denote that all the school counsellors i.e. (57 % + 43 = 100 %) support the notion that CP can be used to ensure that learners attend lessons.

**Statement 13:** Teachers administer CP on students who fail to do their assignments

**Table 34**

Valid	Frequency	Percentage
Strongly agree	16	76
Agree	5	24
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
<b>Total</b>	<b>21</b>	<b>100</b>

Table 34 indicates that 16 (76 %) school counsellors agree that teachers use CP on learners who fail to do their assignments while 5 (24 %) teacher counsellors agree that learners are caned for not doing their assignments. The results denote that all the guidance teachers i.e. (76% + 24 % = 100 %) support the notion that caning learners will ensure that learners do their assignments.

**Statement 14:** Teachers use physical punishment on learners who fail to attend sporting activities

**Table 35**

Valid	Frequency	Percentage
Strongly agree	2	10
Agree	1	4
Neutral	2	10
Disagree	6	28
Strongly disagree	10	48
<b>Total</b>	<b>21</b>	<b>100</b>

Table 35 indicates that 10 (48 %) guidance teachers strongly disagree with the idea that learners are physically punished for not attending extra-curricular activities while 6 (28 %) disagree that that teachers punish students for failing to attend sporting activities. The results indicate that majority of school counsellors i.e. (48 % + 28 % =76 %) disagree that physical punishment should be applied for failure to attend sporting activities. The results denote that guidance teachers do not agree that learners should be punished for not taking part in extra-curricular activities.

These are guidance teachers who are able to understand that learners are not equally gifted/talented.

**Statement 15:** What other offences are learners physically punished for?

**Table 36**

Offences	Frequency	Percentage
Bullying	3	14
Possession/smoking cigarettes	5	24
Disrespecting teachers	7	33
Breaking school rules	5	24
Vandalism	1	5
Total	21	100

Table 36 indicates that guidance teachers agree that learners are physically reprimanded for various offences. 7 (33 %) say that learners are punished for disrespecting teachers while 5 (24 %) teacher counsellors agree that teachers physically punish learners for breaking school rules. The results denote that learners are physically punished for many offences. Only a few learners are punished for vandalism. The implication here is that CP is commonly used even for minor offences and is losing its effectiveness.



**Statement 16:** Students approve the use of corporal punishment

**Table 37**

Valid	Frequency	Percentage
Strongly agree	0	0
Agree	1	5
Neutral	0	0
Disagree	7	33
Strongly disagree	13	62
Total	21	100

Table 37 indicates that 13 (62 %) school counsellors strongly disagree that learners are supportive of corporal punishment while 7 (33 %) school counsellors disagree that students approve of corporal punishment. The results indicates that majority of school counsellors i.e. (61% + 33 % = 94%) do not support the notion that learners approve being physical caned. This may have something to do with the guidance teachers' training in counselling.

**Statement 17:** Teachers approve of Corporal Punishment

**Table 38**

Valid	Frequency	Percentage
Strongly agree	9	43
Agree	5	23
Neutral	3	14
Disagree	2	10
Strongly disagree	2	10
Total	21	100

Table 38 indicates that 9 (43 %) school counsellors strongly agree that teachers support the use of physical punishment while 5 (23 %) agree that teachers approve the using CP. The results indicate that guidance teachers i.e. (43% + 23 % = 66 %) agree with the notion that teachers in the Kweneng district prefer to use physical punishment.

**Question 18:** Are Learners given other alternative forms of punishment apart from CP?

**Table 39**

Valid	Frequency	Percentage
Strongly agree	14	67
Agree	7	33
Neutral	0	0
disagree	0	0
Strongly disagree	0	0
<b>Total</b>	<b>21</b>	<b>100</b>

Table 39 indicates that 14 (67 %) teacher counsellors strongly agree that there are other forms of punishment used to deal with students' misconduct while 7 (33 %) teacher counsellors agree that they use other alternatives to physical punishment. The results denote that all the teacher counsellors i.e. (67% + 33 % = 100 %) agree that they do sometimes use other methods of punishment for misbehaviour. The emphasis is on teachers knowing and using positive reinforcement as compared to negative reinforcement.



**Question 19:** What alternative forms of punishment do teachers use instead of CP?

**Table 40**

Alternative punishment	Frequency	Percentage
Detention	1	5
Sending out of class	6	29
Picking litter	6	29
Cleaning Toilets	5	23
Digging a pit	2	9
Clearing weeds	1	5
Total	21	100

This table indicates that 6 (29%) teacher counsellors say that teachers prefer to send students out of class and 6 (29 %) make them pick litter as alternative forms of punishment. The results denote that majority of teachers counsellors i.e. (29% +29% =58 %) do chase students out of class or make them pick litter as punishment rather than use a stick/cane. The implications are that learners will miss out on learning when sent out of class. Only 1 (5%) teacher counsellor agrees that detention is used as an alternative to corporal punishment.

## 4.5 ANALYSIS OF STUDENTS' RESPONSES

### Part A: demographic data

This section seeks to establish the demographic data of the learners.

**Question 1** of Part A of learners' questionnaire seeks to establish the gender of the learners in the learners' sample.

**Table 41: Gender of the learners**

Valid	Frequency	Percentage
Male	73	52
Female	67	48
Total	140	100

Table 41 indicates that 73 (52 %) of the learners are male while only 67 (48%) are female learners. The results denote that majority of learners are male, this implications are that majority of learners subjected to corporal punishment are male.

**Question 2** of Part A seeks to establish the age of the learners

Learners start their primary school at age 7 therefore their entry age at C.J.S.S is 14 years except under special circumstances where a learner was delayed by illness or any other circumstances or social problems. This explains why the ages on the table below start at age 14.

**Table 42: Age of the learners**

Valid	Frequency	Percentage
14- 16	60	43
17-19	79	56
20 +	1	1
Total	140	100

Table 42 above indicates that 79 (56 %) of the students are aged between 17-19 years while 60 (43 %) Of the learners are aged between 14-16 years. The results denote that majority of learners are teenagers aged between 17-19 years. The implication here is that at that age learners always get in to a lot of mischief and also feel that they are old to be physically punished.

**Question 3** of Part A seeks to establish the form/grade of the learners

**Table 43**

Valid	Frequency	Percentage
Form 1	44	31
Form 2	46	33
Form 3	50	36
Total	140	100

Table 43 indicates that 50 (36 %) of the learners are in form 3 while 44 (33 %) of the students are in form 2. The results denotes that majority of the learners are in their final year of junior certificate; thus they are the senior students in the schools. The implication is that they maybe subjected to CP at the time they are preparing to write their final examination, which may have negative psychological impact.

**Part B: on the use of corporal punishment**

In this section of the questionnaire learners are to answer yes or no

**Question 1:** Do Teachers in this school use corporal punishment?

To this question all 140 (100 %) learners agree that corporal punishment is used in their schools. The results denote that majority of learners agree that physical punishment is used in the Kweneg schools.

**Question 2:** Is the school headmaster the only one who uses corporal punishment?

To this question all learners (100 %) disagree that only the headmaster uses CP. These results show that teachers also use the stick/cane to punish students. The implication here is that physical punishment is extensively used.

**Question 3:** Do Male teachers administer CP on both male and female learners?

All the learners (100 %) agree that male teachers punish both male and female students. The results denote that male teachers also physically punish girls. The implication here is that this confirms the responses given by school headmasters, teachers and teacher counselors that teachers avoid treating learners differently; they do not consider gender as being relevant when it comes to reprimanding learners for misconduct.

**Question 4:** Do Female teachers administer CP on both male and female learners?

All learners agree that female teachers use physical punishment to both male and female learners as indicated by all (100 %) learners who responded positively to this question. The consequent results of this question are the same as in question 3 above.

**Question 5:** Do Teachers keep their own canes for punishing learners?

**Table 44**

Responses	Numbers	%
YES	133	95
NO	7	5
Total	140	100

Table 44 shows that majority of teachers in mainstream junior secondary schools keep their own sticks /canes with which they punish learners. This is indicated by majority of learners (95 %) who agree that teachers keep their own instrument for administering CP.

**Question 6:** Do Teachers administer corporal punishment on students who come late to school every day?

**Table 45**

Responses	Number	%
YES	116	83
NO	24	17
Total	140	100

This table shows that learners are physically punished for not being punctual. The results denote that majority of learners (83 %) in mainstream junior secondary schools agree that they are being punished for arriving late at school every day. The implication here is that learners who live far from schools are disadvantaged as they get subjected to daily CP for late coming. There may be many factors why learners arrive late to schools as some of them live in areas which are rural and have no transport; Some of the learners leave “at the lands” which are far from the schools and have to walk kilometers to access schools. Teachers may have to emphasize on time management and importance of being punctual.

**Question 7:** Do Teachers always fill in the CP register when administering after punishing learners?

**Table 46**

Responses	Number	%
YES	27	19
NO	113	81
Total	140	100

Table 46 indicates that majority (81 %) of learners never see the teachers filling in the CP register. The results denote that schools may not be keeping records of the punishment. The implication here is that there is no proper record keeping of use of CP in schools.



**Question 8:** Do Teachers punish learners who fail their tests?

**Table 47**

Responses	Number	%
YES	108	77
NO	32	23
Total	140	100

Table 47 indicates that majority of learners (77 %) agree that they are being punished for poor performance. These results denote that learners are being punished for performing poorly in tests even though there are of mixed ability; are not equally gifted and their poor performance maybe due to different factors. The Implications are that below average learners are subjected to more CP as teachers agree with the notion that CP can improve academic performance.

**Question 9:** Do Teachers use physical punishment on learners who dodge lessons?

All the learners (100 %) responded positively to this question that those learners who skip/dodge lessons are physically punished. The results denote that learners in C.J.S.S who absent themselves from lessons are physically punished even though there maybe reasons for their absence. It may be because they find the subject challenging or they may not like the subject teacher or the subject offered.

**Question 10:** Do Learners get physically punished for failing to do homework?

**Table 48**

Responses	Number	%
YES	73	52
NO	67	48
Total	140	100

This table indicates that majority of learners (52 %) agree that they are being punished for failing to do assignments. This result denote that learners are punished for failure to do assignment even though there

maybe reasons for failing to do assignment such as the assignment being vague, being overwhelmed by the amount of work given or not having proper lighting system at home, and therefore feel they should not be punished.

**Question 11:** What other forms of punishment do Teachers use apart from corporal punishment?

**Table 49**

Offences	Frequency	Percentage
Cleaning toilets	20	14
Sweeping the classroom	14	10
Picking litter	33	24
Weeding grounds	17	12
Denying food	11	8
Sending out of class	39	28
Suspension	6	4
Total	140	100



Table 49 indicates that majority of learners 39 (28 %) agree that teachers send them out of class as an alternative form of punishment while 33 (24%) indicate that teachers make them pick litter as an alternative to CP. The results denote that learners are sent out of class while teaching is going on and as such miss out on learning. The results confirm the responses of the school counsellors to the same question that also responded positively that the common alternative forms of punishment used in the Kweneng schools are to chase/send learners out of class or make them pick litter.

**Question 12:** What other offences are learners physically punished for?

**Table 50**

Valid	Frequency	Percentage
Uniform	48	34
Stealing	7	5
Breaking windows	5	4
Chewing gum	19	14
Going out with out permission	44	31
Speaking Setswana	17	12
Total	140	100

Table 50 indicates that 48 (34 %) learners get punished for not wearing proper school uniform while 44 (31 %) are punished for going out of class with out permission. The results denote that 34 % of learners are punished for situations beyond their control as they are minors and their parents are the ones to ensure that they have full school uniform and they wear it. The implication is that some disadvantaged learners are the ones who will be mostly subjected to CP.

**Question 13: Do learners approve Corporal punishment?**

**Table 51**

Valid	Frequency	Percentage
Should be banned	87	62
Doesn't hurt for long	14	10
Its out dated	19	14
Its not effective	20	14
Total	140	100

Table 51 indicates that 87 (62 %) learners do not approve corporal punishment and feel it should be should be abolished (banned) while 20 (14%) feel that it is not effective. The result denotes that majority of learners (62 % + 14% =76 %) of learners do not like being caned and feel that it is ineffective. The implication the results confirm the responses of the school headmasters, teachers, and teacher counsellors that learners do not approve of corporal punishment.

#### 4.6 DATA ANALYSIS OF THE SEMI-STRUCTURED INTERVIEWS FOR MEMBERS OF THE PARENTS AND TEACHERS' ASSOCIATION (P.T.A)

1. How long have you been a member of the Parents and Teachers' Association (P.T.A)?

**Table 52**

PTA	Responses	%
3-4 yrs	8	57
1-2 yrs	6	43
Total	14	100

According to the table above majority of the P.T.A members (57%) have been in the Parents and Teachers' Association for 3-4 years which means that they are committed and parents keep electing them to serve in the running of the school. 43% have just been serving for the last 2 Years which means they are still serving their first term.

2. Do you have child/children in the school where you are a member of P.T.A?

**Table 53**

PTA	Responses	%
Yes	14	100
No	0	0
Total	14	100

The table above stipulates that (100 %) of the P.T.A members' children attend school where their parents are members of the Parents and Teachers' Association. This indicates that they want what is best for their children.



3. How supportive are the parents in the running of the affairs of the school where you are a member of P.T.A?

**Table 54**

PTA	Responses	%
Supportive	11	79
Not supportive	3	21
Total	14	100

The table above indicates that (79 %) of the P.T.A members are supportive of the school and show active participation in the running of the schools for the sake of their children. Only (21%) are not supportive.

4. Is corporal punishment used in the school where you are a member of P.T.A?

**Table 55**

PTA	Responses	%
Yes	14	100
No	0	0
Total	14	100

Table 55 above indicates that hundred percent (100 %) of the P.T.A members agree that corporal punishment is used in the junior secondary schools of the Kweneg district, where they are members.

5. Do parents in the school where you are a member of P.T.A Support the use of Corporal punishment (CP)?

**Table 56**

P T A	Responses	%
Yes	9	64
No	5	36
Total	14	100

This table denotes that majority of P.T.A members (64 %) are Supportive on the use of corporal punishment. Thirty-six percent (36 %) members of the P.T.A are doubtful as to whether CP should Be used for disciplining learners.

6. Do you support the use of physical punishment in the school where you are a P.T.A member?

**Table 57**

P T A	Responses	%
Yes	10	71
No	4	29
Total	14	100

The above table denotes that the majority of the P.T.A members (71 %) Support the notion that CP should be used in schools. Forty-three percent (29%) is doubtful as to whether CP should be used in schools.

7. Are the parents who are members of the P.T.A regular in attendance of P.T.A meetings; do they attend to the problems of the school on time?

**Table 58**

P T A	Responses	%
Regular	5	36
Not regular	9	64
Total	14	100

The table above indicates that majority of parents (64 %) are not regular in attending the P.T.A meetings and that is attributed by the fact that majority of the P.T.A members are have full time jobs and in most cases are held up by their employment commitments.

8. Besides being members of P.T.A, are the parent members also employed or self-employed?

**Table 59**

P T A	Responses	%
Employed	12	86
Self-employed	2	14
Total	14	100

The above table denotes that majority (86%) of parents depend on their employment through which they are able to support their children whereas (14 %) parents entirely depend on themselves and this is a significance that at all times parents are held up in trying to earn income to care for their children.

9. How many times a year does your P.T.A meet?

**Table 60**

P T A	Responses	%
In 3 months	12	86
In 6 months	2	14
Total	14	100

Table 60 stipulates that majority (86%) of P.T.A members meet once in every three months which means that there are little problems to attend to at the school and that is significant of a well managed school whereas (14%) is an indication that there are less problems in the school and there is effective school management hence the P.T.A members are not needed so often.

10. How many times does the school where you are a P.T.A member hold P.T.A general meetings?

**Table 61**

P T A	Responses	%
Once a term (3 times a year)	14	100
Once a year	0	0
Total	14	100

This table stipulates that every term there is a parents meeting at the school and the (100%) responses is the significance that parents are regularly informed about the progress of their children at the school and if there are any problems, there are attended on time. As there are 3 school terms a year this means the parents meet three times in a year.

11. How cooperative are parents with the teachers in the schools where you are a P.T.A member?

**Table 62**

P T A	Responses	%
Cooperative	13	93
Not cooperative	1	7
Total	14	100

The above table stipulates that there is cooperation among parents and teachers. The (93 %) responses show that there is a smooth running of school activities by both teachers and P.T.A members. The (7%) is an indication that there are less problems between the parents and the teachers and that there is effective communication between the school and the parents

## **CHAPTER FIVE**

### **SUMMARY AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

This chapter summarizes the investigation of the research and presents findings of the study. It also provides recommendations as to which area to concentrate on in order to reduce extensive use of corporal punishment in schools.

#### **5.2 SUMMARY**

The first chapter presents an outline of the study, its purpose and the research questions. There is a concern about the extent in which physical punishment is in use in the schools of the target population of this study.

The second chapter is the literature review, focusing on the history of CP, the controversies surrounding its usage, its negative impact and corporal punishment and discipline

The third chapter is the research design and methodology, placing emphasis on the sampling techniques adopted.

The fourth chapter represents the results of the analyses and interpretation of the data collected, using table representations. It also presents discussion of the results obtained from the tables.

This chapter (fifth chapter) summarizes the entire research and places more emphasis on the recommendations. Starting with the discussion of the responses of respondents; school Heads, teachers, guidance teachers and learners. The discussion is based on the analysis of the data above. It is presented in three parts:

- i) Discussion of responses of the school heads
- ii) discussion of the responses of the teachers
- iii) discussion of the responses of the Guidance teachers
- iv) discussion of the responses of the students



### 5.2.1           **RESPONSES OF SCHOOL HEADS**

The analysis of the data showed that in the seven schools used for the study, corporal punishment was used as a tool for disciplining students.

The study as shown by the responses of school heads to question 1 and 2 showed that the administration of this punishment in these schools is neither influenced by gender nor experience of teachers in the teaching service. Both male and female school heads administered corporal punishment in these schools. Responses to question 2 showed that 100 % of the school Heads kept the instrument for administering corporal punishment in their offices.

One can argue that corporal punishment in schools is not only used as a tool for disciplining students but, rather, as a tool for imposing a creed or philosophy held by the teachers and school authorities on the students. Perhaps the main objective of corporal punishment is to take account of both the teachers' and societal considerations that children are childish and lack experience and therefore need molding as stated in chapter two dealing with literature review.

Responses to question 4 and 5 showed that both male and female teachers administered corporal punishment on both male and female students in the community junior secondary schools in the Kweneng district. This may be attributed to the fact that in as far as the school heads and teachers are concerned, there are no sufficient reasons given for differential treatment of students. To them students are all-equal and deserve to be given same punishment irrespective of gender differences.

It appears very little room is provided for guidance and counselling. The social norms and values of the school are imposed on the students. However, this practice may render it difficult if not impossible, for students to know their strengths and weaknesses. It may deny them the chance to learn or even develop individual responsibilities.

In the interviews conducted the school heads stated that even though they keep corporal punishment registers in their offices, these are only used where students had committed serious offences like smoking cigarettes on school premises; and when parents had been brought in to witness the

punishment. They said that teachers were not expected to fill in the register for minor offences. One school head said:

*That would mean a new register every week.*

*Corporal punishment is administered daily.*

*Teachers would always frequent my office looking*

*For the stick and register, said another.*

As stated earlier, if guidance and counseling was effectively provided for in schools, there would be no need to administer corporal punishment on students for minor offences. Guidance and counseling could even be extended and be used to deal with some of the serious offences instead of using the stick. This could drastically reduce the frequency of administering corporal punishment in the schools.

Again in the interviews conducted one school head said:

*Corporal punishment is part of our culture as*

*Batswana and helps to mould our children.*

*Without corporal punishment, schools cannot*

*Be effective and efficient enough to achieve their*

*Goals.*

The school heads also said this type of punishment was greatly favoured by parents. For their part parents thought it was a better form of punishment as compared to suspension/expulsion because the latter caused permanent damage to the child. The school heads said some parents even come to school to ask school authorities to administer it on students who had misbehaved at home. This showed how much the parents thought corporal punishment was effective in molding children's' behaviour.

From the comments of the school heads above, one wonders whether teachers should not provide an educational climate which would afford each student the opportunity to develop his/her potential to the fullest for the benefit of the student and his or her own society. The authorities in

schools did not seem to appreciate or realize that the present society is faced with rapid change. The society is gradually moving from traditional ways to the modern or alternative ways of molding students.

It was also clear from the responses of the school heads of community secondary schools in the district that school heads did not always abide by the stipulations of the Education Act in as far as the administration of corporal punishment was concerned. They allowed teachers to keep their own instruments for administering corporal punishment.

School heads also allowed male teachers to administer corporal punishment on female students, which is contrary to the Education Act. Both the school heads and the teachers did not always fill in the register after administering corporal punishment. It also showed that there was wide room for abusing this form of punishment in these schools since school heads did not mind much how their teachers administered corporal punishment.

The next responses to be discussed are those of teachers from the seven schools covered by the study.

## 5.2.2 RESPONSES OF TEACHERS

Responses to question 1 showed that corporal punishment was widely used by teachers in community secondary schools in the Kweneng district. This was indicated by 70 (100%) teachers who responded to the question.

Responses to question 2 and 3 showed that both the school heads and teachers kept the instrument for administering corporal punishment on students. This was also confirmed by the school heads in the interviews that were conducted.

As pointed out earlier, the chances are that these instruments differ significantly in design, length and even width since each teacher makes his/her own cane and school heads do not seem to mind much. This emphasis on corporal punishment suggests that schools lack psychological services even though sixty-five (94 %) of the teacher respondents either had a degree or diploma. One is forced to take this line of thought because the frequency with which corporal punishment is administered on students in these schools left much to be desired. These teachers administered corporal punishment on a daily basis. This could mean that even the students themselves no longer take it seriously, and it is no longer a deterrent. Its over use has destroyed the intended purpose; and it is now losing meaning.

Responses to question 5 confirm the school heads' responses that male teachers administered corporal punishment on female students. It appears that there was not much justice done to the students. The teachers fail to give pastoral care to their students, as one would have expected. Again here, it is clear that the school heads and teachers do not always abide by the stipulations of the Education Act (1976) when administering corporal punishment. Therefore, students are not protected in practice from being abused since the procedures laid down in the Act are not followed.

### **5.2.3 RESPONSES OF THE GUIDANCE TEACHERS**

Responses to question one to nine showed that corporal punishment was widely used by all teachers including some Guidance teachers in the Kweneng district.

The responses by school counsellors confirmed responses given by teachers, school heads and students.

However, Guidance teachers went on to say that corporal punishment does not deter and alternative forms of punishment should be found. They further said that corporal punishment should be used minimally after an explanation has been made why the student deserves a punishment. They said more often teachers do not even allow the students to explain their actions. Guidance teachers also said that students are occasionally punished for the faults of a few; for example when a teacher finds a class making noise he/she beats the whole class.

The school counsellors suggested alternatives like litter picking, toilet cleaning, denial of a meal, weeding, detention, washing dishes, extra academic work, manual work, sending student out of class when teaching is going on, digging hole and cleaning classrooms.

The teacher counsellors didn't seem to realize that denying a learner a meal and sending a learner out of class is a violation of students' basic rights to Education and food. Litter picking, classroom cleaning, weeding, washing dishes and manual work instills in students that those activities are unacceptable and a punishment even though at home they are expected to perform them as part of home chores. Even in Home Economics they are taught how to perform them.



#### 5.2.4                   **RESPONSES OF STUDENTS**

Responses to question 1 and 2 showed that one-hundred and forty learners (100 %) strongly agreed with the statement that corporal punishment was administered in the schools for a number of offences, which included late coming and dodging lessons. The school heads in their responses to question 9 and 10 also confirmed this.

In the interviews conducted students indicated that they were also given other forms of punishment like; clearing (weeding) the school yard, cleaning the toilets and classrooms, picking litter, being chased out of class during lessons or detained after school.

*Remaining behind to clean toilets, or classrooms*

*Is more painful than being beaten, said one student.*

*I hate cleaning toilets, classrooms, and clearing the*

*Schoolyard. I think the stick is better said another.*

*The lash is painful but it is not as bad as digging*

*Holes, clearing bushes and cutting trees after school,*

*Said the other.*

These responses from the students agree with those in the study conducted by Kapaale (1994) cited earlier. It appears that these schools sacrificed students' dignity by engaging in excessive forms of punishment. To the students it is a question of receiving one form of punishment or the other. The frequency with which these forms of punishment are administered on students might in the end make them meaningless to the students and therefore result in general indiscipline in the schools rather than bring about discipline.

Judging by the responses of school heads, teachers and students, one can safely say corporal punishment is rife in the schools in the Kweneg district and the school authorities, as indicated earlier, have the backing of the parents in as far as the question of corporal punishment is concerned.

However teachers in the schools fail to realize that beating an African child or giving him/her manual work may not carry much weight because the children do a lot of manual work at home, lands (fields and the cattle post) and they are occasionally beaten by their parents at home. It may be more meaningful to require students to plant trees during the agriculture lessons so that they appreciate the value of growing trees rather than using the exercise as punishment.

The school as an agent of social change should show a difference from the traditional home in so far as the treatment of children is concerned. The school is manned by professional personnel and therefore should use modern methods to make children appreciate societal norms and values; and develop their potential to the fullest without fear. Schools should be seen to be offering more guidance and counseling to the youth than the homes.

The schools should be providing a comprehensive guidance and counselling programme which will cater for the students' personal, social, educational and vocational aspect and be able to produce a well rounded individual who will be responsive, proactive, stable and responsible enough to be able to appreciate the school rules and regulations, the school authorities, how to relate with others, how to take responsibility for ones own actions and as a result lead to little or no use of corporal punishment by teachers in schools.

If students are to develop intellectually, morally, emotionally and psychologically, then the frequency of punishment in the schools should be brought to the minimum. Manual work as punishment interferes with students' study time and can also cause fatigue.

If manual work is to serve a productive purpose, then it should be linked to lessons in classrooms. Further more, if there is to be love and respect between students and their teachers, corporal punishment should only come as a last resort after the student is fully convinced as to why he/she has to have this type of punishment administered on him/her. It is only then that corporal punishment can act as a deterrent.

### **5.3 FINDINGS AND RECOMMENDATIONS**

#### **FINDINGS**

This chapter has shown that corporal punishment is used in all the seven community junior secondary schools in the Kweneng district of Botswana. All the school headmasters indicated that this type of punishment is administered in their schools. Both the school heads and teachers administered corporal punishment on both male and female students. All the teachers indicated that they did not always fill in the corporal punishment register though the school heads kept the register.

All the students indicated that corporal punishment was administered for a variety of offences which included late coming and dodging lessons.

From the analysis and discussion of the data, it is clear that corporal punishment is widely used in the community junior secondary schools in the Kweneng district.

In their responses all the school heads and teachers acknowledge the use of corporal punishment in their schools. They associate it with efficient and effective administration of schools. Even though the Education Act stipulates that no male teacher, except the school head should administer corporal punishment on female students, the study found out that male teachers administered corporal punishment on both. This means that there is very little guidance and counseling if any in these schools.

Therefore this suggests that emotional, personal, social and physical aspects of human development are not taken into consideration as the punishment is administered on the body even for minor offences.

Teachers seemed to believe that it is only through corporal punishment that learning could be promoted in the schools. The teachers did not seem to be working hard enough towards the development of the whole child.

It is also clear from the findings of the study that learners do not approve of corporal punishment to other forms of punishment like cleaning toilets, and

like Kapaale (1994) observes, they might hate toilet cleaning because it may appear unhealthy to them.

It is; therefore, clear from the findings that a lot of emphasis is placed on corporal punishment. The teachers are therefore presented as witch-hunters. The students do not seem to be given the liberty to live in a free and safe atmosphere. Instead of making students aware of the appropriate attitudes, it appears the teachers impose their own values on the students.

This might in the long run cause resentment from the students who might have been hardened by the punitive measures, which are being used excessively.

It should be understood that whatever human beings are, they are beset with problems, some minor, and others grave depending upon the circumstances. Professionals like teachers should, therefore, devise different ways of reacting to such problems; alternatives ways of molding students and dealing with young people's misconduct. They need to understand the stages of child development, the challenges associated with those stages and figure out how best to deal with a growing child (especially an adolescent). They should not unnecessarily punish students. Students require help so that they can stop creating problems in their process of trying to figure out who they are in their adolescent stage. The help given to them may not meet the intended goal if it is always in the form of corporal punishment. Teachers do not seem to appreciate the fact that people differ widely in their patterns of behaviour; and that each of the students they guide/teach is a unique individual with unique developmental challenges and unique social background.

Teacher should be seen to be helping students to learn to live and work cooperatively; and promoting students' physical and mental health, self worth, resiliency, education, academic competence, self-control and responsibility. Corporal punishment conflicts with these goals and has no place in any child's life.



## **5.4 RECOMMENDATIONS**

### **THIS STUDY RECOMMEND AS FOLLOWS**

As stated in the summary, it is clear that in the community junior secondary schools in the Kweneng district teachers believe strongly in the use of corporal punishment as a tool for disciplining students. This form of punishment is supported by the parents of the children. In the interviews the students also showed a preference for corporal punishment to other forms of punishment like cleaning toilets, planting trees and clearing weeds. Because of this wide support it cannot be abolished completely. But seeing that many countries in the world as indicated in the literature review have abolished corporal punishment as it is against the human Rights of children, Botswana having signed the UN convention on the Rights of the child should come up with alternative forms of shaping children. There is a need therefore, to discuss it in teachers' workshops to see how it can be minimized. Teachers should try and use it for those offences they regard as serious in terms of the school rules and regulations.

Although the Education Act (1976) recommends differential treatment for male and female students; the teachers and students ideas are against this. It is, therefore, recommended that both male and female students be given equal treatment in so far as corporal punishment is concerned.

Currently the EA (1976) stipulates that all teachers who administer corporal punishment on students should fill in a corporal punishment register, which is kept by the school head in the office in each school. From the findings it is clear that this practice does not exist and could be time consuming and expensive to observe as teachers administer this punishment on a daily basis. It is therefore, recommended that every teacher should keep his/her own record book for minor offences and should reflect the serious offences in terms of the school rules and regulations.

The school head should check the teachers' record books from time to time to see how often teachers administer corporal punishment.

As shown from the interviews with school heads, school authorities sometimes administer corporal punishment on students for offences committed at home or outside school premises.



#### **5.4.1 On Offences committed outside school**

The study recommends that the practice of punishing learners for offences committed outside school should be abolished as such cases could be dealt with at home. Parents have to take responsibility of grooming their own children and impart the right family and social values and norms. If failing, parents can always seek assistance of social workers and the Kgotla (customary courts), especially where mothers and sons are concerned; for the mothers can only beat boys up to a certain age.

#### **5.4.2 Guidance & counselling programme**

It is also recommended that schools should improve their guidance and counselling services/programme and pastoral care to counsel students.

Strengthen school guidance and counselling programme and pastoral care systems; schools should have ample supply of counselors and educational psychologist.

Learners should be taught conflict resolution and mediation skills including listening actively, speaking politely and clearly, showing trust and being trustworthy, accepting differences, setting group goals, negotiating and mediating conflict and life skills in general.

As revealed from the findings, corporal punishment and manual work are always given first priority whenever a student had broken a school rule. The study recommends that manual work as a form of punishment should be forbidden, manual work as punishment tells students that certain type of jobs that require motor skills are inferior and are some kind of punishment and that corporal punishment should come as a last resort if it is to act as a deterrent.

If guidance and counselling programme and pastoral care are improved in schools students' behaviour would gradually be shaped more and more into patterns similar to those of the society in which they live. These programmes could help the students acquire the values, beliefs, skills and other characteristics appropriate to the modern society/culture. With Guidance and counselling, teachers would be made more aware of the customs and practices that influence the growth and the development of students in their respective schools.

Teachers should be equipped with emotional intelligence skills so that they can ultimately be compassionate, are able to talk to students in age appropriate ways, not talking to 15 year olds like one talking to a five year old. They should encourage and praise students, use extrinsic motivation and nonverbal responses to try and build students' confidence as well as use humane classroom management methods. They should use motivation and nonviolent techniques of classroom control; present educational materials, which is stimulating and is aimed at students' ability levels.

Teachers should model patience, kindness, empathy and cooperation. Both teachers and parents should be aware of the powerful influence their actions have on students.

Teachers should provide daily opportunities for students to practice rational problem solving. They should also provide consistency, structure, continuity and predictability in students' lives.

Schools should come up with policies on behaviour and punishment and should consult with students when formulating such policies.

The Ministry of Education should improve pre-service and in-service programs for teachers and school heads on techniques for building interpersonal relations, guidance and counselling classrooms, pastoral care, positive classroom management and new strategies for maintaining students' interest. This study recommends on-going workshops on William Glasser's Reality Therapy as one of the instruments substituting CP.

Schools should establish strong ties between the school and community through mental health and family counselling programs to support families in stress because family stresses like divorce, violence, abuse, HIV/AIDS, loss, grieve etc affect what goes on in schools and how students behave in the classroom and school in general.

Schools should develop a comprehensive and unified system of advocacy on behalf of students. Schools should have active student representative council and pastoral care system. All students (and their parents) should be carefully involved in decision making about school issues affecting them, including educational goals and disciplinary rules. The schools should have peer support programs (like peer approach counseling for teens-PACT), which encourages acceptable behaviour.

School officials should effectively utilize behaviour modification techniques for classroom control; for example using extinction should reduce inappropriate behaviour. This technique removes or eliminates the reinforcers, which maintain the inappropriate actions. A variety of nonviolent disciplinary techniques should also be utilized, such as soft verbal reproofs or social isolation in addition to the persistent use of rewards (as praise, love, attention) for appropriate behaviour. Such methods can be powerful, compelling tools in changing unacceptable behaviour and helping the locus of control become placed within the student.

Detention, suspension and in serious cases expulsion are better alternatives. Expulsion should be given on condition that consideration for re-admission in to the education system after a period of at least a year away from school in future should be considered (with the believe and hope that time away will have taught the student something); provided there is prove of remorse for past bad behaviour and reformation documents from psychologist, counsellors and social workers.

Students should be given extra academic work as punishment; this will serve as discipline as well as help the student academically. Non-physical forms of discipline should be applied.

Teachers' code of conduct should be formulated and followed.

For vandalism of property rather than beat students, community duty should be applied such as replacement of vandalized property like windows, doors, toilets, graffiti etc.

Prevention is better than cure; schools should find ways of preventing misconduct rather than deal with the deed afterwards. (Students should be kept occupied). Behavioural change should be instilled through counseling services. Parents should be involved in any misconduct with the child present.

Students should be exposed to a variety of sources that model alternatives of corporal punishment.

Parents and teachers should be provided with information on child development and behaviour management through workshops, conferences, library books, newsletters, brochures etc.

Teachers should be encouraged to come up with behaviour management strategies as alternatives to corporal punishment

School administrators have to realize that inflicting strokes of cane on a young learner is a traumatic and unforgettable experience. It's an abuse of human rights. The use of a corporal punishment does not necessarily make a child learn better or faster or behave well in the society, at home or at school and elsewhere.

It will likely make a student fear going to school, thus defeating the whole purpose of education. If he/she goes to school anyway his/her learning is likely to be beset with psychological problems, which may affect his/her whole adult life. It serves no useful purpose whatsoever as it does not deter. However this study does not say students should not be held accountable if they violate school rules and regulations.

### **5.4.3 Parental involvement**

Alternative methods (either than corporal punishment) should be used to ensure that learners know that there is authority, which ensures that there is social order. Parents should be involved in the disciplining of children and the process of formulating alternatives to CP, they should not leave the whole process to the school authorities.

Good behaviour does not come by accident. A child acquires it as he/she grows. This means it is the family which lays the foundation of a child's good or bad behaviour (charity begins at home) parents should not expect teachers to correct the bad behaviour of their children if they themselves do not guide their children properly in the first place. A parent can, and should be strict (firm) without being cruel. Parents should understand that being strict with a child is not cruelty.

It is important that the up bringing of a child in the family should be as good as humanly possible and should start as early as a child begins to comprehend social values.

It is parents; responsibility to teach their children obedience, responsibility, respect for others, self control and discipline and how to differentiate between right and wrong (instill democratic values).

Article 19 of the UN convention on the rights of the child state that Governments that ratify the convention must take appropriate measures to



protect children from “all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation” this study therefore recommend the following alternatives to corporal punishment:

#### **5.4.4 REALITY THERAPY**

Through interaction with South African counterparts in the teaching fraternity, observations are frequent on the decline of discipline after the introduction of the SOUTH AFRICAN SCHOOLS ACT (1986) which outlawed corporal punishment in schools. However the problem with the S.A scenario was that CP was just abolished without putting an alternative tool in place. This research recommends that CP be dealt away with and recommends the use of William Glasser’s *Reality Therapy (control Theory)* as an alternative for dealing with inappropriate behaviour in schools.

Reality Therapy:

Through Reality Therapy learners can be helped to identify behaviours that are inconsistent with accepted social norms/school norms; they can accept their behaviours as irresponsible and replace them with more socially desirable ones.

Learners who fail to satisfy their needs create problems in schools. They tend to be lonely, angry, frustrated and openly rebellious so the teachers’ role should be to help them learn a way to behave in a way that better satisfies their needs. Teachers should help learners to take responsibility for their own behaviour, acknowledge their behaviour and see the need for them to change.

Through Reality Therapy also known as control theory teachers can help learners to act more responsibly. This they can do by following the following five steps:

Step 1: Help learners to *identify their inappropriate or unacceptable behaviour*. (Watch out for excuses, learners have a tendency to give excuses for misbehaving; do not accept excuses). People usually find it difficult to own up or admit doing something wrong. They deny it, blame someone else or claim that they could not help it, someone else started it. To improve behaviour learners must first admit their misbehaviour. The teacher’s job is to help the learner to identify the inappropriate behaviour not to judge the behaviour as bad or wrong. Making learners describe



their behaviour is better than having the teacher do it. If it comes from the teacher it will sound judgemental. It is unlikely that learners will own up to their behaviour if teachers identify it for them.

Step 2: Have learners *identify various consequences of their inappropriate behaviour if it continues*. The tendency is for learners to claim that they do not know what could have happened as a result of their inappropriate behaviour. It is never easy to accept the possible consequences of ones' behaviour. To improve behaviour learners have to realise the damage or hurt they could have caused or the possible consequences of their actions. There is no reason to have a meeting if the learner has misbehaved only once. It is only when the misbehaviour persists that it must be corrected.

Step3: Help Learners *make value judgements about their behaviour and its consequences*. Help the learners to assess the cost value of what could have been damaged or lost e.g. asking boys who might have been fighting in a science laboratory near science equipment/apparatus if equipment got broken who would have had to pay for the damage or replace the equipment.

Step 4: Help learners *create plans to eliminate the inappropriate behaviour*. Having made the plans learners will feel obligated to carry it out unlike if the teacher made it for them. They will have ownership to the plan rather than feel it was imposed on them.

Step 5: Help learners to *stick to their plans or suffer the consequences if they fail to do so*. Never make empty threats. If a learner does fail to stick to their plan make them reassess their behaviour of failing to honor their plan and acknowledge the fact that they are not running away from owning up and paying up for the mistakes. Introduce "time out" if necessary, have the learner miss out on his favourite activity to pay up for not sticking to the plan.

Schools should allow students to participate in setting rules and identifying consequences of breaking them. This empowers students to learn how to manage their own behaviour.

Finally, teachers' attitude should be pro-active rather than re-active in dealing with learners' misconduct. Learners' misbehaviour often stems from learners' dissatisfaction with the conditions under which they are forced to learn so teachers should strive to create a conducive learning environment. This will go a long way in preventing misbehaviour.

Being realistic in recognising and accepting the fact that normal learners will misbehave at times, even under conducive environment as a healthy process of growing up will help teachers to handle learners differently. Teachers have to realise that even in the "perfect" classrooms or "perfect" schools misbehaviour will occur; ranging from minor to major fractions and their challenge is to work out a way of dealing with the challenges as they emerge by using Reality Therapy. Through the use of Reality Therapy teachers will be able to de-personalise the discipline, as they will respond to the act and not to the learner.

Teachers should provide non-violent guidance and discipline in Schools. School administrators should take into account the students' human dignity and eliminate any discipline practices that may cause physical or mental harm such as corporal punishment

Teachers should develop a milieu of effective communication, in which the teacher displays an attitude of respect for the students. School officials should exhibit cordiality to students and an attitude that they generally enjoy working with children in the academic setting. Students should be taught in an environment that clearly states they are valued and understood. The emphasis should be on positive educational exchanges between teachers and students, not futile, contentions, win-lose contests.

As a last recommendation, further research is still needed in the field of corporal punishment in Botswana, more especially that this study was limited to community junior secondary schools.

## 5.5

## CONCLUSION

This chapter has shown that corporal punishment is used in all the seven community junior secondary schools in the Kweneng district of Botswana.

All the school headmasters indicated that this type of punishment is administered in their schools. The school heads, School counsellors and teachers administered corporal punishment on both male and female students. All the teachers indicated that they did not always fill in the corporal punishment register though the school heads kept the register.

All the students indicated that corporal punishment was administered for a variety of offences which included late coming and dodging lessons.

From the analysis and discussion of the data, it is clear that corporal punishment is widely used in the community junior secondary schools in the Kweneng district.

In their responses all the school heads, Teacher counsellors and teachers acknowledge the use of corporal punishment in their schools. They associate it with efficient and effective administration of schools. Even though the Education Act (1976) stipulates that no male teacher, except the school head should administer corporal punishment on female students, the study found out that male teachers administered corporal punishment on both. This means that there is very little guidance and counseling if any in these schools.

Therefore this suggests that emotional, personal, social and physical aspects of human development are not taken into consideration as the punishment is administered on the body even for minor offences.

Teachers seemed to believe that it is only through corporal punishment that learning could be promoted in the schools. The teachers did not seem to be working hard enough towards the development of the whole child.

## LIST OF REFERENCES

- . Agnew, R. (1974) Discipline? Follow the yellow brick. National Education Association journal, 53 (7) 23-39.
- Bauer, G.B, Dubanoski, R; Yamanchi, L.A, et al (1990) Corporal Punishment and the schools: Educ Urban Soc
- . Berkowitz, L. (1993). Aggression: Its causes, consequences, and control. Philadelphia: Temple University Press.
- Benatar, D. (2000) corporal punishment, philosophical study. [www.corpun.com/benatar.htm](http://www.corpun.com/benatar.htm)
- Britton, A. (1996) Advice about empirical research web file <http://www.mdx.ac.uk/www/study/research.htm>
- . Botswana (1976). Botswana ministry of Education Act. Gaborone. Government printer.
- Cohen, L & Menion L. (1986) Research methods in education, (2<sup>nd</sup> Ed) Croom Helm. London.
- Coleman, J.C (1983). Contemporary psychology and effective behaviour. Glenview IL: foresman & company
- . Burns, N.M., Straus, M.A. (1987). Cross-national differences in corporal punishment, infant homicide, and socioeconomic factors. Durham, NH: University of New Hampshire.
- Brezina, T. (1998). Adolescent-to-parent violence as an adaptation to family strain: An empirical examination. Manuscript submitted for publication.
- Clarizio, A.F (1980). Toward positive classroom discipline. (3rd Ed). New York: John Wiley and son, Inc.
- Cohen, C.P. (1984). Freedom from corporal punishment: One of the human rights of children. New York Law school human Rights Annual, Volume II, part 1.
- . Coles, D.W (1980). Delinquency and discipline. London: Council and Discipline. London: council and education Press.
- Cristos, C et al., (2002). Getting practical; about outcomes-based teaching (learning guide) Cape Town. Oxford University press (S.A).



- Docking, J.W. (1980). Control and discipline in schools. Perspectives and approaches. London: Harper and Row Publishers.
- Dubanoski R.A, Inaba M, Gerkewicz B.A. (1983). Corporal punishment in schools: Myths, problems and alternatives. Child abuse Negl: 271-8.
- Dyke, R.F (1982) Discipline problems in secondary schools. New York: John Wiley and sons, Inc.
- Encyclopedia of Education (1963) 5 432-435.
- Edwards, C. H (1993) Classroom Discipline and Management. Macmillan
- Essex, N.L (1989). Ten costly mistakes and how to avoid them. Principal. 68. (5) 42-44.
- Friedman, D.B. and Friedman, A.S. (1979). Pediatric considerations in the use of corporal punishment in the schools. In Hyman, I.A & Wise, J.H. (Eds.) corporal punishment in American education: readings in history, practice and alternatives. Philadelphia: Temple University press.
- Gagne, E.E. (1982) School behaviour and school discipline. Coping with deviant behaviour in schools. New York. Peter H. Wyden.
- Greven, P. (1991). Spare the child: the religious roots of punishment and the psychological impact of physical abuse. New York: Knopf.
- Gil, D. G. (1970). Violence against children: Physical abuse in the United States. Cambridge, MA: Harvard University press.
- Gunnoe, M.I., & Mariner, C.L (1988). Towards a developmental contextual model of the effects of spanking on children's aggression. Archives of pediatric and adolescent medicine, 151,768-775.
- Hernerson, M.E , Morris, L.L & Fitzgibbon, C.T (1978). How to measure attitudes. Sage publications. London.
- Hyman, I.A. (1995). Corporal punishment, psychological maltreatment, violence, and punitiveness in America: research, advocacy and public policy. Applied and preventive psychology, 4, 113-130.
- Hyman, I.A. McDowell, E; Rains B; ((1977). Corporal punishment and alternatives in the schools. Government Printing office.
- Hyman I.A, Irwin, A; Lally, D. (1982). Discipline in the 1980's: some alternatives to corporal punishment. Children today; 11:10-13
- Hyman, I.A (1988). Eliminating corporal punishment in schools: Moving from advocacy research to policy implementation. Child legal rights. 14-20.



- Hyman, I.A., Wise, K.H. (1979). *Corporal punishment in American Education*. Philadelphia: Temple University press.
- Johnson, S.O (1980). *Better discipline: A practical approach*. Springfield (Illinois), Charles C. Thomas Publishers.
- Jones, V.F; Jones L.S (1981). *Responsible classroom discipline: creating positive learning environments and solving problems*. Boston, Allyn and Bacon.
- Kadshin, A., & Martin, J.A. (1981). *Child abuse: An international event*. New York: Columbia University press.
- Kapaale, R.S (1994) *corporal punishment in Botswana secondary schools*. Unpublished research paper: University of Botswana.
- Levinson D. (1989). *Family violence in cross-cultural perspective*. Newbury Park. CA: sage Publications
- Lundell, K.T (1982) *Levels of discipline: A complete system for behaviour management in schools*. Springfield (Illinois), Charles Thomas Publishers.
- Magagula, C. M (1992) *Corporal punishment and discipline in schools in Swaziland*. Unpublished research paper. University of Swaziland.
- Maurer, A (1977). *Corporal punishment Handbook*. Berkeley, California: Generation Books.
- Maurer, A (1981). *Paddles Away: A Psychological study of Physical punishment in schools*. California: Generation Books.
- Maurer, A (1984); *The Influence of corporal punishment on learning: a statistical study*: Eric Ed. 254-308.
- McCord, J. (1991). *Questioning the value of punishment*. Soc Prob.38: 167-179.
- Miller, A (1978). *The effects of schooling & the cognitive developments of African children*. Genetic psychology monographs 98 113-155.
- Mmegi, 19 May 2004. Gaborone.
- Mwamwenda, T.S (1995). *Educational psychology: An African perspective*. Heinemann. Isando.
- Newell, P. (1972) *a Last Resort? Corporal punishment in schools*. London: Penguin Books.
- Ozigi, D.B (1974) *Teachers world: Psychology in the classroom*. London: Macgraw hill Book Company.
- Patterson G.R. (1976). *the aggressive child: victim and architect of a coercive system*. New York: Brunner/Mazel.

- Pete, S. (1998). To smack or not to smack? Should the law prohibit South African parents from imposing corporal punishment on their children? *South African journal of Human rights*, 14, 431-460.
- Piele, P.K. (1979). Neither punishment cruel nor due process due: the United States Supreme Court's decision in *Ingraham v. Wright*, In Hyman I.A & Wise J.H (Eds.) Philadelphia: Temple University.
- Reitman A. (1988). Corporal punishment in schools- the ultimate violence. *Child legal rights*.
- Rose, TL. (1984) Current uses of corporal punishment in American schools. *Journal of Educational psychology* 76 427-441
- . Schapera, I (1970); *A Handbook of Tswana law and custom*. (2<sup>nd</sup> ed.), London: Frank Cass.
- . Sears, R.R., Maccoby, E.C., & Levin, H. (1957). *Patterns in child rearing*. New York: Harper and Row.
- Skinner, BF. (1953) *Science & human behaviour*. New York: Macmillan.
- . Strassberg, Z., Dodge, K.A., Pettit, G.S., & Bates, J.E (1994). Spanking in the home and children's subsequent aggression toward kindergarten peers. *Developmental and Psychopathology*, 6, 445-461.
- Straus, M.A. (1991). Discipline and deviance: Physical punishment of children and violence and other crimes in adulthood. *Social problems*, 38, 133- 154.
- Straus, M.A. (1983). Corporal punishment, child abuse, and wife beating: what do they have in common? In Finkelhor, R.J. Gelles, G.T. Hotaling, & M.A. Straus (Eds.), *the dark side of families: current family violence research* (pp.213-234). Beverly Hills, CA: sage.
- Straus, M.A., & Donnelly, D.A. (1993). Corporal punishment of teen-age children in the United States. *Youth and society*, 24, 419-442.
- . Straus, M.A. (1994). *Beating the devil out of them: corporal punishment in American families*. San Francisco: New Lexington press.
- . Straus, M.A., & Mathur, A.K., (1995). *Corporal punishment and children's academic achievement*. San Francisco.
- . Straus, M.A., & Paschall, M.J. (1998). Corporal punishment by mothers and child's cognitive development: A longitudinal study. Paper presented at the 14<sup>th</sup> world conference of sociology, Montreal,

Quebec, Canada. Durham, NH: family research Laboratory, University of New Hampshire.

- . Straus, M.A., & Yonanis, C.L. (1994). Physical abuse. San Francisco: New Lexington Press.
- . Turner, H.A., & Finkelhor, D. (1996). Corporal punishment as a stressor among youth. *Journal of marriage and the family*, 58, 155-166.
- . UNICEF. (1997, June). UN convention on the rights of the child. [On-line] [www.unicef.org/crc/conven.htm](http://www.unicef.org/crc/conven.htm)
- . Weiss, B., Dodge, K.A., Bates, J.E., & Pettit, G.S. (1992). Some consequences of early harsh discipline: child aggression and a maladaptive social information processing style. *Child development*, 63, 1321-1335.
- Yin, R.K. (1984). *Case study research: design and methods*. Thousand Oaks (CA, USA): Sage

Internet sources of Information:

- <http://www.stophitting.com/> Accessed 12 April 2007
- <http://www.pathfinder.com> Accessed July 2007
- <http://www.parentsplace.com/> Accessed 20 Dec 1995
- <http://www.positiveparenting.com/nonspank.html> Accessed 2006
- [http://www.naturalchild.com/jan\\_hunt/tenreasons.html](http://www.naturalchild.com/jan_hunt/tenreasons.html) Accessed 2005
- [http://www.parentsoup.com/experts/sears/D\\_july11.html](http://www.parentsoup.com/experts/sears/D_july11.html) Accessed summer 2007
- <http://www.aap.org/advocacy/wwestand.htm> Accessed Feb 2003
- <http://www.parentscentre.org.nz/> Accessed July 2007
- <http://nonspank.org/n-c31.htm> Accessed 9 May 1998
- [www.corpun.com](http://www.corpun.com) Accessed October 2001



A. On the use of corporal punishment

PART I

Instructions

Please place a tick (√) against the appropriate answer.

1. Is Corporal punishment used in this school as a disciplinary measure?  
Yes ( ) No ( )

2. Is the instrument for administering corporal punishment kept by the school head only?  
Yes ( ) No ( )

3. Are all teachers are allowed to administer corporal punishment in this school?  
Yes ( ) No ( )

5. Do Female teachers administer corporal punishment on both male and female students?  
Yes ( ) No ( )

6. Does the school Head keep a corporal punishment register, which is filled in by every teacher who administers corporal punishment?  
Yes ( ) No ( )



## PART II

Please put an X in the scale that best indicates your view.

Rating scale

SA- strongly Agree

A – Agree

N- Neutral

D- Disagree

SD- Strongly Disagree

7. Teachers administer corporal punishment on students who come late for school everyday [SA A N D SD]

8. Teachers administer corporal punishment on students who make noise in class everyday [SA A N D SD]

9. Teachers administer corporal punishment on students who perform poorly in their Schoolwork [SA A N D SD]

10 Teachers administer corporal punishment on students who dodge lessons  
[SA A N D SD]

11. Teachers use corporal punishment on students who fail to do their assignment [SA A N D SD].

12. What alternative forms of punishment do teachers use apart from CP [S A N D SD]?

## APPENDIX B

### TEACHERS' QUESTIONNAIRE

Kindly spare us a few minutes of your time to complete this questionnaire. The questionnaire seeks to establish the extent to which corporal punishment is in use in community junior secondary schools in the Kweneng district of Botswana.

#### Part A. Personal Data

##### Instructions

Please complete this form by placing a tick (  ) in the appropriate bracket against statement that indicates your position.

1. Female (  ) Male (  )

2. Level of training:

Diploma (  )

Bachelors' degree (  )

Masters Degree (  )

Other.....Specify\_\_\_\_\_

3. Experience as a teacher

3 years and less (  )

4-6 years (  )

7-10 years (  )

Over 10 years (  )

B. On the use of corporal punishment in the school.

PART I

Please put a tick (  $\checkmark$  ) against the appropriate answer.

1. Do Teachers administer corporal punishment on students in this school?

Yes (yes) (No)

2. Is the instrument for administering corporal punishment kept by the school head only?

Yes ( ) No ( )

3. Do Teachers keep their own instrument for administering corporal punishment on students?

Yes ( ) No ( )

4. Do Male teachers administer corporal punishment on both male and female students?

Yes ( ) No ( )

5. Do Male teachers administer corporal punishment on male students only?

Yes ( ) No ( )

6. Do Female teachers administer corporal punishment on both male and female students?

Yes ( ) No ( )

7. Do Female teachers administer corporal punishment on female students only? Yes ( ) No ( )

8. Does the School Head keep corporal punishment register, which is filled in by every teacher who administers corporal punishment?

Yes ( ) No ( ).

## PART II

Please put an X in the scale that best indicates your view:

Rating scale:

SA-Strongly Agree

A- Agree

N- Neutral

D- Disagree

SD- strongly disagree

9. Teachers administer corporal punishment on students who come late everyday [SA A N D SD]

10. Teachers administer corporal punishment on students who make noise in class everyday [SA A N D SD].

11. Teachers administer corporal punishment on students who perform poorly in schoolwork [SA A N D SD].

12. Teachers administer corporal punishment on students who dodge lessons [SA A N D SD].

13. Teachers administer corporal punishment on students who fail to do their assignments [SA A N D SD]

14. Teachers administer corporal punishment on students who fail to attend sporting activities [SA A N D SD]



15. Students approve the use of corporal punishment [SA A N D SD]

16. Teachers approve of corporal punishment [SA A N D SD]

17. Students are given other alternative forms of punishment [SA A N D SD].

Please list the alternative forms of punishment given \_\_\_\_\_

---

---

---

---

---

---

---

---

## APPENDIX C

### GUIDANCE TEACHERS' QUESTIONNAIRE

Kindly spare us a few minutes of your time to complete this questionnaire. The questionnaire seeks to establish the extent to which corporal punishment is in use in community junior secondary schools in the Kweneng district of Botswana.

#### Part A: Personal Data

##### Instructions

Please complete this form by placing a tick (✓) in the appropriate bracket against statement that indicates your position.

1. Female ( ) Male ( )

2. Level of training :

Diploma ( )

Bachelor's degree ( )

Masters Degree ( )

Other.....Specify\_\_\_\_\_

3. Experience as a teacher/School counsellor.

3 years and less ( )

4-6 years ( )

7-10 years ( )

Over 10 years ( )

B. On the use of corporal punishment in the school.

PART I

Please put a tick (√) against the appropriate answer.

1. Do Teachers administer corporal punishment on students in this school?

Yes ( ) No ( )

2. Is the instrument for administering corporal punishment kept by the school head only?

Yes ( ) No ( )

3. Do Teachers keep their own instrument for administering corporal punishment on students?

Yes ( ) No ( )

4. Do Male teachers administer corporal punishment on both male and female students?

Yes ( ) No ( )

5. Do Male teachers administer corporal punishment on male students only?

Yes ( ) No ( )



6. Do Female teachers administer corporal punishment on both male and female students?

Yes ( ) No ( )

7. Do Female teachers administer corporal punishment on female students only? Yes ( ) No ( )

8. Does the school head keep corporal punishment register, which is filled in by every teacher who administers corporal punishment?

Yes ( ) No ( )

## PART II

Please put an X in the scale that best indicates your view:

Rating scale:

SA-Strongly Agree

A- Agree

N- Neutral

D- Disagree

SD- strongly disagree

9. Teachers administer corporal punishment on students who come late everyday [SA A N D SD]
10. Teachers administer corporal punishment on students who make noise in class everyday [SA A N D SD].
11. Teachers administer corporal punishment on students who perform poorly in school [SA A N D SD].
12. Teachers administer corporal punishment on students who dodge lessons [SA A N D SD].
13. Teachers administer corporal punishment on students who fail to do their assignments [SA A N D SD]
14. Teachers administer corporal punishment on students who fail to attend sporting activities [SA A N D SD]
15. Corporal punishment is administered on students for many other offences not stated above [SA A N D SD]

16. Students approve corporal punishment [SA A N D SD]

17. Guidance Teachers approve of corporal punishment [SA A N D SD]

18. Parents approve of corporal punishment [SA A N D SD]

19. Students are given other alternative forms of corporal punishment [SA A N D SD].

Please list the alternative forms of punishment given \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---



## APPENDIX D

### STUDENTS' QUESTIONNAIRE

#### Part A: Personal data

**Instructions:** Please put a cross (X) in the appropriate bracket that indicates position

1. Female [ ] Male [ ]
2. Age [ ]
3. Form/ Grade [ ]

#### PART B On the use of corporal punishment in the school

1. Do Teachers in this school use corporal punishment? Yes [ ] No [ ]
2. Is the school headmaster the only one who uses corporal punishment?  
Yes [ ] No [ ]
3. Do Male teachers administer CP on both male and female learners?  
Yes [ ] No [ ]
4. Do Female teachers administer CP on both male and female learners?  
Yes [ ] No [ ]
5. Do Teachers keep their own canes/sticks for punishing learners? Yes  
[ ] No [ ]
6. Do Teachers administer corporal punishment on students who come  
late to school every day? Yes [ ] No [ ]
7. Do Teachers always fill in the CP register when administering after  
punishing learners? Yes [ ] No [ ]

8. Do Teachers physically punish learners who fail their tests? Yes [ ]  
No [ ]

9. Do Teachers use physical punishment on learners who dodge lessons?  
Yes [ ] No [ ]

10. Do Learners get physically punished for failing to do homework?  
Yes [ ] No [ ]

11. What other forms of punishment do Teachers use apart from CP?  
Yes [ ] No [ ]

12. What other offences are learners punished for?

---

---

---

---

---

---

13. Do learners approve corporal punishment?

---

---

---

---

---

**APPENDIX E**

**SEMI-STRUCTURED INTERVIEWS FOR MEMBERS OF THE PARENTS AND TEACHERS' ASSOCIATION (P.T.A)**

1. How long have you been a member of the Parents and Teachers' Association (P.T.A)?

.....  
.....  
.....  
.....

2. Do you have a child/children in the school where you are a member of P.T.A?

.....  
.....

How supportive are the parents in the running of the affairs of the school where you are a member of P.T.A? .....

.....  
.....

Is corporal punishment used in the school where you are a member of P.T.A?.....

.....  
.....

5.How supportive are the parents of the use of Corporal punishment (CP) in the school where you are a member of P.T.A?

.....  
.....  
.....  
.....

6. Do you support the use of physical punishment in the school where you are a P.T.A member?.....  
.....  
.....

7. Are the parents who are members of the P.T.A regular in attendance of P.T.A meetings; do they attend to the problems of the school on time?.....  
.....  
.....

8. Apart from being members of P.T.A, are the parent members also employed or self-employed?.....  
.....  
.....

9. How many times a year does your P.T.A meet?  
.....  
.....  
.....

10. How many times does the school where you are a P.T.A member hold P.T.A general meetings?.....  
.....  
.....

11. How cooperative are parents with the teachers in the schools where you are a P.T.A member? .....  
.....  
.....  
.....

APPENDIX F

SEMI-STRUCTURED INTERVIEWS FOR MEMBERS OF THE PARENTS AND TEACHERS' ASSOCIATION (P.T.A) –(SETSWANA VERSION)

1.Ona le lebaka le le kae ole leloko la Batsadi le Barutabana ( P.T.A)?

.....  
.....

2.A ona le ngwana kgotsa Bana ba ba tsenang mo Sekoleng se o leng leloko la Batsadi? .....

.....  
.....

3.Batsadi ba thusa jang mo botsamaising ja Sekole se oleng leloko la Batsadi? .....

.....  
.....  
.....

4.A Thupa e a dirisiwa mo Sekoleng se o leng leloko la Batsadi? .....

.....  
.....  
.....

5.A Batsadi ba dumelana le tiriso ya thupa mo baneng/Sekolong?

.....  
.....  
.....

6.A wena o dumalana le tiriso ya thupa mo baneng/Sekolong?

.....  
.....  
.....  
.....

7.A Batsadi ba eleng maloko mo sekolong ba tsenelela diphuthego tsa boloko ja Batsadi le Barutabana ( P.T.A) sentle, A ba baakanya mathata a Sekole se kopanang le one ka bofelo?

.....  
.....  
.....  
.....



8. Konlthe ga gonna maloko a Batsadi (P.T.A) mo Sekoleng, a gona le Batsadi ba ba berekang kgotsa ba ipereka?

.....  
.....  
.....

9. Maloko a Batsadi le Barutabana (P.T.A) a kopana ga kae mo ngwageng?

.....  
.....

10. Mo Sekoleng se o leng leloko la Batsadi le Barutabana lo tshwara diphuthego tsa Batsadi ga kae mo ngwageng? .....

.....  
.....

11. Batsadi ba dirisanya jang le Barutabana mo Sekoleng?

.....  
.....  
.....  
.....



NORTH-WEST UNIVERSITY  
YUNIDESITI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT

**Academic Administration (Mafikeng Campus)**  
**SOLEMN DECLARATION**

**1 Solemn declaration by student**

M.T. BOISHELO declare herewith that the mini-dissertation/dissertation/thesis entitled, THE EXTENT TO WHICH CORPORAL PUNISHMENT IS USED IN C.J.S.'S IN KWENEBENG

which I herewith submit to the North-West University as completion/partial completion of the requirements for the M.Ed degree, is my own work and has not already been submitted to any other university.

I understand and accept that the copies that are submitted for examination are the property of the University.

Signature of candidate [Signature] University-number 16210689

Signed at GABORONE this 12<sup>th</sup> day of JULY 2007

Declared before me on this 12<sup>th</sup> day of July 2007  
Commissioner of Oaths Malabo K.A.



**2 Declaration by supervisor/promotor**

The undersigned declares:

- 2.1 that the candidate attended an approved module of study for the relevant qualification and that the work for the course has been completed or that work approved by the Senate has been done
- 2.2 the candidate is hereby granted permission to submit his/her mini-dissertation/dissertation or thesis
- 2.3 that registration/change of the title has been approved.
- 2.4 that the appointment/change of examiners has been finalised and
- 2.5 that all the procedures have been followed according to the Manual for post graduate studies.

Signature of Supervisor: [Signature] Date: 05/12/2007

Signature of School Director: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Dean: \_\_\_\_\_ Date: \_\_\_\_\_

TELEPHONE: 3647500

FAX: 3973842



MINISTRY OF EDUCATION  
CURRICULUM DEVELOPMENT AND  
EVALUATION DEPARTMENT  
P/BAG 501  
GABORONE  
BOTSWANA

11<sup>th</sup> May 2008

Faculty of Education  
North-West University  
Mafikeng Campus  
South Africa

**Author:** Matshediso Tshidi Botshelo, Student Number 16210689, Course EDFM 873

**Thesis:** The Extent to which Corporal Punishment is used in the Community Junior Secondary Schools in the Kweneng District of Botswana

### To Whom It May Concern

The above thesis was given to me for proof reading on the 9<sup>th</sup> May, 2008 in response to the comments from the external examiner, Prof. Roderick Fulata Zimba (Namibia). I made comments on page 45 (research methodology), and page 59 (data analysis).

My qualifications are as follows: MA (School Counselling and Guidance) and Graduate Diploma (Student Welfare), La Trobe University, Australia; Bed. (Science), University of Botswana.

I am currently employed as an education officer in the Guidance and Counselling Division of the Department of Curriculum Development and Evaluation in the Ministry of Education and Skills Development.

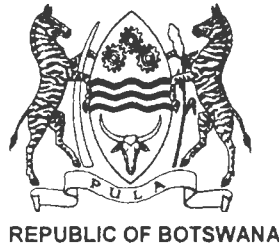
Thank You

  
Teko Mogapi

TELEPHONE: 3647500

REF: CDE 9/2/2 (2007]

FAX:3973842



MINISTRY OF EDUCATION  
CURRICULUM DEVELOPMENT AND  
EVALUATION DEPARTMENT  
P/BAG 501  
GABORONE  
BOTSWANA

23 May 2007

**RE: TO WHOM IT MAY CONCERN-MS. MATSHEDISO BOTSHELO**

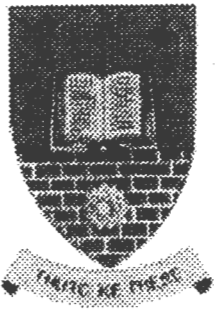
The above mentioned is doing a Master of Education programme with the University of North-West (South Africa). The requirement is that she has to undertake a research project on the use of corporal punishment in community Junior Secondary schools in the Kweneg District. This letter serves to request all the schools sampled to assist her in this regard.

Yours faithfully

*M. Sekgwa*

Ms. M. Sekgwa

**For/Director, curriculum Development and Evaluation**



# University of Botswana

FACULTY OF SCIENCE

Private Bag UB 00704

Gaborone, Botswana

---

Telephone: (267) 355-2529

Fax: (267) 318-5097

E-mail: [geology@mopipi.ub.bw](mailto:geology@mopipi.ub.bw)

---

11<sup>th</sup> July 2007

Faculty of Education  
North-West University  
Mafikeng Campus  
South Africa

**Ref:** Matshediso Botshelo, Student No. 16210689, Course EDFM 873

*The Extent to which Corporal Punishment is Used in the Community Junior  
Secondary Schools in the Kweneng District of Botswana.*

To whom it may concern

Dear Sir or Madam,

I have proof-read a draft of the above thesis by Ms Botshelo that was given to me on the 8<sup>th</sup> July 2007 for any obvious spelling or grammatical mistakes. The thesis is outside my field of expertise and no further comments were made.

My personal qualifications are in geology, B.A.(Mod), M.Sc.(by Research) *Dublin*, Ph.D *Oxford Brookes University*. I am currently employed as a lecturer/scientist at the University of Botswana.

Yours faithfully,

Sorcha Diskin  
XRPD Scientist

Email: [diskins@mopipi.ub.bw](mailto:diskins@mopipi.ub.bw) Tel: 00267 355 51 19