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The American University in Cairo

School of Global Affairs and Public Policy

CORPORAL PUNISHMENT IN SCHOOLS

“Hitting people is wrong – And children are people too”

Thomas Hammarberg

A Thesis Submitted to the Public Policy and Administration Department in partial
fulfillment of the requirements for the degree of
Master of Public Policy and Administration

By

Nevine Henry Wasef, BA

Supervised by

Jennifer Bremer, PhD

Public Policy and Administration Associate Professor and Chair, AUC

January 2011

DEDICATION

I am dedicating this research to my God for all His good acts and plentiful grants that I have experienced throughout my whole life. I also dedicate it to my family and friends for their sincere support, and everyone who participated in the data collection through surveys or interviews.

I would like also to thank my supervisor Dr. Jennifer Bremer for being available, supportive and responsive during my thesis work, my readers Dr. Hamid Ali and Dr. Ghada Barsoum, and my professors Dr. Laila El Baradei and Dr. Mohamed El Rawi.

ABSTRACT

University: The American University in Cairo (AUC)

Thesis Title: Corporal Punishment in Schools

Student Name: Nevine Henry Wasef

Advisors: Jennifer Bremer, PhD; Hamid Ali, PhD; and Ghada Barsoum, PhD

Corporal punishment continues to be practiced at unacceptable rates in Egyptian schools, at the same time that violence rates are rising. Corporal punishment in schools reflects a large gap between current education policy that bans corporal punishment and actual implementation of this policy. This gap between policy statement and actual practices could be attributed to family-based or school-based factors. First, family-based factors are represented by family acceptance to corporal punishment, lack of awareness of current policy and what course of action to be taken to protect their children, or family conviction that their input would not make any difference with the school practices. Second, school-based factors are represented by the school failure to enforce policy effectively, lack of communication with parents, and inability to find alternatives for teachers and to activate the role of social workers in reforming students. The purpose of this research is to answer the main research question of why corporal punishment is being practiced in schools in spite of its legal ban. Answer to this question would allow us judge to what extent family and school administration are responsible for these practices. An investigation of the attitudes of teachers, parents and recent-graduate students about the use of corporal punishment as a tool for discipline indicated the causes and consequences of corporal punishment.

The research findings demonstrate that corporal punishment in schools is highly correlated to family acceptance by practicing corporal punishment at home and lack of parental reporting of corporal punishment practiced by teachers, in addition to the school acceptance through having school principals practice corporal punishment and tolerate teachers using it, failure to respond to parents' complaints by taking action with teachers, lack of communication with parents, and inability to assign tasks to the social workers.

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Introduction

Since the beginning of this century, a global tendency to abolish corporal punishment has been introduced to challenge old dependence on corporal punishment as a tool for reforming children's misbehavior (Global Report, 2008). This tendency was highly supported by the contemporary call for protecting human rights including the right in security and human treatment (articles 3 and 5, the Universal Declaration of Human Rights) and child rights in physical protection (Article 19, Convention on the Rights of the Child, 1990). Although Egypt has achieved noticeable progress in enacting many articles of the convention since signing it, research data denotes a lot of work still needs to be achieved in the sphere of child protection against violence (UNICEF, 2009).

Current policy prohibits the use of corporal punishment in school both from the teacher and the student (ministerial decree 591, 1998). The policy states that all kinds of corporal punishment applied on students are completely forbidden otherwise the teacher should be answerable legally. According to article 2 in the decree, the student should be totally expelled in case of any assault on a teacher. The policy was issued in 1998 in reaction to an incident of violence acts practiced by some students against teachers in Nasr City in 1997 which caused 20 students to be totally expelled from public and private education (Salama, 2000). Since the policy was issued till 2000, a number of 90 students have been expelled also due to violent acts against teachers as previous Minister Bahaa El Din confirms that any verbal or physical assault on a teacher will be encountered by complete expulsion to the student from public and private education (Salama, 2000). However, no record tells us if the school

administrators applied any legal sanction on teachers punishing students physically since the policy was issued. On the other hand, during academic year 2005/2006, 80 teachers were suspended in reaction to parents' complaints submitted against them through the Child Help Line 16000 (SRC, 2006). There are also some cases that have acquired a criminal dimension and have been highlighted by media and newspapers like cases of serious injuries or death.

Other than the Ministry of Education (MOE) decree ensuring banning corporal punishment, Egypt's Child Law no. 12/1996 which was amended by law no. 126/2008 states that the State is responsible for childhood and motherhood protection, providing suitable conditions for their proper upbringing in all aspects within the freedom and human dignity. The law considers those less than 18 years old to be children and it ensures that the state shall take all effective measures to eliminate harmful practices to the child's health to guarantee the child's rights, taking into account duties and rights of those responsible for the child care. This includes his right in the legal discipline without exposing the child to intentionally physical injury, or harmful or illegal practices. According to the law, nobody including parents and teachers is entitled to corporally punish any child because the law does not give exception to parents to beat their children at home nor teachers to paddle students in school.

Because implementation is the most important part of any policy, a policy that lacks implementation is considered useless (Bryson, 2004). Effective implementation requires that both teachers and family should be aware of current education policies to ensure transparency and accountability. An official, in the Ministry of Education,

indicated in an interview that schools are informed about the ministerial decree through sending it to all schools' principals who should inform their teachers and have them sign the decree. Also, senior teachers are responsible for officially informing the new hired teachers about previous ministerial decrees. In the meantime, the ministry sends supervisors to discuss the decision and make sure that teachers have been informed; however, teachers do not receive training on alternative patterns of discipline. According to article 3 in the policy, the school administrators should be completely responsible for implementing the policy and taking necessary actions towards policy violation.

Although parents are considered a very essential factor in implementing this policy, there is no official channel of informing them and no communication between the school and parents about new policies. Therefore, lack of proper implementation could be attributed to lack of informing parents and children about this policy because they represent an essential tool in enforcing the policy by reporting violation cases unless they approve of it.

Chapter 1

Problem Statement and Research Questions

Although current policy concerning violence in schools states that corporal punishment is banned (ministerial decree 591, 1998), we find that it is being widely practiced in schools as a common tool for discipline (Nasr, 2004) with barely parents' ability to stop or report it. Reporting is usually for extreme cases reported about serious injuries or even death of children that are published to the public such as the death of a child in one of Alexandria schools as a result of a teacher's beating (Aly, 2008). There is little record on child abuse or child death resulting from violence and the Ministry of Interior's reports encompass a total number of cases reported between 2000 and 2003 is 265 only which denotes great underreporting (SRC, 2006).

Possible reasons for expanding the use of corporal punishment in schools in spite of its legal ban could be administrative acceptance represented by the school and social acceptance represented by parents. This phenomenon is stirred by administrative acceptance represented by the school through not implementing the policy effectively; lack of communication with family; inability to find alternative means of discipline to teachers; and marginalizing the role of social workers. Social acceptance is exemplified by parents' acceptance; lack of awareness; applying CP on their children at home; and refrain from reporting actively their children's exposure to assault believing that the school will not take deterrent action. For example, in a personal testimony by a mother whose 12 year old child was hit in school by his teacher's stick and hose, and was slapped on his face by the school vice-principal for

playing a game, when the mother complained to the school principal, she got the following response: “Well if we don’t hit the child to punish him, what other forms of punishment would you suggest?” and added that next time, the child will be expelled rather than hit (El Wady, 2010). Although ministerial decree no. 515/1998, article 3 specifies the forms for punishment for students in warning, informing parents and then expulsion if all else fails, we find that corporal punishment and expulsion are the only two common methods that school use for punishment.

Why studying corporal punishment is important? This phenomenon is worthy of being brought to the policy makers’ attention for numerous reasons. First, because it is an increasing phenomena that is being globally combated and still widely used in schools in spite of its legal ban. So, reasons and consequences need to be investigated to reduce the gap between the legislative context and actual practices. Second, corporal punishment is associated with severe possible damages resulting from corporal punishment such as death, serious injuries, besides social and psychological problems. Third, approval of corporal punishment is considered as legitimate violence because it does not apply penalty or consequences on the punishers (Salama, 2000). Forth, according to the learning by example theory, corporal punishment practiced by figures of authority would teach students violence by example and increase the likelihood of future violence (Moussa & Al Ayesh, 2009). Finally, in order to address acts of violence and aggressive behavior in society, we need to deal with earliest violence exposure in personal development to resolve the problem at its root.

Research Questions

The purpose of this research is to investigate *to what extent is corporal punishment widespread in schools in spite of legal ban? Is it equally applied between public and private schools? What are the reasons for practicing physical punishment in schools? What are the consequences of these practices?* The research investigates the prevalence of corporal punishment in private and public schools and the approval of this policy from the viewpoint of teachers, recent-graduate students, and parents through exploring their reactions and how they perceive corporal punishment. Answers to these questions would help us determine why corporal punishment is so widespread in schools and what obstacles impede effective policy enforcement in order to suggest recommendations to handle it.

Specific questions will explore what is the teachers' motivation to corporally punish students in class? How violent are the students exposed to corporal punishment compared to students who are not corporally punished? Are parents and students willing to report physical punishment to school administration? How do school administrators deal with parents' complaints? Is there communication between parents and teachers? Does the social worker take part in reforming students' behavior and solve their problems?

Chapter 2

Conceptual Framework and Literature Review

This research study proposes some concepts relevant to the corporal punishment concept that we need to define to clarify the context in which they are supposed to be used.

* **Corporal Punishment (CP):** it is defined as causing physical pain deliberately to change behavior that could be in the form of hitting, punching, spanking, slapping, and pinching using objects such as sticks, belts, and paddles (NASN, 2010). Geoffrey Scarre (2003) defines the word "corporal" to refer to any punishment applied on body including assault or any means that are meant to cause physical pain or humiliation. The legitimacy of corporal punishment is still a contentious issue to many societies including Egypt (SRC, 2006). From pedagogical perspective, Ritchie (1981) claimed that "corporal punishment is an assault on the dignity of individual and offensive act against the dignity of the teaching profession". Further, McGrath (1999) proposed that corporal punishment reflects a failure on the part of the teachers.

* **Child Maltreatment and Child Abuse:** Child maltreatment is a behavior towards another person which contains emotional and physical harm and it includes physical abuse, sexual or emotional abuse and neglect. Corporal Punishment is a kind of physical maltreatment of the children and is considered the most prevalent and accepted type of child abuse (SRC, 2006). Child abuse is the same as child

maltreatment except that we use the term “child maltreatment” to refer to violence acts while we use the term “child abuse” to refer to the outcome of violence acts (SRC, 2006).

* **Violence:** violence is defined as an act carried out with the intention, or perceived intention in order to cause physical pain to another person or harm to his possessions or intervention in somebody's freedom (Nasr, 2004). Nasr states that the word "violence" is derived from the verb "to violate" which means to break privacy or exceed boundaries and implies using force also. Other than physical violence, there is also verbal violence which entails yelling, shouting, rebuking, and insulting others (Moussa & Al Ayesh, 2009).

* **Discipline:** The process of subordinating immediate wishes, desires, impulses and interests for the sake of more effective and dependable action (Shidler, 2001). It differs from punishment in the sense that punishment is accompanied with force, pain and frustration while discipline implies training and helping the child reach required outcomes, set boundaries for behavior, and practice self-control (WHO, 2009).

Literature Review

Previous research does not provide us with adequate data on corporal punishment in schools; however, the topic has been approached in Egypt from social and psychological views such as reports and publications issued by UNICEF and WHO, and from legal and policy-based approaches such as studies made by the

National Center for Educational Research and the National Center for Social and Criminal research.

Some of the reasons that feed corporal punishment in schools could be either family-based or school-based. To start with the family-based factors, Zayed (2007) proposes that Egyptian families use punishment as the only method of reforming children's behavior and raising them up. Zayed added that 90% of his study sample confirmed exposure to punishment in school and 42% confirmed exposure to corporal punishment at home. On the other hand, percentage of violence *from* students does not exceed 30% (National Criminal Magazine, 2007) which means that violence practiced *against* students is still much more than violence produced by students. Additionally, in a study made by the Social Research Center (2006), in the academic year prior to the study, 81% of the study sample children are being physically punished at homes. The research data also indicates passive attitude of parents in reporting their children exposure to assault (SRC, 2006). Unfortunately, there are no data that denote active participation from parents in reporting acts of violence from the school. Parents could be unaware of current policy or not sure if the school authority would respond positively to their complaints. The few cases reported show no positive action taken by the school administration towards teachers practicing corporal punishment (El Wady, 2010). Among those cases, a female teacher whose son is a student in the same school in which she is working reported to the police that her son who is sick with cancer, virus B and C was beaten by a teacher and had to stay in the hospital for medication. As a result the school administration prevented her from taking her salary until she withdraws her complaint and the school

administration accused her of falsifying her certificates to work as a teacher (Mehwar Channel, 2010).

On a global level, research findings reveal that teachers and parents who received corporal punishment are highly likely to use it and approve of its use (Jehle, 2004). Traditionally, parents who think of corporal punishment as being the only tool for discipline are not expected to object to teachers beating their children at school (Jehle, 2004).

Other reasons for spreading corporal punishment in schools are school-based factors. Previous studies state that 96% of children are beaten in school (SRC, 2006). Since the school administration represents the main context in which corporal punishment exist, Salama finds that poor school administration and fluctuation between being too lenient with some students or too restrict with other students triggers violence among students and, in turn, raises corporal punishment rate on them to correct their behavior (Salama 2000). When the school administration deals passively with parents' complaints or disregard them, parents resort to acting violently against school teachers (SRC, 2006). Salama elaborates that the school should initiate regular communication with parents to agree on fair methods of discipline and rewarding students. On the other hand, past research indicated that schools that regularly summon parents have shown much lesser use of corporal punishment than schools which do not incorporate parents in child discipline (Guepet, 2002). The school principals are considered mediators between educational authorities and

teachers; and are expected to control means of discipline used in the school (Chiang, 2009).

Another factor that clusters under the umbrella of school is the teacher. It is evident that teachers are not qualified enough to discipline students by any means other than corporal punishment (Moussa & Al Ayesh, 2009). This could be traced to the fact that corporal punishment is thought of as being the only way to maintain teachers' respect (Salama, 2000). Traditionally, teacher use it for being the most common tool to control the class because they are not trained on any other techniques during the university time nor later in the school, or they use corporal punishment for other reasons such as forcing students to take private tutoring (SRC, 2006). Apparently, teachers would not summon students' parents due to their distrust in teachers which fosters disrespect from students (SRC, 2006). Along with absence of social worker's role in school to reform students' behavior, organizing activities and caring about students' problems (Abdel Aziz, 2005), teachers are obliged to take over the responsibility of reforming students' behavior in addition to educating them (SRC, 2006).

The consequences of corporal punishment as past research work informs us, are that violence generates violence; statistics shows a positive relation between students' violent acts against teachers and other students; and corporal punishment rate they receive (Nasr, 2004). In other words, a percentage of 58% of students that are corporally punished in schools are those who reflect the highest violence rates than other students especially in public schools (Nasr, 2004). Some of violent acts that

students exhibit to vent out their anger are damaging school properties, writing on walls, tearing school flyers, and beating their colleagues (Nasr, 2004). It could be inferred that although corporal punishment is used in schools with the purpose of controlling the students' behavior and discipline, data above prove that it produces an adverse effect of what it is meant to achieve particularly student's deferral from school and failure (Shehab, 2004), school dropouts (Mansour & Khalil, 2008) & (Soliman, 2003), and damage to school assets (Moussa & Al Ayesh, 2009). Moreover, both dismissing student from class and physically punishing them highly raises the percentage of students escaping from school before the school day finishes to reach 45% in Cairo governorate schools (Zayed & Nasr, 2004). It should be noted that corporal punishment in schools is interrelated with many other social problems that are not our main concern in this research. For example, corporal punishment in schools has a direct relation in increasing the number of street children (UNICEF, 2002). Plus, corporal punishment magnifies school dropouts which is the second major reason after poverty that augments child labor (Itani, 2009). Far from physical and social damages, corporal punishment causes psychological damages that are reflected obviously on child's self-esteem and self-confidence, and having other negative long-term personality effects (UNICEF, 2007).

In Egypt, one of the most recent successful projects launched by the Save the Children organization that was efficiently piloted in four public schools in Alexandria is the project of *Community-based Child Protection Pilot Project in Alexandria* which started in 2007 with the purpose of investigating, preventing, and reporting violations of child rights as stated in article 19 including erosion of corporal punishment. In this

regard, the project managed to activate the role of social workers in schools, train teachers for alternative techniques for discipline, and hold sessions to parents and students to raise their awareness of child rights. The project works closely with the Ministry of Education and the Ministry of Family and Population. The project ended and is now in the process of renegotiation to be extended due to the minister change in 2010. Other than the prevalence of bureaucracy, Ms. Radwa El Manssy, Senior Child Protection Officer reported that the major obstacle they encounter is the budget which mainly relies on donations and external grants.

Prior to this project, the UNICEF adopted the Child Protection Project in 1999 which is still active till present in a few districts in Cairo and Alexandria. The project works in alignment with non-governmental associations to investigate and identify children at risk, educational and health needs, violence acts and child abuse. On a broader level, the General Directorate for Social Education implemented an effective program called Education for Parents with the purpose of meeting and discussing with parents and adolescent children best approaches of dealing with children other than violent methods; along with the program of Protecting Youth from the Risks of Addiction under the auspices of National Council for Childhood and Motherhood (SRC, 2006). Another program aiming at qualifying students with additional skills and attitudes in terms of accepting the other, tolerating differences, resolve conflicts and avoid violence (SRC, 2006). On a ministerial level, a recent decree was issued (Decree No. 334, issued on 14/09/2006) changed the name of Parents Teachers Associations to be Councils of Trustees; and modified its mandate to entail support of school activities, develop personalities of students and encourage their ability to face

phenomena like addiction, smoking, and violence (Article 4-E). Generally, one of the forms of resisting child violence and enhance active public participation was the program of Child Help Line (CHL) piloted by the National Council for Childhood and Motherhood (NCCM) which is a toll-free hotline receiving call 24 hours a day to receive reported cases for child maltreatment and refer them to the agency in charge (SRC, 2006). Finally, the NCCM, established national committees on violence to raise awareness, facilitate participation of various stakeholders, activate the role of civil society, entities and policy makers; and scale up piloted projects of child protection (NCCM, 2005).

All over the world, many countries have successfully embarked on eliminating corporal punishment against children and specifically in schools using various strategies. These strategies could be summarized as follows:

Raising Public Awareness to Ensure Public Participation:

Organizations concerned with child protection pioneered by the UNICEF, highlight the role of raising awareness campaigns in order to collaborate in eliminating corporal punishment (UNICEF, 2002). One of the countries that used this technique successfully is Jordan where the Ministry of Education supported the campaign of Ma'an aiming at reducing corporal punishment in public schools by 40% through opening channels of communication between children and adults, raising awareness about the significance of eliminating violence against children, using the media to spread awareness, adapting new non-violent disciplinary techniques, holding meetings in schools to discuss latest survey results and research findings (UNICEF, 2007).

Another successful experience is Bangladesh where the notion of corporal punishment has long been widely accepted and employed to control children; however, in 2008 Save the Children organization managed to change the public views through giving a conference in Chittagong titled “*Let’s Stop Physical and Mental Punishments in Schools*” to get teachers, parents, children, education officials, journalists, school principals and the mayor of Chittagong promote positive discipline and stop smacking. After the conference, 18 schools registered for the project to become corporal punishment free (Stop Smacking, 2008). Raising the public awareness would, in turn, stimulate their objection to child violence and actively participating in reducing corporal punishment. For example, In the UK, it was not until 1986 that corporal punishment in the state schools was forbidden by law in response to parents' complaints that their children are being subject to corporal punishment in schools (The Education Act, no. 2). Currently, the UK represents a good example of fervent effort exerted by the Children Are Unbeatable (CAU) which worked hard to gain the support of the public, policy makers, church figures of authority and parliamentarians relying on conferences, meetings, TV commercials and newsletters to ban corporal punishment (Children Are Unbeatable, 2009).

Role of Civil Society and Coordination of Efforts:

The UNICEF adopted a model of Child-Friendly School in Australia, in partnership with the government, where children can be educated in healthy safe and protected environment (UNICEF, 2009). In Eastern Caribbean, corporal punishment in schools was socially and legally accepted until UNICEF piloted training for teachers in Barbados in behavior-management techniques which aimed at giving alternative

approaches to teachers and eventually proved successful (UNICEF, 2009).

Coordination of efforts could be also among countries not only organizations. For instance, in Southern Africa, Southern African organizations working on addressing child abuse were gathered and formed the End Corporal and Humiliating Punishment of Children alliance with the purpose of eliminating all acts of violence against children. Twenty four members met in February 2010 to benchmark their action plans against the plans of other countries working towards the same issue to investigate how they could build alliance-capacity for reform, sustain advocacy, and ban violence. In some countries, religious communities could be one of the most influential tools to eliminate violence against children. In Mauritania, corporal punishment was broadly practiced in koranic schools, secular primary schools and within families. One strategy to solve the problem was to contact the Imam and religious leaders due to the prevalence of religious practice in the country. Upon the research presented from UNICEF in 2009 to the president of the Imams' Network Hademine Ould Saleck, he issued a fatwa or a religious decree to mandate people to stop beating children regardless of the pretext. The fatwa greatly reduced hitting children both in homes and schools and still being disseminated throughout all regions thanks to the effort of religious leaders coordinated with different government institutions, and non-governmental organizations (UNICEF, 2009).

Effective Enforcement of Policies to End Corporal Punishment:

As mentioned above, it is not enough to formulate a policy because policy comes to action only through enforcing it. Policy implementation is directly connected to the policy makers' seriousness about resolving a particular issue. For example, in

Sweden, a total ban of corporal punishment in school and homes has been adapted in 1979 by law in reaction to the assumed connection between corporal punishment and domestic violence to ensure social security (UNICEF, 2007). In Australia, education minister Lynne Kosky confirms that for 20 years corporal punishment has been banned from public and catholic schools and remained exclusive only in some independent schools (Tomazin, 2004). In another example, in Costa Rica, the issue of corporal punishment was solved from a political perspective to resist the issue through effective legislation. In this respect, in September 2009, over 30 parliamentarians from 14 countries in Latin American gathered in San Jose, Costa Rica, to discuss the role of parliaments in combating violence against children and agree on actions to implement effectively relevant policies and ensure that countries allied would implement the recommendations of the UN Secretary General's Study on Violence against Children (UNICEF, 2009).

Pioneering Role of Leaders:

Sometimes a change needs a leader to initiate it and put an issue forward to the political agenda. Jamaica is clear-cut example for using legislative reform to combat violence against children in addition to the role of leadership to withstand the issue. In 2008, Professor Paulo Sérgio Pinheiro, one of the world's leading experts on the topic has taken the lead in arousing the Jamaican Parliament to employ all resources to erode violence. Then, Prof. Pinheiro, author of the 2006 UN Secretary-General's Study on Violence against Children. As a result, a huge progress in lowering corporal punishment has been made in Jamaica as Prof. Pinheiro drafted National Plan of Action (UNICEF, 2008).

The value that this research would add to previous research work is that the topic of corporal punishment in schools in Egypt needs to be broadly investigated to fill as much as possible the gap between what the corporal punishment policy states and what is being practiced actually in real context. The research is meant to raise awareness of the issue, encourage people's participation, urge effective policy and programs implementation, and emphasize the role of education leaders and policy makers in partnership among various entities. It is clear that previous research work which handled the topic from social and psychological aspects, focused heavily on children being victims for all kinds of violence they are exposed to. Conversely, research work which approached the issue from policy-based and legal angle, emphasized violence from students and ignored the fact that school violence *against* students fuels school violence *from* students. This research is not meant to victimize students nor criminalize teachers, but it aims at demonstrating objectively the other side of the fact through highlighting the causes and consequences of corporal punishment practiced against students from a policy-based perspective.

Chapter 3

Methodology and Research Hypothesis

Basic Aim and Scope of the Empirical Research

The purpose of this research is to investigate in detail the key elements stimulating the use of corporal punishment in spite of the legal ban of it and the potential consequences based on continual practice of corporal punishment. In this respect, the scope of the empirical research basically relies on data collection from all stakeholders involved in corporal punishment: teachers, parents, and non-minor young people who recently finished their school work. The study ensures the importance of exploring these stakeholders' attitudes on corporal punishment. This helps us link between how past experiences with physical punishment would affect current behavior and how current behavior may trigger further practices of physical punishment with future generations besides exploring how family and school administration would fuel the use of corporal punishment.

The methodology is designed to answer basic research questions listed above: *what are the reasons and consequences of practicing physical punishment in schools? How it is being viewed by teachers, parents and students?* Answers to these questions help us draw out suggestions to enforce current policy while finding alternatives to corporal punishment.

Sampling Plan

Our sampling plan would be consistent with the targeted groups of people exposed to or practicing corporal punishment: teachers, parents and children. First, teachers as practitioners of the act are supposed to provide information that mirrors their perception on the use of corporal punishment to mold child's misbehavior. Second, parents' views on it must be highly considered to see how much corporal punishment in schools meets with parental consent or resistance so that we can search family-based reasons. Third, children are our most important element in this study because they are directly affected by corporal punishment and are supposed to demonstrate the consequences of these practices. To sum up, sampling plan aims at aggregating the three parties' opinions to tackle phenomenon from each party's point of view to reach a broader image of the topic.

The sampling plan is processed through surveying recently graduated students from the LEAD program at AUC. Teachers were surveyed in the courses offered by AUC to teachers such as courses of TAFEL, TEFEL, the graduate diploma for education, the SCE courses for teachers and educational centers to vary the sample between teachers from public and private schools to compare and contrast the findings. Parents were surveyed in family meetings and seminars organized by NGOs concerned with raising parents' awareness of child rearing.

Method of Data Collection

The research study depends mainly on surveys to students who have just finished their school work (i.e. between 18 and 20 years old) and surveys to parents

for children currently enrolled in school besides surveys for teachers. The number of observations targeted was 100 usable questionnaires of each category and a total of 300. The choice of recently graduated students is meant to allow us approach the issue from an evaluative angle based on the students' memories with physical punishment and how they tend to interpret it at present. Plus, children currently enrolled in schools would be under eighteen years old and therefore excluded from our scope due to ethical restrictions and for fear that information communicated by them lacks the accuracy required. Data collected from surveying a number of 100 parents clarifies *current* practices in schools through their children and the sample includes approximately equal numbers of parents enrolling their children in public and private schools to compare and contrast data.

Regarding teachers, a number of 100 teachers were surveyed to provide a larger number of observations in addition to some interviews to ensure the precision of information obtained. The teacher sample included approximately equal numbers of those teaching in public and private schools to compare and contrast practices and attitudes in each school type. For students between 18 and 20 years old, a number of 100 students were surveyed and some were interviewed also. The students' sample includes exclusively students from public schools because students are the best to narrate corporal punishment for being the act receivers and the large number of surveys allows us trace the phenomenon clearly in public schools. The reason for reliance basically on surveys is that it provides a quantitative nature to data analysis from surveys.

Research Hypothesis

The research hypotheses of this study are extracted from our main research questions to suggest prospective answers to the following questions: to what extent is CP spread in public and private schools; why corporal punishment is applied in schools in spite of the legal ban of it; and what are the effects of CP.

Research questions:

Q1: To what extent is corporal punishment applied in public and private schools?

H1: Private schools differ from public schools in using corporal punishment

H2: Poor administrative implementation from the school fosters corporal punishment

H3: Social acceptance is represented by family approval of corporal punishment

Q2: What are the effects of corporal punishment?

H4: Corporal punishment is not an effective means of discipline

The research study aims at producing a model which attributes this phenomenon to social approval of it which ingrains corporal punishment in our culture and is represented by *family acceptance*. Because parents themselves are entitled to punish their children physically, just as they were treated when they were younger, they tend to approve of teachers' beating their children. Even parents who do not accept it usually refrain from reporting such acts of violence except for few cases because they do not trust that the school would take any action. The second factor is *administrative acceptance* which is represented in failure to enforce the official policy and lack of raising awareness or informing all parties involved. Hence, both social

and administrative acceptance substantially impedes effective policy implementation in a way that makes the society norms more powerful than the rule of law. Consequently, both *social and administrative acceptance* are substantially stimulating corporal punishment practiced by teachers in schools.

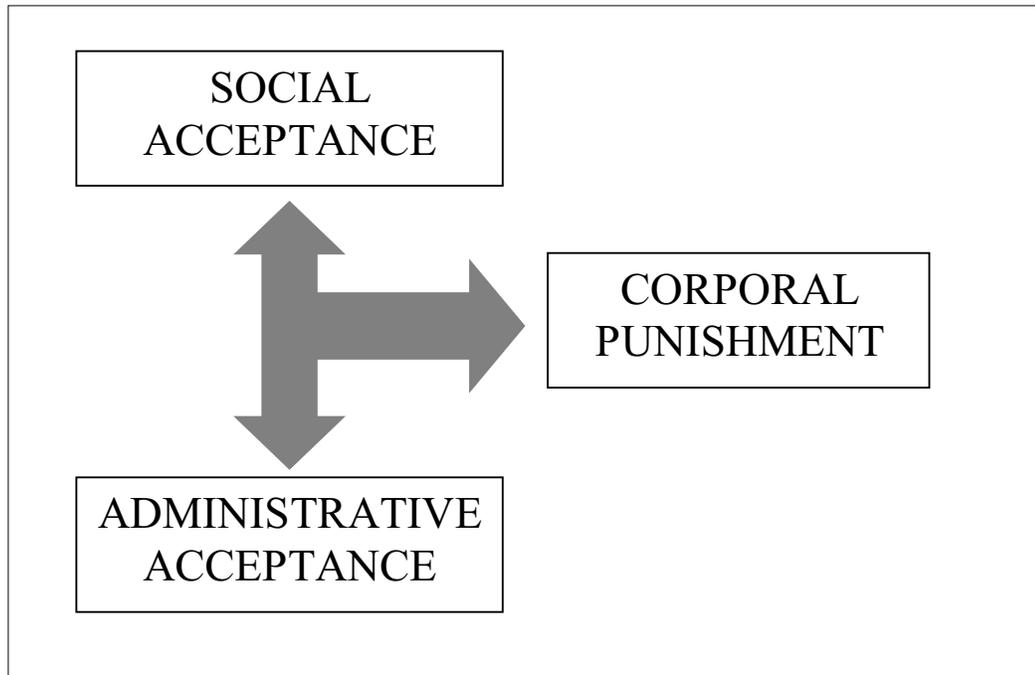


Figure 1: Causal Model

Chapter 4

Description of Data Collected and Study Limitations

Description of Data Collected

The questionnaires of parents and teachers are divided between public/experimental and private/language schools equally. The reason for combining public and experimental schools in one category, and combining private and language schools in another category is that it would have been hard to find a number of public schools, experimental schools, private schools, and language schools consistently. Rather, dividing into the public/experimental and private/language only will allow us obtain more accurate data because the number of observations in each category will be fewer in number if divided among more than two categories which will affect the credibility of the data. The surveys included 22 questions for parents, 16 questions for teachers, and 22 questions for students. Answers to those questions were mostly multiple choices that varied between a 5-degree Likert Scale or yes/no answer. Some questions of the surveys were repeated in the three categories so that we can compare answers obtained by the three categories and draw conclusions.

In the questionnaires of parents and teachers, the unanswered questions were excluded because of the comparative nature of their data analysis (i.e. public/experimental and private/language) while the NA questions in the students' survey were counted as missing due to the descriptive nature of the data analysis

Questions are designed and grouped in a way that reflects what the research questions are supposed to examine. For example, a group of questions entailed in the three questionnaires is meant to report actual practices of corporal punishment in schools. Another group of questions are designed to indicate the causes and effects of corporal punishment. Some questions investigate how the school administration deals with corporal punishment. Other questions test the student/parent awareness of current policy regarding corporal punishment and how they were informed. The general attitude of parents, teachers, and students is examined also in a group of questions and how they think it could be dealt with. Finally, a group of questions test communication between school and parents and how much the social worker is involved in student discipline.

Description of Qualitative Data Collected

In addition to the data obtained through the surveys' questions, other useful information was obtained from participants either by written comments and stories in the questionnaires or verbally through informal group discussions after answering the surveys. Some case studies and stories were told also by some participants who wrote their telephone numbers on the questionnaires to elaborate more on their experiences with corporal punishment.

This additional qualitative data added substantial value to the research and contributed greatly to interpreting survey results. Plus, it allowed us to obtain further information as to whether the roles of participants overlap such as a case where a teacher who originally worked as a social worker. This data helped us greatly to

understand those exceptional cases and provided a good chance of going beyond the survey data expected to be collected.

Limitations of the Study

Questionnaires were collected from top performing students from the LEAD program at AUC, which did not exempt them from being corporally punished at school. Likewise, surveys were collected from teachers trying to improve themselves through taking specialized courses at AUC and the parents' sample was mainly taken from parents who are trying to learn more about dealing with children in NGOs concerned with child rearing. So, the overall study sample does not identically represent the majority of the society because it reflects the best part of the targeted group; however, it gives us an alarming indication of current practices in most schools that need to be considered by policy makers and education leaders. Because the sample is biased in the direction of including students, teachers, and parents who demonstrate commitment to good behavior, any bias would likely be in the direction of reducing the stated levels of violence. Thus, the fact that this group reports high levels of corporal punishment only serves to underscore the problem's seriousness.

To avoid the likely bias and suspicion affiliated with this topic by any of the three categories, respondents were told that the surveys will remain totally anonymous and confidential. Because this topic is associated with emotions of fear, pain, and anger that one may not be completely willing to reveal, the purpose of the research was clearly explained to them and value of collecting accurate data was emphasized. To ensure the utmost confidentiality and anonymity of the data collected in the three

categories the consent forms that were supposed to be signed by participants were replaced by verbal consent along with explaining the purpose and significance of the study. The formal written consent was not a convenient option for this sensitive issue that the research addresses. To illustrate, one of the risk factors that could have been generated by the formal written consent is that first it would reduce the number of respondents who are willing to participate because it would threaten their security and make them refrain from participation. Second, those who would agree to participate with the formal written consent were potentially more likely to lie and adjust their answers in a way that reflects what *should be* done according to the policy statement rather than what *actually happens* in reality. For teachers, the privacy and anonymity of the surveys have been ensured through excluding the formal written consent and keeping it verbal and informal consent to encourage them to answer the questions accurately and to eliminate the risk factor of having their information reported to their school administration or other teachers, the MOE, or the police. To avoid the lack of accuracy and credibility of teacher's answers to some questions if they themselves are offenders, the survey questions are formulated with the least tone of accusation. Thus, to help them speak frankly, most questions are designed to ask about what "other teachers do" rather than what "you do".

When it comes to parents, another cultural limitation would emerge mainly with parents whose children are in public schools, because we are addressing respondents from relatively low social class who may not themselves be very well educated. For example, when the surveys were first piloted, most parents whose children are in Arabic schools were found to be illiterate and could not read the

survey; hence, they were excluded. Those remaining who could read and write were not familiar with surveys although they were translated into Arabic. Such people tend to think of signing any paper as a threat to them and since they represent an essential part of the research in order to measure this phenomenon in public schools, obtaining verbal consent became the only option to suit their cultural and social background.

Similarly, students graduating from Arabic public schools who were in their first or second grade were reluctant to be involved formally by writing their names on any information they reveal or would give false information to avoid being exposed to any future trouble. Thus, the formal written consent could have obviously affected negatively the quantity and the quality of the research findings which is why a verbal consent was the best option for all classes in our case to ensure confidentiality, anonymity and obtain the utmost credibility of the research findings.

Another limitation is that due to the long time for permissions to survey schools and inaccurate answers expected to be obtained if surveys are to be conducted in schools, the option of surveying teachers in schools was not possible for this research. Instead, collecting information from teachers was completed through cooperation with instructors in courses dedicated for teachers at various institutions such as AUC including TEFL, TAFEL, and SCE courses and some other educational centers. This allowed the researcher to avoid the long procedures of obtaining permission from MOE and better ensured the credibility of data through maintaining the anonymity of the school. It was found that most of the teachers in such courses were teaching in private schools. Thus, whereas the original intent was to measure

corporal punishment in public schools, the difficulty in reaching teachers working in public schools resulted in a sample combining teachers both from public and private schools. Similarly, because most parents whose children were found to be mainly from low social classes that are illiterate or not well-educated, they were relatively scarce among those found in courses dedicated to child rearing, and the sample of 100 parents was also not exclusively drawn from parents enrolling their children in public schools. However, the students' surveys remained only from public schools because they were easily found in the LEAD program at AUC. Therefore, students are coming from various governorates all over Egypt and perhaps poor areas also while teachers and parents are from Cairo only which would make the comparison more complicated.

Chapter 5

Data Analysis and Findings

Data Analysis

The data collected through questionnaires was analyzed using the Statistical Package for Social Sciences (SPSS) from the 300 observations representing a sample of 100 from each category; that is, parents, teachers, and students. The data will be discussed according to the sequence of the research model and the research questions. First, an investigation of how widespread is CP in school will be presented. Second, the impact of both administrative acceptance and social acceptance on CP will be investigated. Third, the effects of CP on students will be explored to judge whether CP is an effective means of discipline.

The percent of corporal punishment of children as reported by their parents is 96% for public/experimental schools and 58% for private/language schools. The difference between answers obtained by the two school categories is highly significant ($P\text{-value} < 0.01$) which means that parents from public schools reported using CP more than those from private schools. The percent of teachers stating that they apply CP in school is 96% for public/experimental schools and 54% for private/language schools. The difference between answers obtained by the two school categories is significant ($P\text{-value} < 0.01$) which means that teachers in public schools use CP more than those in private schools. Students who confirmed practicing CP in their schools represent 97% for public/experimental schools only (Figure 2). The data

analysis interpretation reflects how CP is widespread among schools as reported by parents, teachers and students and shows that CP is being much more used in public schools than private schools.

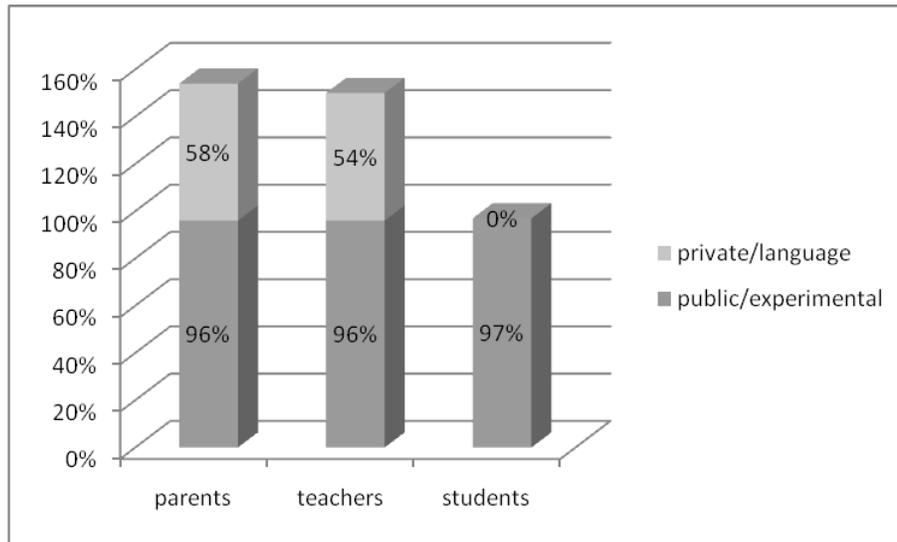


Figure 2: CP rate as confirmed by parents, teachers, and students

Administrative Acceptance and Corporal Punishment

The data analysis concerning communication between the school administration and parents reflects the poor standard of communication. A large majority of parents – 76% in public schools and 82% in private schools reported that the school had never summoned them to discuss their child’s performance or misbehavior. The difference between answers from public and private schools is not significant (P-value = 0.33). Parents from private schools also clarified that their children do not cause trouble in class so teachers do not have to contact parents frequently. This may also explain the insignificant difference (P-value = 0.15) in answers obtained by teachers in public and private schools on how many times they contacted parents during the past academic year (figure 3). However, the

communication rate can be judged better through regular meetings held by the school (figure 4). For 62% of parents from public schools versus 30% of parents from private schools confirmed they were never contacted to attend a meeting by the school (p-value = 0.01). Further, parents from public schools added personally that those meetings are made to discuss school renovation to collect donations from parents. Hence, most parents ignore the school's invitation for a parents' meeting.

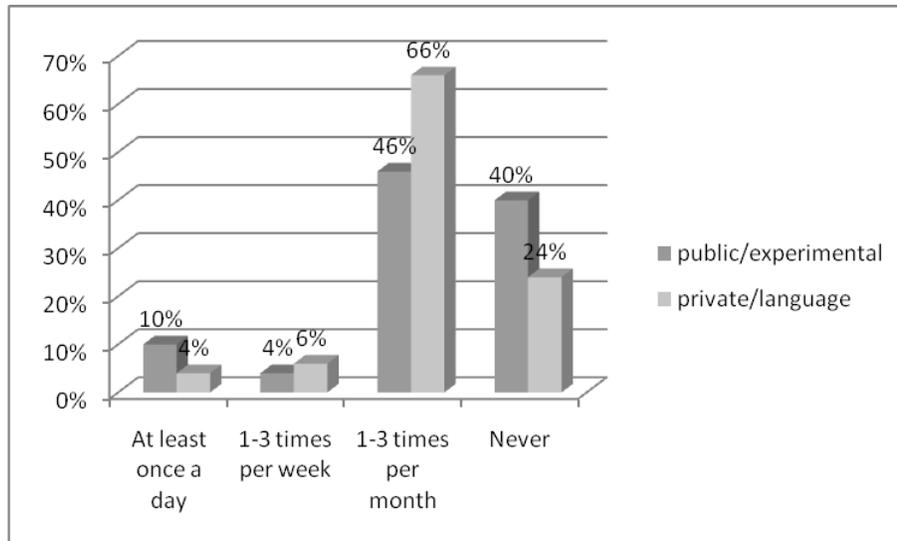


Figure 3: teachers' answers to the question of how many times they called for the students' parents within the past academic year

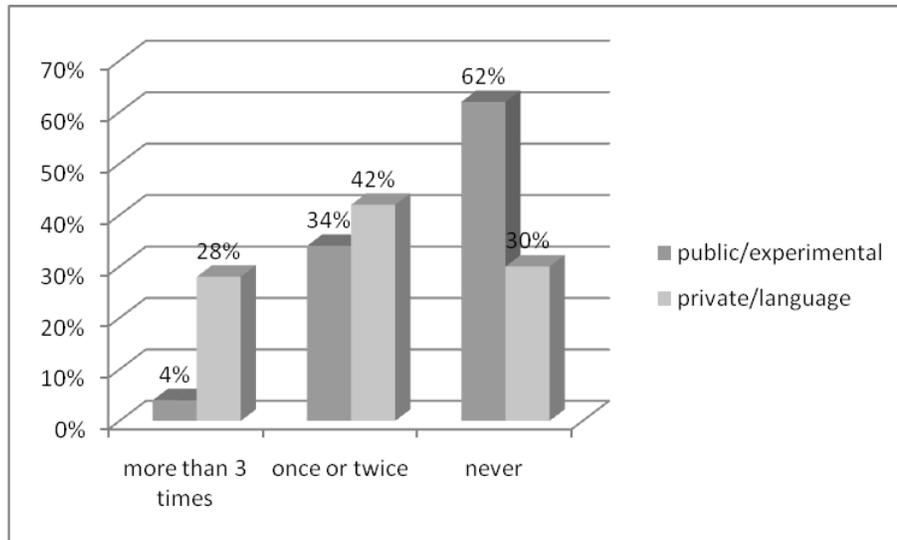


Figure 4: parents' answers to the question of how many times they were invited by the school to attend parents' meeting during the past academic year.

Concerning how the school administration deals with parents' complaints about corporal punishment applied to their children, 50% of parents in public/experimental and 33% in private/language schools reported that the school never penalizes teachers in response to their complaints. Plus, 45% of parents in public/experimental and 17% in private/language schools replied "very often" to the question of whether the school would favor the teacher, with an approaching significant difference (P-value) of 0.09 (figures 5 & 6).

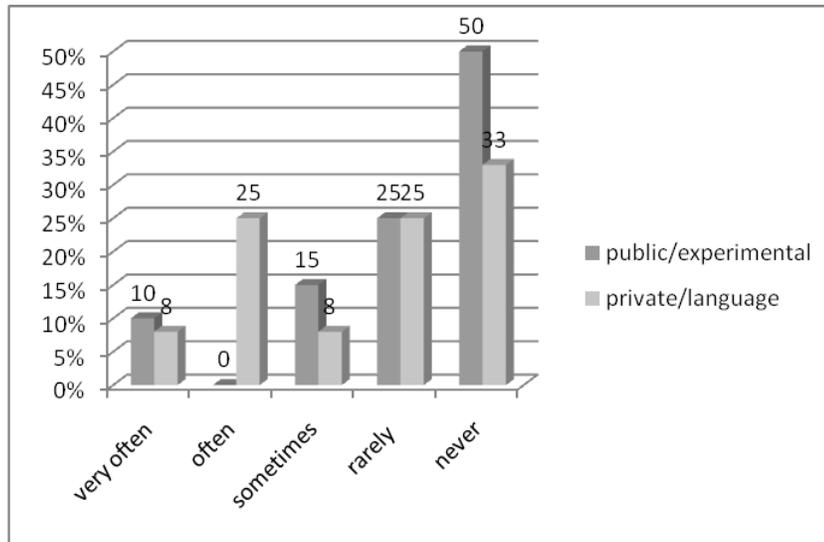


Figure 5: parents' answers to the question if the school applies sanction on teachers who corporally punish their children

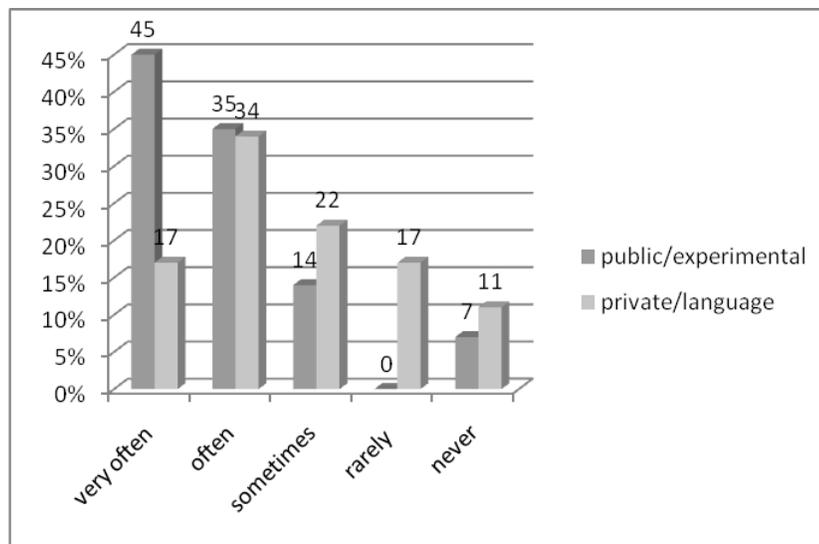


Figure 6: parents' answers to the question if the school favors teachers who corporally punish their children

This rate denotes an obvious failure from the school administration to enforce policy concerning corporal punishment. This lack in penalizing teachers could be one of the reasons why some parents refrain from reporting.

Moreover, 71% of the students reported that the school principal or vice principal applied corporal punishment themselves on other students which may account for their failure to apply legal sanctions on teachers for the same practices (figure 7).

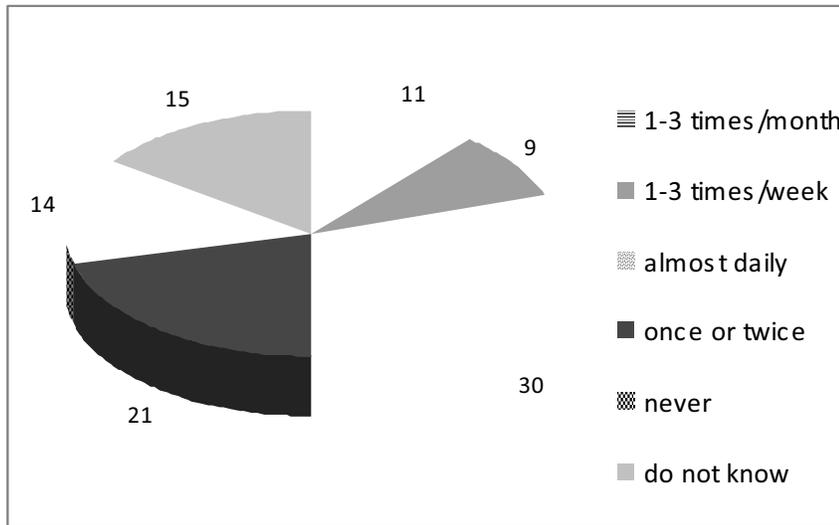


Figure 7: students' answers regarding how frequent the school principal or vice principal apply CP on students

Concerning the role of the social worker, it was rated by 88% of teachers from public/experimental schools and 84% of teachers from private/language schools as the second effective means of discipline after informing parents (Figure 8 and 9).

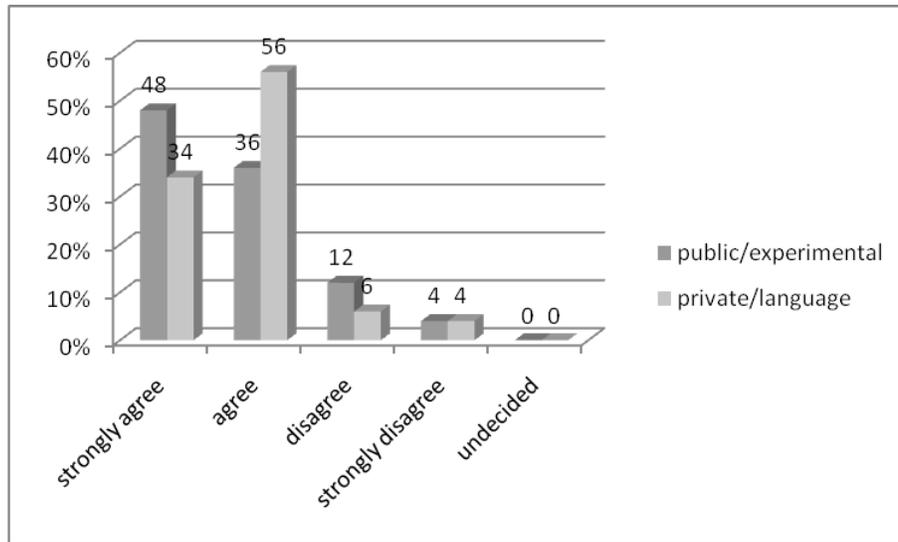


Figure 8: teachers' answers to the question if they think of informing parents as an effective means of discipline

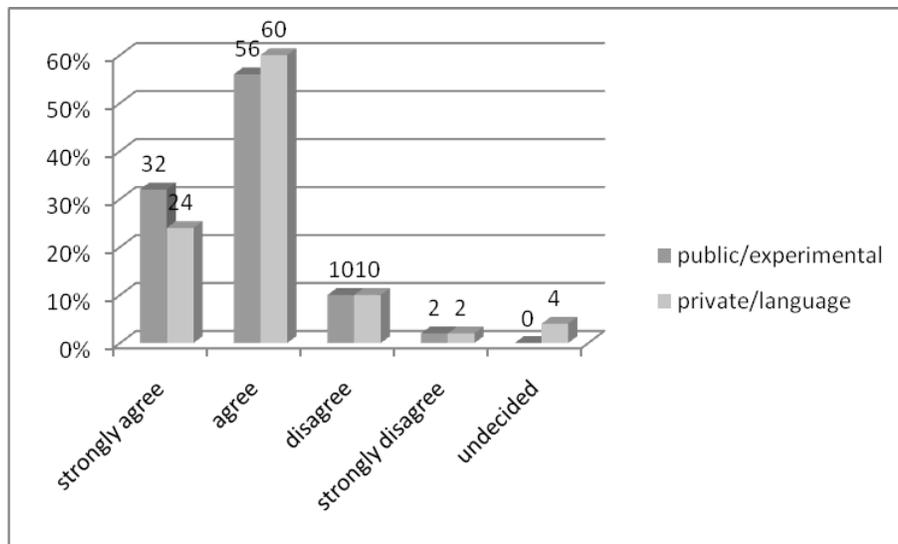


Figure 9: teachers' answers to the question if they think of sending the students to the social worker as an effective means of discipline

This could be hypothetical because it was contradicted by the students' answers to the question if teachers send other students to the social worker. This is due to the high significant difference ($p < 0.01$) between students' answers of almost daily, often, and sometimes, rarely, never (figure 10). Students clarified personally that teachers send students to the social worker to receive even more physical punishment not to

solve their problems or talk to them. Thus, the social workers also apply even harder CP on students.

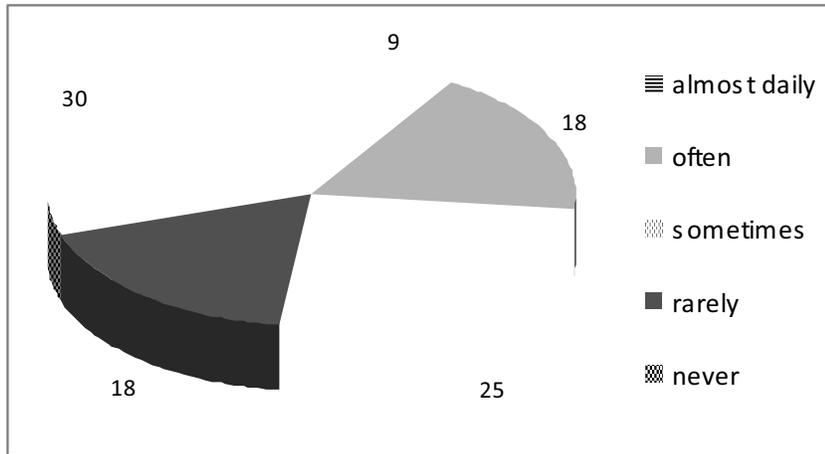


Figure 10: students' answers to the question of how frequent teachers send students to the social worker in their school

Plus, data indicates moderate initiation from parents to resort to the social worker in reaction to corporal punishment with an insignificant difference (P-value = 0.13) between the two school types (figure 11).

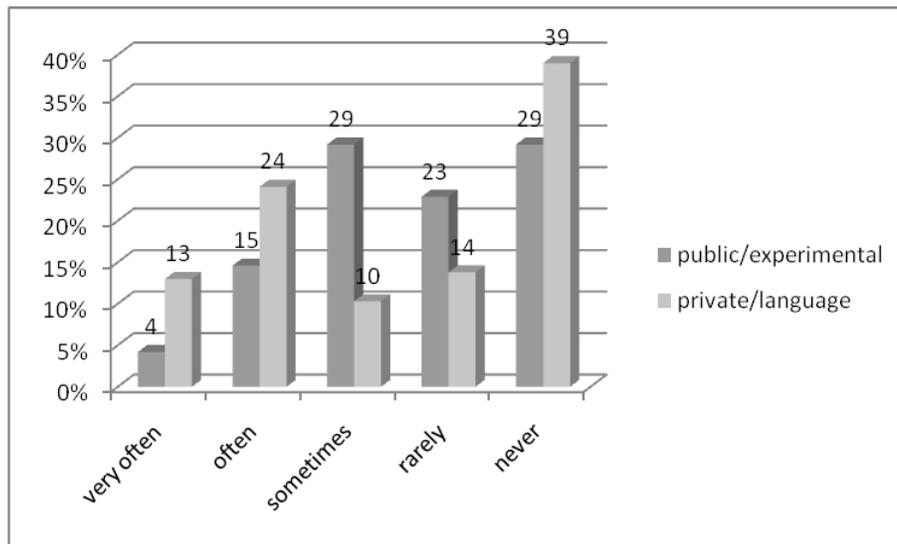


Figure 11: parents' answers to the question if they would talk to the social worker when their children are beaten at school

When it comes to teachers' past experiences with CP, data shows that most teachers were exposed to corporal punishment in schools when they were children with no significant difference (P-value = 0.17) between public and private schools (figure 12).

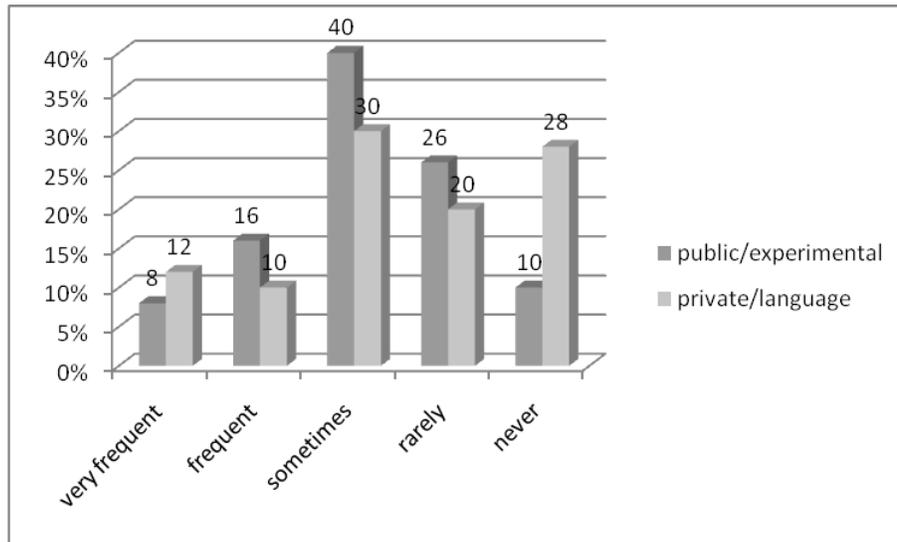


Figure 12: teachers' answer to the question of how frequent they were beaten at school when they were children

Social Acceptance and Corporal Punishment

The data analysis regarding parents' use of corporal punishment at home accounts for 72% for public/experimental and 42% for private/language as shown in figure 13 with high significant difference (P-value = 0.002) between parents whose children in public/experimental school and parents whose children are in private/language school. This difference conforms to what some teachers from public schools stated that children who were physically punished at home, would not behave well in schools unless they are beaten.

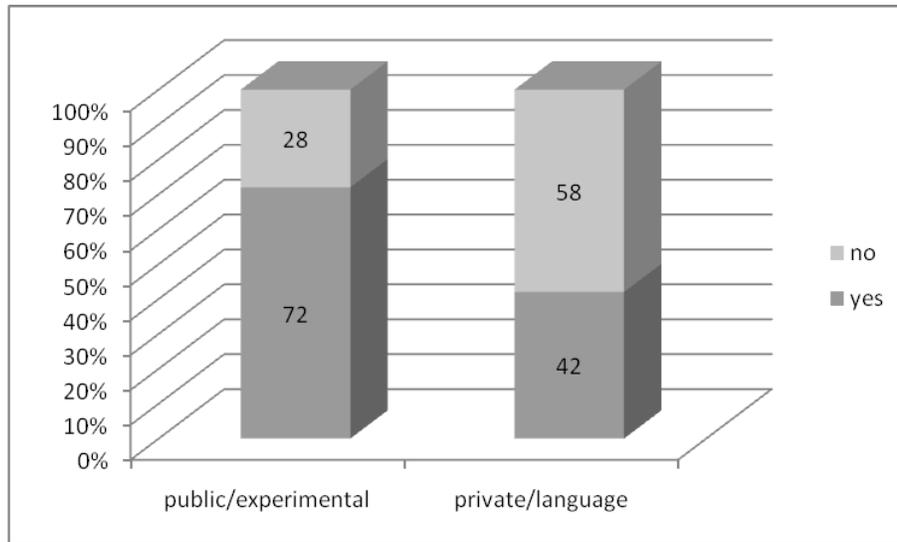


Figure 13: Rate of parents applying CP at home on their children

It is noted that 84% of parents from public/experimental school and 68% for parents from private/language school were exposed to corporal punishment when they were children at home with low significant difference of P-value=0.10 (figure 14).

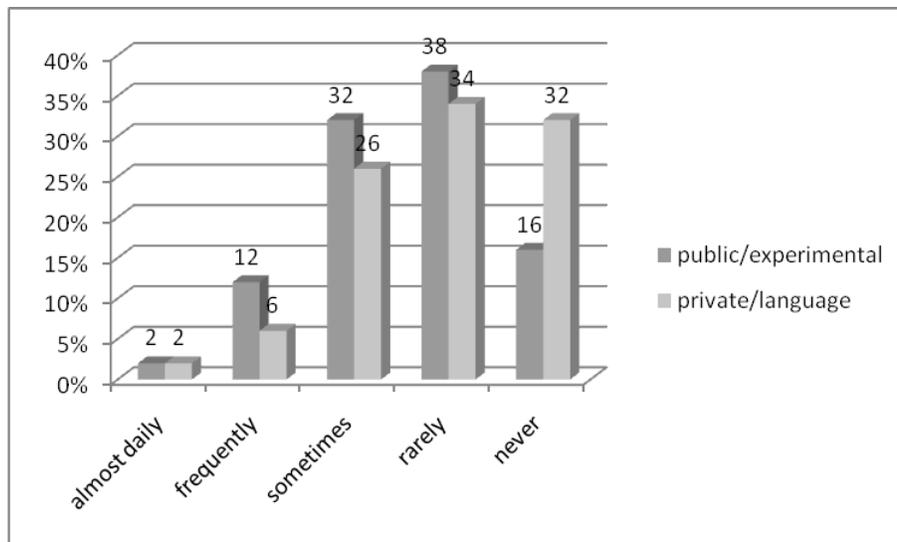


Figure 14: Parents' answers to the question of how frequent they were beaten at home when they were children

Regarding parents' general attitude towards the use of corporal punishment in school, it is clear that parents whose children are in public/experimental school

disapproves of CP in school less than parents whose children are in private/language school although $p\text{-value}=0.17$ which is not significant (figure 15).

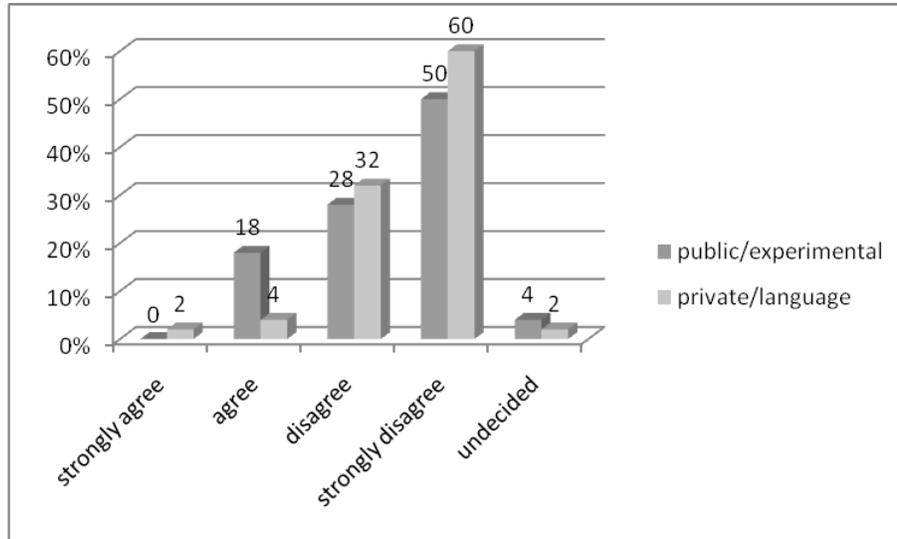


Figure 15: Parents' answers to the question if they agree to use CP in schools

It can be inferred also that teachers working in public/experimental schools showed higher approval rate of the use of CP than teachers working in private/experimental schools (figure 16).

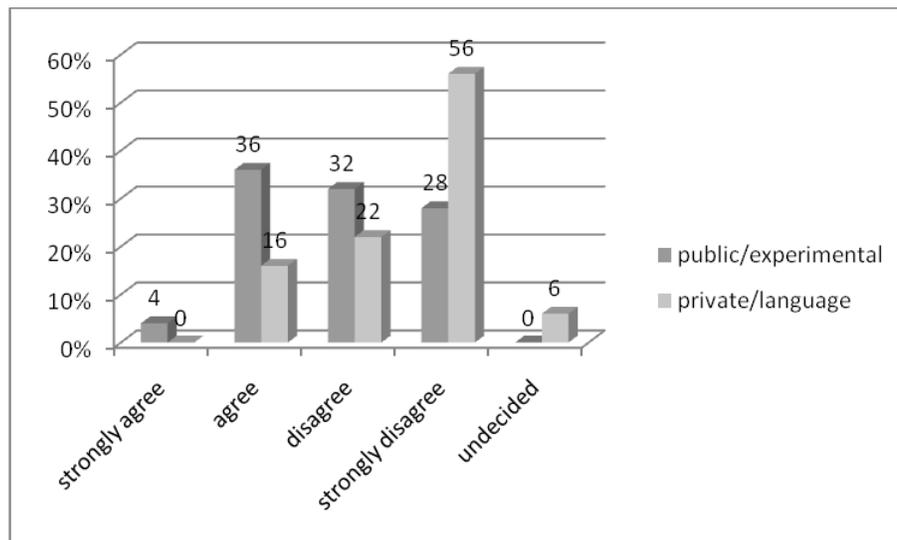


Figure 16: Teachers' answers to the question if they agree to use CP in schools

Considering how parents and students were informed that CP is legally forbidden, data analysis shows that the primary channel of informing parents and students is TV or newspapers (70% and 55% respectively) whereas the percentage of parents and students who learned about current policy through information provided by the school is 8% and 1% respectively (figure 17). In other words, the school administration is hardly involved in informing parents and students about education policies and takes a passive position in raising awareness.

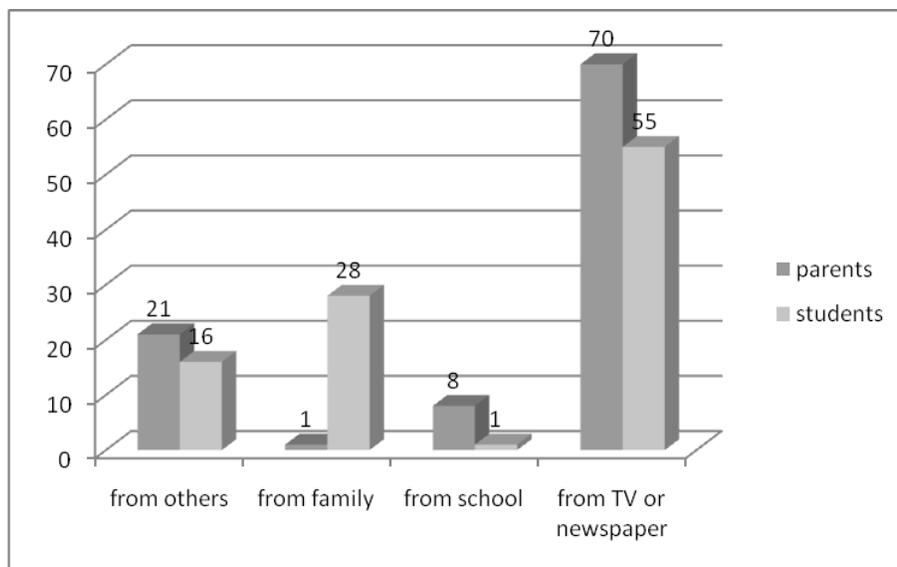


Figure 17: parents and students' answers to how they were informed that CP is forbidden

The question whether or not parents actively report CP incidents applied to their children reflects no significant difference ($p\text{-value}=0.93$) between parents from public and private schools because 59% of parents (private) versus 60% of parents (public) reported that they never submitted a complaint to the school administration (figure 18). Nevertheless, we can not blame parents for being passive in reporting because their attitude could be highly influenced by the school's passive reaction to other parents' complaints.

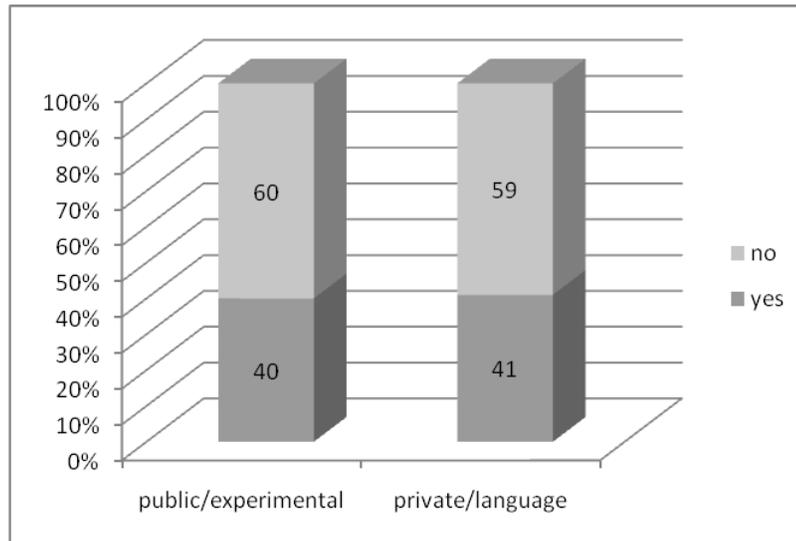


Figure 18: parents' answers if they ever reported CP incidents applied to their children

Is Corporal Punishment an Effective Means of Discipline?

With regard to the consequences or outcome of using corporal punishment, 50% of the students asserted that they never respected teachers who beat them (figure 19). This contradicts the traditional assumption that CP maintains the teacher's respect.

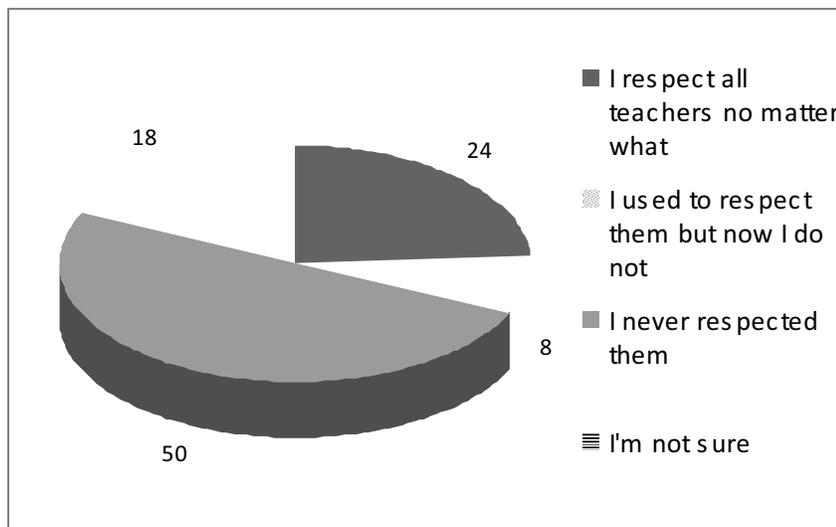


Figure 19: students' answers on how they tend to think of teachers who used to beat them

Considering the effects of CP on student performance, 83% of parents (public schools) and 90% of parents (private schools) disagreed that CP helped their children perform better with a significant difference of 0.05 in parents' answers of strongly disagree and disagree between public and private schools (figure 20). For teachers, 54% of teachers (public) and 74% of teachers (private) with no significant different (P-value = 0.45) disapproved of the CP role in helping students perform better (figure 21).

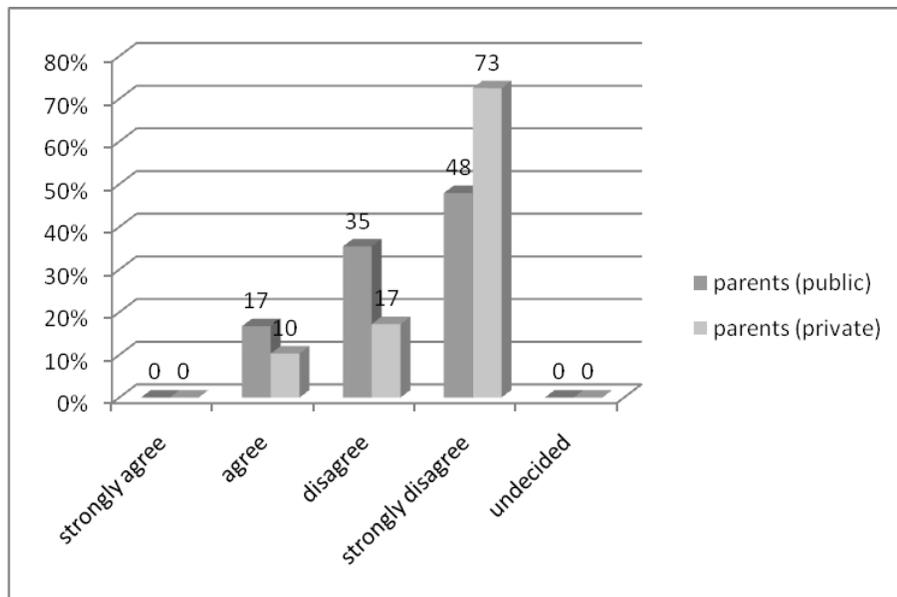


Figure 20: parents' answers to the question if CP helped their children perform better in class

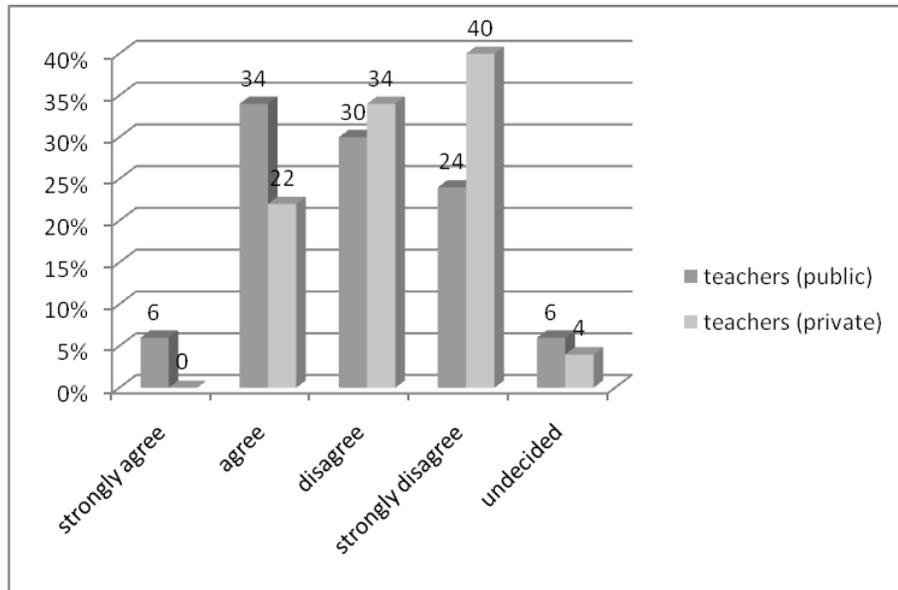


Figure 21: teachers' answers to the question if CP helped students perform better in class

Regarding the impact of CP on correcting students' misbehavior, 80% of parents (public) and 82% of parent (private) disagreed that it corrected their children misbehavior with approaching significant difference of 0.008 (figure 22). For teachers, 46% of teachers (public) and 62% of teachers (private) disagreed that CP corrected students' misbehavior with high significant difference of 0.01 (figure 23). The overall data tells us that teachers use CP more frequently to reform students' misbehavior rather than helping them study well.

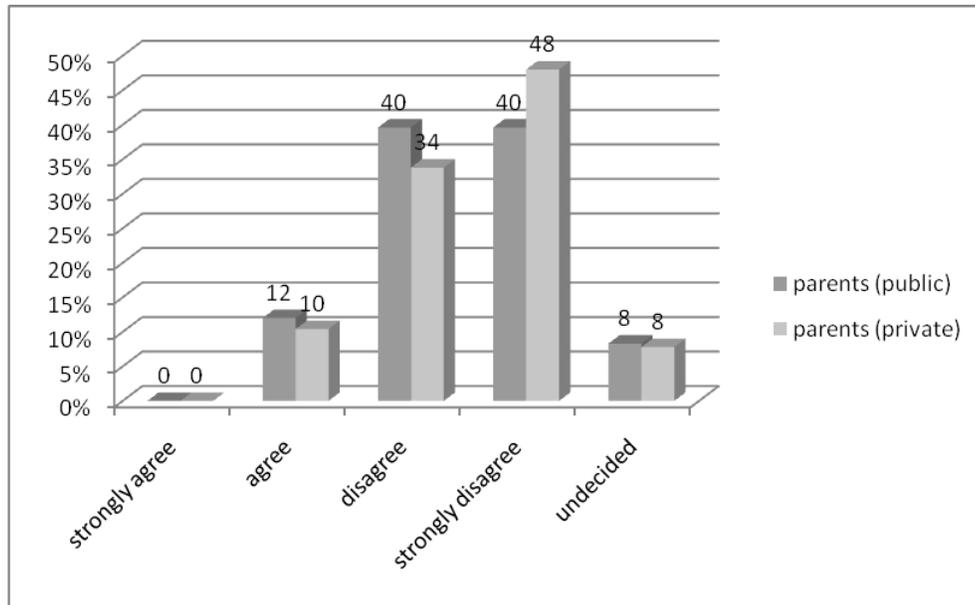


Figure 22: parents' answers to the question if CP corrected their children misbehavior in class

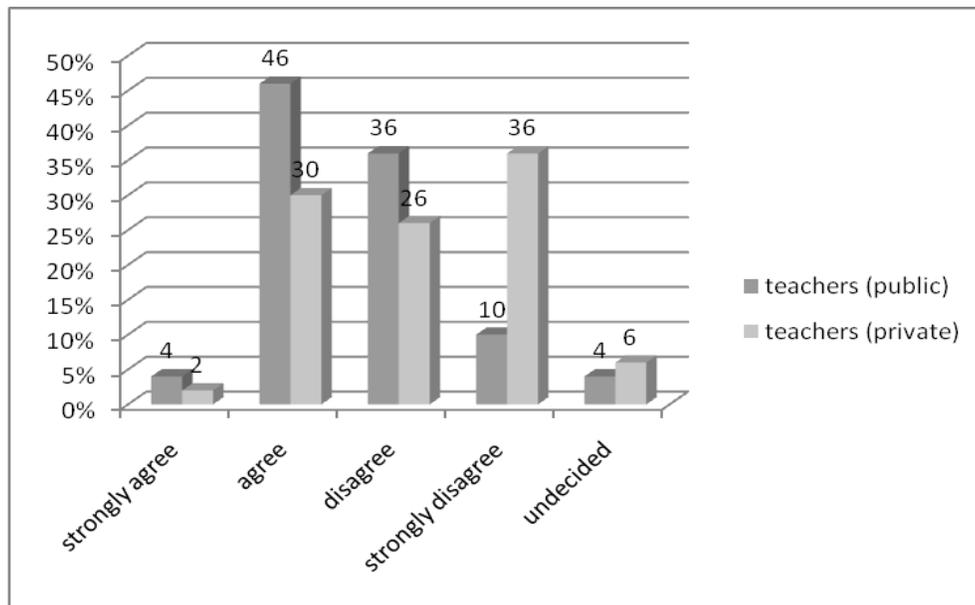


Figure 23: teachers' answers to the question if CP corrected students' misbehavior in class

From the students' viewpoint, 84% contradicted the idea that CP helped them improve their performance and 80% of the students disagreed that CP corrected their misbehavior. Apart from the fact that CP does not help students perform better nor help them behave well in class, other effects for CP was reported by the students in

the sense that 58% reported that CP made them dislike the school, 73% stated that CP made them hate their teachers, 73% asserted that CP made them challenge their teachers, and 85% confirmed that CP made them angry a lot (figures 24)

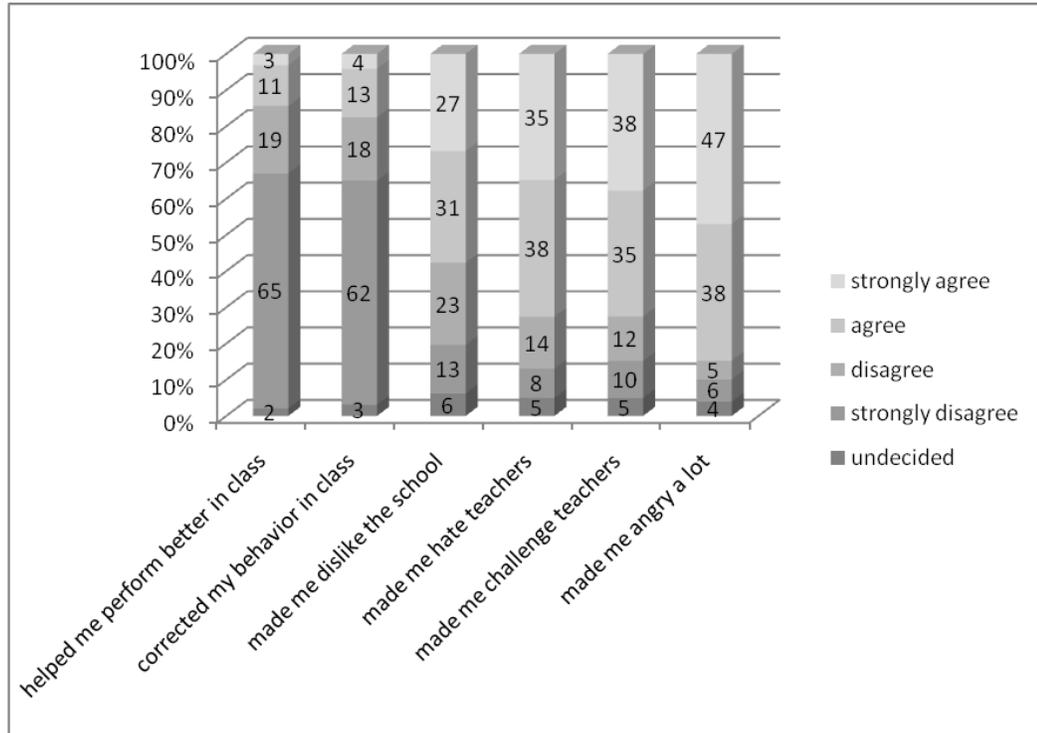


Figure 24: students' answers to the question of how CP affected them

As we have seen how CP is notably practiced more in public schools than private schools, data proves higher violence rate practiced by the students in public schools than private. For 68% of teachers from public schools while 32% of teachers from private schools reported acts of destroying the school assets by students at a high significant difference of $P < 0.01$. The data tells us that the high rate of CP in public schools versus private schools is followed by higher rate of violence practiced by the students in public schools compared to students in private schools. Students in public schools also exhibited less commitment than those in private schools. For 75% of teachers in public schools versus 50% of teachers in private schools reported that they

beat students for talking behind the teachers' back at a significant difference of 0.029. Some students disrupt the class by talking or playing as reported by 84% of teachers in public schools and 58% of teachers in private schools at a significant rate of 0.005. Students attacking other children were reported by 75% teachers from public schools versus 48% teachers from private schools with high significant difference of 0.005.

To study the correlation between CP practiced by teachers and rate of violence from students, we construct an index representing the rate of violence from students' answers. This index is constructed by adding the response of the different questions (simple weights index). Then we computed the simple correlation coefficient using two measures; the Pearson correlation Coefficient and the Spearman correlation coefficient. We got the following results in table 1:

Table 1: Correlation between CP and students' violence

Coefficient	Value	P-value
Pearson	0.429	0.00
Spearman	0.423	0.00

It is apparent from the results that the correlation coefficient is highly significant at 5%. The value of 0.423 means there is a moderate and positive relationship between the two variables. This means that the more the teachers practice CP, the more the student practice violence in schools.

Qualitative Data Analysis

In addition to the data collected through the surveys, some students shared verbally and in writing on the surveys their personal experiences and views on corporal punishment. Some students stated that they were unfairly beaten for many reasons unrelated to their behavior. For example, if a student made noise or a mistake and the teacher could not tell who it was, the teacher might beat the whole class justifying this act by common slogans such as "*al mosawah fil zolm adl*" which means equality of oppression is fair; another slogan is "*al hassana takhoss wal say'a ta'om*" which means a student who acts well, will be rewarded individually and a student who acts badly will cause the whole class to be punished. In another case narrated by a student, the teacher told the class before an exam of 50 points that whoever misses a point, will be paddled on hands as many times as the points missed. That means that only those who got a perfect final grade would be exempted from physical punishment, but nobody could get 50 out of 50. The student who told this story added that she was paddled 15 times on her hands by mistake because the teacher miscounted her overall exam grade. In a second case, a student was not well-seated while the teacher was talking to him and the teacher slapped his face accordingly. As a result, the student brought his elder brother the next day to beat the teacher after the school ended.

Concerning the social worker's role in the school, students stated that a teacher sends a student to the social worker to receive even harder physical punishment not to talk to them or solve their problems. It conforms to what some teachers stated that they consider it a failure from their side to deal with students if they send a student to the social worker. Plus, some of the teachers surveyed were originally hired as social

workers but then they were given subjects to teach such as Arts, Music, and Religion or any other subjects because the school lacks teachers in these subjects and the social workers do not have enough work to do if they confine themselves only to the social workers' tasks.

A group of teachers that I interviewed justified the high use of corporal punishment in public schools versus less use of corporal punishment in private schools by the social, cultural and economic background. In other words, a child who used to be beaten at home to behave well before entering school, will not behave well at school unless they are beaten. Traditionally, parents from higher social classes are not accustomed to using physical punishment in child rearing and usually send their children to private or language schools that they can afford financially. The opposite applies; parents from lower social classes use physical punishment more frequently in child rearing and usually send their children to public schools due to their low income. This is how means of punishment at home determines means of punishment at school in the view of teachers as respondents. Further, the facilities provided by private and language schools attract children and give them an incentive to behave well so as to maintain the benefits they enjoy. On the contrary, punishment and humiliation of the public schools drives children away and make them indifferent to the consequences of their bad behavior which accounts for the high rate of skipping class or dropping out from public schools compared to private schools. Other teachers justified the use of corporal punishment by the fact that they are not trained during their study time at the faculty of education on convenient means of punishment and they started using corporal punishment since they were trainees in schools before graduation. This is consistent with what some students said that trainee teachers use

corporal punishment even more than usual teachers because they do not have any other tool of authority on students than the use of force.

Concerning communication between teachers and parents, teachers confirmed that some parents extremely favor their children; others think it is the teacher's job to deal with the student, and other parents ask teachers to beat their sons especially when they are in the secondary school. On the other hand, a lot of parents mainly from public schools who confirmed that the school administration summons them to attend parents' meeting, reported that the school administration would rather discuss budget deficits to collect donations from parents to promote the school conditions. As a result, most parents do not care to attend such meetings.

Chapter 6

Implications of the Findings and Recommendations

This study shows that CP is widespread in schools especially in public schools. This failure of implementation was mainly attributed to administrative and social acceptance. We will consider in this chapter how to reduce the gap by dealing with factors involved. We presented earlier what strategies have been adopted in other countries to enforce the ban of corporal punishment. In this section, we will develop a professional approach to correcting student behavior that best suits the Egyptian context as a strategy for combating corporal punishment in schools, as well as specifying alternatives to corporal punishment.

Generally, policy enforcement cannot be the responsibility of one single party. Rather, all entities and organizations involved in policy making and policy implementation should collaborate to successfully reduce and then eliminate corporal punishment from schools to achieve the best interest for the child. Traditionally, the Ministry of Education represents the policy makers in terms of education legislation and policy formulation; however, empirical experience shows a critical need for other entities and organizations concerned with child rights to intervene with new programs for child protection that work in accordance with the ministry's policy. To develop an approach to combating corporal punishment in schools in Egypt, other strategies that have been successfully implemented by other countries should be taken into account and assessed with relation to the Egyptian context. In this respect, the following

proposed approach would reflect a combination of other countries' experiences in combating corporal punishment with regard to the general atmosphere in Egypt.

To start with the school-based factors, professional programs designed by specialized NGOs such as Save the Children and UNICEF should be introduced and supported by the Ministry of Education. As discussed previously in the literature review section, the model of the child-friendly school presented by the UNICEF in Australia and the Eastern Caribbean; could be adopted and piloted in Egypt also. The pilot already implemented by Save the Children in Alexandria demonstrates a way forward in this regard.

The practical experience of the latter project demonstrates that even successful projects cannot avoid going through the long path of bureaucracy in order to scale up their approach. There must be full awareness that policy enforcement will not be attained without providing required facilities that accelerate program initiations by entities and organizations assisting in policy implementation. This would also facilitate scaling up these programs. With reference to the UNICEF module, the schools where the program is being piloted should be labeled with a different name like "child-friendly school" to distinguish them from regular schools, just as experimental public schools are distinguished from regular public schools. As explained above, the project is in need for proper financial support to continue as it relies heavily on external donations.

One approach to overcome the budget issue, might be to allocate part of the education budget to finance these programs as long as the final outcome would be directly associated with developing education system in schools. Data findings and other studies indicate that eliminating CP from schools will require the MOE to spend some money as a partial step to develop education. This budget allocation would not exceed the cost required to give annual training to teachers, social workers, and school principals along the lines of the annual training for schools in preparation for the annual school contest sponsored by the USAID.

Along with budget redistribution, the mass media could play a pivotal role in announcing to the public the need for donations. In the past, media advertising was exclusive for businesses but the role of media has expanded to support national plans to overcome domestic issues such as female circumcision and to collect donations such as for the child cancer hospital. Similarly, violence against children should be adopted and presented to the public in the same way to stimulate public participation in reducing the rate of corporal punishment and foster big companies' financial contribution to implementing successful official programs. Due to the increasing recognition for the role of civil society in development, multinational companies are expected to adopt such programs to ensure their corporate social responsibility, gain public recognition and promote their products indirectly.

Another possible sub-strategy is to ally efforts among NGOs working towards child protection to avoid redundancy of work and to make full advantage of experiences of previous analogous programs. The MOE would steer the role of NGOs

though hiring a coordinating committee to assist NGOs in launching education programs to monitor, guide, and coordinate effort and, actions taken, report progress and forestall potential problems.

At the school level, **the role of social workers** in schools needs to be activated to match what is stated in their job description. In other words, a social worker would represent a mediator or facilitator between students and teachers in order to supervise the relation between them, sustain policy enforcement, report policy violation cases, and investigate students' learning and behavior problems so as to solve them. In order to add this dimension to the social workers' job, they should be empowered by the ministry and receive professional training through specialists in NGOs concerned with education and learning processes. Activating the social worker's role this way would take from the teacher the burden of correcting students' deviant or violent behavior and the role of teacher would be exclusively for teaching and reporting the students' progress to their principals. In order to empower and activate the social worker's mission in monitoring policy enforcement and reporting policy violation, they should report directly to the Ministry of Education. So, instead of having a general inspector who comes to school once or twice per semester to evaluate teachers' performance in class and make sure that everything is going well, with the social worker's assistance, the whole school would be consistently committed.

With regard to the teacher, it is obvious that most teachers lack proper qualifications as indicated in previous sections. The process of qualifying teachers and

continuing their development should start at early stages. To start from scratch, teachers should be acquainted with alternatives to non-violent disciplinary techniques and behavior-management techniques early through the faculty of education where they first learn the basics of teaching. The two years of training they spend in schools before graduation would be an appropriate venue to practice those techniques and discuss with their professors the challenges they face. Later, upon actual recruitment, they ought to receive regular training by the ministry or specialized NGOs as part of a piloted program. Teachers who exhibit commitment and excellence in such training could be awarded a professional certificate from a reputable educational organization. As a necessary complement to the promotional and training programs, there should be a well-developed deterrent policy for teachers who still use corporal punishment despite training. Depending on the size of policy violation, the sanction policy would state that those teachers would for example have a permanent mark in their career file, have delay in their promotion, or be prevented from receiving any kind of usual incentives.

Considering disciplinary techniques, educators need to find means of punishment that are not degrading or humiliating to students to communicate a message to the students that it is the misbehavior that is being punished not the student himself. One of the most proactive means of discipline is “Meaningful Work” which curbs the student’s misbehavior through assigning tasks to them such as raising the flag for a while, helping out in the school’s cafeteria or any other tasks that require physical effort. This strategy is apparently one of the best ones because ostensibly it incurs punishment but actually it satisfies the student’s need to feel important by

doing something useful. Another example proposed as an alternative to corporal punishment is to increase the time spent on doing school-related tasks such as by giving extra homework. In-class time outs also would be a good alternative technique which aims at temporary isolation for the student from the class to give them a chance to calm down and rethink his or her mistake. Additionally, the student could be punished through depriving his or her from participating in any of the school's activities or from taking a break. Finally, there could be a daily progress sheet for each student where teachers can take notes of the student's misbehavior. This sheet would be sent daily to the student's parents to involve them in reforming the student's misbehavior and keep them updated with the student weaknesses. In cases where none of these approaches work, suspension for some days could be used as a punishment resulting in expulsion if the overall numbers of suspension days exceeded a maximum number.

Apart from finding alternative disciplinary techniques to corporal punishment, rewarding techniques needs to be presented equally to students not only to those with the highest grades but also to well-behaved, best committed, and talented students. This is because some students would not be good or behave well unless the school gives him/her positive reason to be so.

To create a more positive environment overall, the schools should periodically organize activities such as football matches and occasional trips for students to absorb their energy and enjoy a better learning atmosphere. Exceptional students in any of the categories above could be granted tickets to free trips,

recommended to win monthly prizes, or honored by posting their names in the schools' newspapers or bulletin board. To ensure that the process of student evaluation would be fair and bias-free, there should be a clearly announced system for gaining and losing points in each student's "evaluation card" in terms of students' behavior in class, obedience to teacher, respecting classmates, participating actively in class, punctuality, and commitment to the school policy versus aggressive behavior, disrupting the class, disobeying teachers, and violent acts. There must be clear criteria written and announced to students and their parents regarding the school policy in adding points to reward a student versus subtracting points as a sort of punishment. The overall reward system should be based on the students' progress in obtaining points rather than simply maintaining a high score without remarkable progress. The accumulative nature of scores gives students a reasonable incentive to sustain progress and reduce misbehavior in order to gain as many points as possible. Conversely, losing points for students or depriving them from participating in general activities or trips organized by the school, would represent a non-violent disciplinary tool and discourage students from acting disruptively in class.

Now that we have presented some recommendations to overcome the school-based factors causing CP in schools, we will now discuss how to overcome the family-based factors. To combat family-based factors, more effort should be exerted to raise parents' awareness of the CP damage done at home and encourage them report their children's exposure to CP at school. Considering family-based factors, as we indicated in our model, family acceptance of their children being corporally punished in school, beating them at home, or refraining from reporting is part of the

reason why it is widely practiced by teachers. We cannot eliminate corporal punishment from schools while parents still use it at home because parents' approval of corporal punishment would destroy the school's new techniques for discipline and because the school is part of the general culture of the society. Hence, if we want to alleviate corporal punishment in schools, we need to change the social attitude towards it through intensive efforts to raise awareness of child rights to protection, current policy implications, the negative consequences in the long run for using corporal punishment as a tool for discipline, and the right course of action to be taken to report corporal punishment incidents.

In principle, NGOs such as organizations working in child rights, mass media like TV and newspapers, and religious organizations play an important role in raising awareness. Raising awareness should take the first place in the agenda of any program piloted by NGOs just as we referred above in discussing the project of Save the Children. One suggested strategy is to schedule regular meetings and information sessions between the school administration and parents to change the ideology of corporal punishment and agree on better means of discipline. Practically speaking, raising awareness was one of the most important prerequisites for many other countries to embark on eliminating corporal punishment, as seen in such examples as Jordan and Bangladesh. Accordingly, it is not enough to depend on one entity to accomplish this task but various types of civil society organizations should be employed to serve the same purpose. For example, TV represents one of the most popular sources of information to the majority of people and TV commercials can be effectively used as a tool to maintain child protection and security, and report abuses.

One of the attempts that we noted earlier in this respect was the Child Help Line or hotline 16000 in 2005 piloted by NCCM which is hardly known or used by the public at present; however, commercial campaigns should go beyond just reporting to informing people about child laws and policies, developing societal approach against child violence, and highlighting the damages associated with corporal punishment.

It should be noted also that religious communities such as churches and mosques can be used to back the general approach of eliminating violence against children and emphasize child's dignity. The religious speech in Egypt has a direct impact on people's behavior through religious institutions, universities, schools, books, internet sites and TV channels. People tend to think of any societal practices that are not religiously forbidden as being automatically allowed until it is labeled “wrong” in religion. So, having religious leaders communicate to people that the use of corporal punishment against children should be banned altogether just as the case of Mauritania, would greatly assist in changing people's thoughts and behavior towards children.

In addition to increasing public awareness, there must be a way to restore the trust of parents in the school administration. As data shows, a large percentage of parents believed that the school administration would defend teachers most of the time and doubt that any legal action will be taken if they report corporal punishment cases. This notion should be changed through the school's justice in applying legal sanctions on teachers in response to parents' complaints though encouraging parents to report such incidents and specify the right course of action to be taken.

To sum up, no single entity can enforce a policy that bans corporal punishment, rather all civil society organizations, large business, and the Ministry of Education should collaborate to combat this phenomenon. Action is needed both inside the school by reforming the school administration and building up capacities, and outside the school by changing social attitude towards the use of corporal punishment on children.

Chapter 7

Conclusion and Future Research

The research findings proved a positive relation between administrative acceptance and the use of corporal punishment in schools in the sense that school administrators themselves practice corporal punishment. Moreover, they deal passively with parents' complaints, do not communication with parents, hardly apply sanction on teachers violating law, and have failed to activate the role the social worker. The research findings also proved a direct relation between social acceptance and the use of corporal punishment in schools in terms of practicing corporal punishment at home with children, poor follow up with the school, approval of corporal punishment in school, and refrain from reporting actively their children exposure to corporal punishment.

It can be concluded also from the research findings that corporal punishment is not seen by most parents or teachers as an effective means of discipline, although a minority see it as somewhat useful. Thus, there should be sufficient support for non-violent means of discipline if they are properly selected and implemented. This result denies the traditional assumption that corporal punishment helps students to study and behaves well, and maintains the teachers' respect in class. Conversely, the findings support a conclusion that violence triggers more violence among students, creates a grudge against teachers and the school, and causes students to challenge teachers.

In response to the study findings that conforms to our hypothesis, recommendations were formulated to deal with school-based factors and family-based reasons for corporal punishment in schools. Regarding the school, it has been recommended that policies must be enforced by applying sanctions on practitioners; that the social worker should be more involved in reforming students and organizing activities; and that teachers need more training on disciplinary techniques. Schools should involve parents more in reforming their children's behavior. Concerning parents, it has been suggested that civil society organizations including the media and religious communities could help in raising parents' awareness of the necessity to remove CP from school and home, specifying the right course of action to report it, and clarifying the damage of CP on children . Plus, parents' attention should be drawn to the right course of action to be taken against corporal punishment against their children and better means provided for doing so.

In this research work we have focused on CP in schools. Future research work should focus additional attention on CP in the family setting. What could be the causes of using CP within the family sphere? What policies can be implemented in Egypt to eliminate CP from home? This is because eliminating CP from schools would certainly require eliminating it from households. Another potential future research might be needed to go further into the effects of CP specifically on the learning process or what incentive-based policies can be implemented to improve education and learning.

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Appendix A

QUESTIONNAIRE FOR PARENTS

Child Age: (if you have more than one child, apply these questions to the eldest child in school)

Educational Stage: 1) Primary 2) Preparatory 3) Secondary

School Type: 1) Public/experimental 2) Private/language

Child Gender: 1) Male 2) Female

1- In any of your child's school stages, did teachers use corporal punishment to reform students' behavior?

1. Yes
2. No (go to question 15)

2- If yes: how frequently was your child beaten by teachers?

1. 1-3 times per month
2. 1-3 times per week
3. Almost daily
4. Rarely

3- In your opinion, which of the following reasons cause teachers to beat your child in class?

- | | | |
|---|--------|-------|
| 1. Low grades in exams | 1) Yes | 2) No |
| 2. Not doing homework | 1) Yes | 2) No |
| 3. Giving a wrong answer to a question | 1) Yes | 2) No |
| 4. Forgetting books or any of the class materials | 1) Yes | 2) No |
| 5. Talking behind the teacher's back | 1) Yes | 2) No |
| 6. Disrupting the class by talking or playing | 1) Yes | 2) No |
| 7. Attacking another student | 1) Yes | 2) No |
| 8. Disobeying teacher's orders | 1) Yes | 2) No |
| 9. Making you take private lesson | 1) Yes | 2) No |
| 10. Beating unrelated to the student's behavior | 1) Yes | 2) No |

4- Considering the most severe incident that you ever heard about in your child's school, was it done by:

1. A male teacher
2. A female teacher
3. A male administrator
4. A female administrator
5. I don't know

5- Do you think that the higher the educational grade, the less teachers use corporal punishment in school:

- 1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree 5) Undecided

6- What would be your reaction if your child was beaten at school ?

1. The child must have done something wrong in class
1) Very often 2) Often 3) Sometimes 4) Rarely 5) Never
2. I would go and see the teacher
1) Very often 2) Often 3) Sometimes 4) Rarely 5) Never
3. I would report it to the school principal
1) Very often 2) Often 3) Sometimes 4) Rarely 5) Never
4. I have to talk to the social worker
1) Very often 2) Often 3) Sometimes 4) Rarely 5) Never
5. There is nothing I can do about it
1) Very often 2) Often 3) Sometimes 4) Rarely 5) Never

7- To your knowledge, is corporal punishment in schools legally forbidden?

1. Yes
2. No (go to question 9)
3. I don't know (go to question 9)

8- How did you know that corporal punishment was forbidden?

1. Through other people
2. From my child
3. From information provided at the school
4. Through TV or newspaper

9- Have you ever complained to the school that your child was corporally punished?

1. Yes
2. No (go to question 11)

10- How did the school administrators deal with your complaint?

1. They applied legal sanction on the teacher
1) Very often 2) Often 3) Sometimes 4) Rarely 5) Never
2. They promised it will not happen again
1) Very often 2) Often 3) Sometimes 4) Rarely 5) Never
3. They said that the student must have done something wrong
1) Very often 2) Often 3) Sometimes 4) Rarely 5) Never
4. They assumed that the student deserved that punishment
1) Very often 2) Often 3) Sometimes 4) Rarely 5) Never

11 – Some of the reasons why I never submitted a complaint to the school against a teacher who physically punished my child are:

1. I think the child deserved it
1) Very often 2) Often 3) Sometimes 4) Rarely 5) Never

2. The school administration will favor the teacher no matter what
1)Very often 2) Often 3) Sometimes 4) Rarely 5)Never
3. My input will not prevent future physical punishment
1)Very often 2) Often 3) Sometimes 4) Rarely 5)Never
4. My complaint may cause bad effects on the child
1)Very often 2) Often 3) Sometimes 4) Rarely 5)Never
5. I let my child take a private lesson with the teacher instead.
1)Very often 2) Often 3) Sometimes 4) Rarely 5)Never

12- Some of the successful approaches that you have taken to make a teacher less use corporal punishment to your child are:

1. Talking to the teacher in a friendly way
1)Very often 2) Often 3) Sometimes 4) Rarely 5)Never
2. Fighting with the teacher
1)Very often 2) Often 3) Sometimes 4) Rarely 5)Never
3. Complaining to the school principal
1)Very often 2) Often 3) Sometimes 4) Rarely 5)Never
4. Making the child take private lessons with the teacher
1)Very often 2) Often 3) Sometimes 4) Rarely 5)Never

13- What do you think of the following statement as applied to your child?

1. Physical punishment helped my child perform better in class
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided
2. Physical punishment corrected my child's behavior in class
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided
3. Physical punishment is an ineffective means and must be forbidden
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided
4. Physical punishment must be used only when necessary
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided
5. Physical punishment should be used under clear conditions
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided
6. Physical punishment is a successful way to control the class
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided
7. Physical punishment made my child maintain teachers' respect
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided
8. Non-violent means of punishment must be implemented
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided

14- In general, do you think that your child is being punished in the same way for the same level of offense:

- 1)Very often 2) Often 3) Sometimes 4) Rarely 5)Never

15- During the past academic year, how many times did the school require to talk to you about your child behavior or class performance:

1. Never
2. Once or twice

3. From 3 to 7 times
4. More than 7 times

16 - During the past academic year, how many times did the school contact you to attend a meeting for parents:

1. Never
2. Once or twice
3. More than 3 times

17- In general, do you agree with using corporal punishment in schools?

- 1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree 5) Undecided

18-How commonly do teachers in your child's school use the following methods to punish students:

1. Beating with a ruler, a hose, by hand, or throwing something at the child
1)Very often 2) Often 3) Sometimes 4) Rarely 5)Never
2. Dismissal from classroom
1)Very often 2) Often 3) Sometimes 4) Rarely 5)Never
3. Verbal assault and yelling
1)Very often 2) Often 3) Sometimes 4) Rarely 5)Never
4. Giving low grades
1)Very often 2) Often 3) Sometimes 4) Rarely 5)Never
5. Counting the child as absent although he/she is present
1)Very often 2) Often 3) Sometimes 4) Rarely 5)Never
6. Informing the child's parents
1)Very often 2) Often 3) Sometimes 4) Rarely 5)Never
7. Sending to the social worker
1)Very often 2) Often 3) Sometimes 4) Rarely 5)Never
8. Sending to the school principal
1)Very often 2) Often 3) Sometimes 4) Rarely 5)Never
9. Making the student stand or raise their hands for a long time
1)Very often 2) Often 3) Sometimes 4) Rarely 5)Never

19- Which of the following acts does your child do at school:

1. Fighting with other children:
1)Very often 2) Often 3) Sometimes 4) Rarely 5)Never
2. Scratching on the walls, boards and desks:
1)Very often 2) Often 3) Sometimes 4) Rarely 5)Never
3. Escaping from school before the day ends:
1)Very often 2) Often 3) Sometimes 4) Rarely 5)Never
4. Challenging the teacher:
1)Very often 2) Often 3) Sometimes 4) Rarely 5)Never
5. Refusing to obey orders:
1)Very often 2) Often 3) Sometimes 4) Rarely 5)Never

20- Do you ever physically punish your child at home?

1. Yes
2. No

21- Were you physically punished when you were little?

1. At school:
1) Almost daily 2) Frequently 3) Sometimes 4) Rarely 5) Never
2. At home:
1) Almost daily 2) Frequently 3) Sometimes 4) Rarely 5) Never

22- In your opinion, the best ways to end corporal punishment in schools?

1. Teachers should receive more training on alternative means of punishment
1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree 5) Undecided
2. The social workers must be more involved in reforming students
1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree 5) Undecided
3. Parents must be regularly informed about their children's progress in class
1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree 5) Undecided
4. Teachers must be punished if they use corporal punishment
1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree 5) Undecided
5. There is no way to end the use of corporal punishment in schools
1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree 5) Undecided

Appendix B

QUESTIONNAIRE FOR RECENT GRADUATE STUDENTS

School Type: 1)Public/experimental
Gender: 1) Male 2) Female
Student age now:

- 1- In any of your school stages, did teachers use corporal punishment to reform students' behavior?
 1. Yes
 2. No (go to question 17)

- 2- The educational stage where students in your class were beaten least frequently was:
 1. Primary school
 2. Preparatory school
 3. Secondary school

- 3- The educational stage where students in your class were beaten most frequently was:
 1. Primary school
 2. Preparatory School
 3. Secondary school

- 4- In the stage where there was most frequent beating, how often were you beaten?
 1. 1-3 times per month
 2. 1-3 times per week
 3. Almost daily
 4. Rarely

- 5- What did you do when you were beaten in class?
 1. Cry and do nothing:
1)Very often 2) Often 3) Sometimes 4) Rarely 5) Never
 2. Continue with the things I was beaten for:
1)Very often 2) Often 3) Sometimes 4) Rarely 5) Never
 3. Stop the things I was beaten for:
1)Very often 2) Often 3) Sometimes 4) Rarely 5) Never
 4. Inform my parents:
1)Very often 2) Often 3) Sometimes 4) Rarely 5) Never
 5. Complain to the social worker:
1)Very often 2) Often 3) Sometimes 4) Rarely 5) Never

6- How often did you tell your parents that you were beaten in class?

1. Every time
2. If the teacher asked me to inform them
3. Sometimes
4. Never (go to question 8)

7- What did your parents do when you informed them that you were beaten in class?

1. Tell me I must have done something wrong in class
1)Very often 2) Often 3) Sometimes 4) Rarely 5) Never
2. Tell me they would go and see the teacher
1)Very often 2) Often 3) Sometimes 4) Rarely 5) Never
3. Report it to the school principal
1)Very often 2) Often 3) Sometimes 4) Rarely 5) Never
4. Tell me they have to talk to the social worker
1)Very often 2) Often 3) Sometimes 4) Rarely 5) Never
5. They did nothing
1)Very often 2) Often 3) Sometimes 4) Rarely 5) Never

8- You never told your parents that you were physically punished in school

because:

1. They will punish me too 1) Yes 2) No
2. They can't do nothing about it 1) Yes 2) No
3. They think I deserve punishment 1) Yes 2) No
4. They may go and fight with the teacher and this may cause other bad effects on me 1) Yes 2) No

9- Did any of the following ever happen to you as a result of beating?

1. Had to get medical treatment 1) Yes 2) No
2. Missed time at school to rest at home 1) Yes 2) No
3. Reported to the school or to police 1) Yes 2) No
4. A scar in your body 1) Yes 2) No

10- In the stage where there was most frequent beating, did other students use to receive physical punishment?

1. Yes all of them one way another
2. Most of them
3. Only some of them

11- Considering the most severe incident that you ever heard about in your school, was it done by:

1. A male teacher
2. A female teacher
3. A male administrator
4. A female administrator
5. I don't know

12- Did the school principal ever physically punish students?

1. Yes, 1-3 times per month
2. Yes, 1-3 times per week
3. Yes, almost daily
4. Once or twice
5. Never
6. I don't know

13- In your opinion, which of the following appeared to be the teachers motivation for beating students in your class?

- | | | |
|---|--------|-------|
| 1. Low grades in exams | 1) Yes | 2) No |
| 2. Not doing homework | 1) Yes | 2) No |
| 3. Giving a wrong answer to a question | 1) Yes | 2) No |
| 4. Forgetting books or any of the class materials | 1) Yes | 2) No |
| 5. Talking behind the teacher's back | 1) Yes | 2) No |
| 6. Disrupting the class by talking or playing | 1) Yes | 2) No |
| 7. Attacking another child | 1) Yes | 2) No |
| 8. Disobeying teacher's orders | 1) Yes | 2) No |
| 9. Making students take private lesson | 1) Yes | 2) No |
| 10. Beating unrelated to the student's behavior | 1) Yes | 2) No |

14- In general, do you think that students were punished in the same way for the same level of offense?

1. Often
2. Sometimes
3. Rarely
4. Never
5. I'm not sure

15- What do you think of the following statement?

1. Physical punishment helped me perform better in class
1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree 5) Undecided
2. Physical punishment corrected my behavior in class
1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree 5) Undecided
3. Physical punishment made me dislike the school
1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree 5) Undecided
4. Physical punishment made me hate teachers
1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree 5) Undecided
5. Physical punishment made me challenge teachers
1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree 5) Undecided
6. Physical punishment made me angry a lot
1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree 5) Undecided

16- How do you tend to think of teachers who used to beat you in class?

1. I respect all teachers no matter what
2. I used to respect them but now I don't
3. I never respected them

4. I'm not sure

17- Throughout your whole school time, how many times did teachers request a meeting to talk to your parents about your behavior or your class performance?

1. Never
2. Once or twice
3. From 3 to 7 times
4. More than 7 times

18- Which of the following acts did you used to do at school?

1. Fighting with other children:
1)Very often 2) Often 3) Sometimes 4) Rarely 5) Never
2. Scratching on the walls, boards and desks:
1)Very often 2) Often 3) Sometimes 4) Rarely 5) Never
3. Escaping from school before the day ends:
1)Very often 2) Often 3) Sometimes 4) Rarely 5) Never
4. Challenging the teacher:
1)Very often 2) Often 3) Sometimes 4) Rarely 5) Never
5. Refusing to obey orders:
1)Very often 2) Often 3) Sometimes 4) Rarely 5) Never

19- How commonly have teachers in your school used the following means of correcting students' behavior:

1. Dismissal from classroom
1)Almost daily 2) Often 3) Sometimes 4) Rarely 5) Never
2. Verbal assault and yelling
1)Almost daily 2) Often 3) Sometimes 4) Rarely 5) Never
3. Giving low grades
1)Almost daily 2) Often 3) Sometimes 4) Rarely 5) Never
4. Counting as absent although he\she is present
1)Almost daily 2) Often 3) Sometimes 4) Rarely 5) Never
5. Informing your parents
1)Almost daily 2) Often 3) Sometimes 4) Rarely 5) Never
6. Sending to the social worker
1)Almost daily 2) Often 3) Sometimes 4) Rarely 5) Never
7. Sending to the school principal
1)Almost daily 2) Often 3) Sometimes 4) Rarely 5) Never
8. Making the student stand or raise their hands for a long time
1)Almost daily 2) Often 3) Sometimes 4) Rarely 5) Never
9. Beating with a ruler, a hose, by hand, or throwing with something
1)Almost daily 2) Often 3) Sometimes 4) Rarely 5) Never

20- To your knowledge, was corporal punishment in schools legally forbidden when you were at school?

1. Yes
2. No (go to question 22)

3. I didn't know (go to question 22)

21- How did you know that corporal punishment was forbidden?

1. From other students
2. From my family
3. From information provided at the school
4. Through TV or newspaper

22- In your opinion, what are the best ways to end corporal punishment in schools?

1. Teachers should receive more training on alternative means of punishment
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided
2. The social workers must be more involved in reforming students
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided
3. Parents must be regularly informed about their children's progress in class
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided
4. Teachers must be punished if they use corporal punishment
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided
5. There is no way to end the use of corporal punishment in schools
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided

Appendix C

QUESTIONNAIRE FOR TEACHERS

School Type: 1) Public/experimental 2) Private/language
Current school stage: 1) Primary 2) Preparatory 3) Secondary
Gender: 1) Male 2) Female

1- Among the educational stages that you taught, students were most violent in:

1. Primary school
2. Preparatory School
3. Secondary school
4. About the same in all levels
5. I'm not sure

2- Some of the common misbehaviors that students practice in your current school include:

1. Fighting with other children:
1) Very often 2) Often 3) Sometimes 4) Rarely 5) Never
2. Scratching on the walls, boards and desks:
1) Very often 2) Often 3) Sometimes 4) Rarely 5) Never
3. Escaping from school before the day ends:
1) Very often 2) Often 3) Sometimes 4) Rarely 5) Never
4. Absence from school for no reason:
1) Very often 2) Often 3) Sometimes 4) Rarely 5) Never
5. Challenging the teacher:
1) Very often 2) Often 3) Sometimes 4) Rarely 5) Never
6. Refusing to obey orders:
1) Very often 2) Often 3) Sometimes 4) Rarely 5) Never
7. Attacking teachers:
1) Very often 2) Often 3) Sometimes 4) Rarely 5) Never

3- Do you think that some of the effective means of correcting students' behavior could be:

1. Dismissal from classroom for a while
1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree 5) Undecided
2. Informing parents
1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree 5) Undecided
3. Sending to the social worker
1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree 5) Undecided
4. Sending to the school principal
1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree 5) Undecided

5. Giving low grades in an exam or a quiz
1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree 5) Undecided
6. Counting as absent although he\she is present
1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree 5) Undecided
7. Screaming at the students or insulting them
1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree 5) Undecided
8. Beating with a ruler or anything else to cause some physical pain
1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree 5) Undecided
9. Making the student stand or raise their hands for some time
1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree 5) Undecided

4- In your opinion, some of the reasons that cause teachers in your school to corporally punish students are:

- | | | |
|---|--------|-------|
| 1. Low grades in exams | 1) Yes | 2) No |
| 2. Not doing homework | 1) Yes | 2) No |
| 3. Giving a wrong answer to a question | 1) Yes | 2) No |
| 4. Forgetting books or any of the class materials | 1) Yes | 2) No |
| 5. Talking behind the teacher's back | 1) Yes | 2) No |
| 6. Disrupting the class by talking or playing | 1) Yes | 2) No |
| 7. Attacking another child | 1) Yes | 2) No |
| 8. Disobeying teacher's orders | 1) Yes | 2) No |
| 9. Beating unrelated to the child behavior | 1) Yes | 2) No |

5- Do you think that the higher the educational stage, the less teachers use corporal punishment in school:

1. Yes
2. No
3. I'm not sure

6- Do you think that teachers beat male students differently from females?

1. Male students are corporally punished more than female students
2. Female students are corporally punished more than male students
3. They are equally punished corporally
4. I'm not sure

7- Have you ever had to use corporal punishment in class?

1. Yes
2. No (go to question 10)

8- If yes, how often do you have to use corporal punishment?

1. At least once a day
2. 1-3 times per week
3. 1-3 times per month
4. When necessary
5. Rarely

9- In general, how do students react after being corporally punished:

1. Cry and do nothing:
 - 1) Most of the time
 - 2) Often
 - 3) Sometimes
 - 4) Rarely
 - 5) Never
2. Continue with the things they were beaten for after a while:
 - 1) Most of the time
 - 2) Often
 - 3) Sometimes
 - 4) Rarely
 - 5) Never
3. Stop the things they were beaten for in the long term:
 - 1) Most of the time
 - 2) Often
 - 3) Sometimes
 - 4) Rarely
 - 5) Never
4. Inform their parents:
 - 1) Most of the time
 - 2) Often
 - 3) Sometimes
 - 4) Rarely
 - 5) Never
5. Complain to the social worker:
 - 1) Most of the time
 - 2) Often
 - 3) Sometimes
 - 4) Rarely
 - 5) Never
6. Go to the school principal
 - 1) Most of the time
 - 2) Often
 - 3) Sometimes
 - 4) Rarely
 - 5) Never
7. Challenge the teacher one way another
 - 1) Most of the time
 - 2) Often
 - 3) Sometimes
 - 4) Rarely
 - 5) Never

10- How often do you call for parents to discuss their child's misbehavior or performance in class:

1. At least once a day
2. 1-3 times per week
3. 1-3 times per month
4. Never (go to question 12)

11- What do parents do when you require seeing them in the school to discuss their child's behavior or performance in class?

1. They go to school and confirm that the student deserved it
 - 1) Very often
 - 2) Often
 - 3) Sometimes
 - 4) Rarely
 - 5) Never
2. They go to defend their child
 - 1) Very often
 - 2) Often
 - 3) Sometimes
 - 4) Rarely
 - 5) Never
3. They go to dispute with the teacher
 - 1) Very often
 - 2) Often
 - 3) Sometimes
 - 4) Rarely
 - 5) Never
4. They don't respond
 - 1) Very often
 - 2) Often
 - 3) Sometimes
 - 4) Rarely
 - 5) Never
5. The student wouldn't inform their parents
 - 1) Very often
 - 2) Often
 - 3) Sometimes
 - 4) Rarely
 - 5) Never

12- How would the school administrators deal with parents' complaints against teachers who corporally punish their children?

1. They reprimand the teacher and warn them
 - 1) Very often
 - 2) Often
 - 3) Sometimes
 - 4) Rarely
 - 5) Never
2. They ask the teacher not to do that again
 - 1) Very often
 - 2) Often
 - 3) Sometimes
 - 4) Rarely
 - 5) Never
3. They say that the student must have done something wrong
 - 1) Very often
 - 2) Often
 - 3) Sometimes
 - 4) Rarely
 - 5) Never
4. They assume that the student deserved that punishment
 - 1) Very often
 - 2) Often
 - 3) Sometimes
 - 4) Rarely
 - 5) Never

5. They penalize the teacher as stated in law
1) Very often 2) Often 3) Sometimes 4) Rarely 5) Never

13- In General, do you agree with using corporal punishment in schools:

- 1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided

14- In general how do you think of corporal punishment outcome in schools:

1. It helps students perform better in class
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided
2. It corrects students' behavior in class
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided
3. It is a useless method of discipline and should be banned altogether
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided
4. It should be the last option and used only in specific cases
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided
5. It should be used under clear conditions and regulations
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided
6. It is a successful tool for a teacher to control the classroom
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided
7. It is a successful means to maintain teachers' respect
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided
8. Alternative methods should be implemented
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided

15- In your childhood, were you physically punished?

1. At school:
1) Very frequently 2) Frequently 3) Sometimes 4) Rarely 5) Never
2. At home:
1) Very frequently 2) Frequently 3) Sometimes 4) Rarely 5) Never

16- In your opinion, what are the best ways to end corporal punishment in schools?

1. Teachers should receive more training on alternative means of punishment
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided
2. The social workers must be more involved in reforming students
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided
3. Parents must be regularly informed about their children's progress in class
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided
4. There is no way to end the use of corporal punishment in schools
1) Strongly agree 2) Agree 3)Disagree 4) Strongly disagree 5)Undecided