

OSLOMET

**CORPORAL PUNISHMENT LAWS IN MINORS: A CASE STUDY OF
IMPLEMENTATION CHALLENGES IN HOMES AND FAMILIES WITHIN THE
ASOKWA MUNICIPAL ASSEMBLY, GHANA.**

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ABSTRACT

The study examines corporal punishment laws in minors. A case study of implementation challenges in homes and families within the Asokwa Municipal Assembly. The study is guided by the following research objectives: examining the extent to which socio-cultural factors influence the implementation of corporal punishment laws in Ghana, assessing the methods of punishment meted out to children in Ghana, analyzing the extent to which laws are made available, and accessible to parents/guardians in Ghana and identify other forms of punishment that can be used in place of corporal punishment. The study employed an exploratory research design. The use of exploratory research design enabled me to explain and describe the issues related to corporal punishment. This study employed a qualitative research approach. Primary data was the main source of data. An interview guide was designed to solicit responses from the 8 respondents selected for the study. The study concludes that all the respondents have adequate knowledge about corporal punishment in the organization. The study further concludes that corporal punishment involves smacking, slapping, spanking children with sticks, belts, or biting children as well as forcing them to stay in an uncomfortable position. The study recommends that parents should spend quality time with their children at home, show them love and teach them good values so as to be disciplined. School authorities and teachers should also serve as role models so that, students can rely on them for advice and directions on how to make informed decisions in their education, social and other aspects of their lives. There is the need for Ghana to formulate and adopt a policy that specifically addresses the issue of corporal punishment. State agencies to be responsible for implementing these corporal punishment policy interventions must be well equipped with the needed capacity and resources to carry out this role as current.

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CHAPTER ONE

INTRODUCTION

1.0 Background of the study

Even though the United Nations (UN) Convention on the Rights of the Child, remains the most widely ratified human rights treaty in history (ratified by 196 States in 1989), its implementation is fraught with problems globally and subject to confusion and debate on the most suitable and best ways to protect children. This is because efforts at protecting children's rights globally and determining the nature of the violence children faces is determined by the "prevailing socio-cultural, economic and political factors peculiar to a country (Kyei-Gyamfi, 2011, p. 77). Some of these include variations in what constitutes corporal punishment and child abuse, "the legal enforcement to protect children and the policies that are enacted to protect children from violence in the home", there is a thin line between what constitutes corporal punishment and child abuse, traditions, values and beliefs. (Freer, Sprang & Chen, 2013, p1).

Regarding the thin line between what constitutes corporal punishment and child abuse, Kwok & Tam (2005) in their study titled "*Child abuse in Chinese families in Canada. Implications of child protection practice*", established that a child is said to have suffered abuse in Asia when he suffers major injuries from a disciplinary action but a minor injury with a good intention is only termed as excessive discipline. In this view, it is the outcome of a disciplinary action that determines child abuse and not the caregiver's intention. While child abuse involves purposely causing an injury to a child through beating, spanking, slapping, pinching, squeezing, paddling, kicking, biting and etc. Corporal punishment against children on the other hand, is defined as "the use of physical

force as a means of discipline or punishment with the intention of causing a child bodily pain or discomfort, however slight” (Ministry of Gender, Children and Social Protection, 2018, p5).

Despite the short and long-term effect of corporal punishment on children, corporal punishment on children is pervasive in Ghana. Even though the Ghana Education Service (GES) in 2017 officially banned all forms of corporal punishment of children in schools, Ghana’s legal regime, the pervasive social-cultural and religious belief that ‘spare the rod and spoil the child’, limited and inadequate access to mental health services and etc. provides fertile grounds for the practice of inflicting corporal punishment on children in several settings of life (the five settings identified by the UN study on violence against children in 2001: home and family, school and educational settings, care and justice systems, work settings and in the community). For example, section 31(i) of The Criminal Offences Act, 1960 (Act 29) of Ghana provides that force or harm may be justified on the grounds of an authority to correct a child, servant, or other similar person, for misconduct. In the 2017 report of the United Nations, Committee on the Rights of the Child. The Committee reported that “Ghana has laws that allow public support for corporal punishment to persist” (Ministry of Gender, Children and Social Protection, 2018, p6: United Nations, Committee on the Rights of the Child, 2007).

This study, therefore, seeks to investigate the socio-cultural, socio-economic, political, religious, behavioural and health factors that impedes the implementation of corporal punishment laws in Ghana, aimed at preventing corporal punishment on children within the Asokwa Municipal Assembly.

1.1 Statement of the problem

Corporal punishment is pervasive globally, and Ghana is no exception. The implementation of corporal punishment laws in Ghanaian homes. Some of these challenges' ranges from the state of the existing legal regime governing corporal punishment and child abuse, the prevailing socio-political, cultural, economic and the state of access and the availability of mental healthcare services existing in the country. While evidence in literature points to several studies on child abuse and corporal punishment globally, most of these studies have either focused on the general concept of child abuse or corporal punishment among children to the neglect of how laws made to protect children can be implemented successfully. Some of these works include Stoffelen & Van Den Broeck (2015), Donnelly & Straus (2005), Gershoff (2010), Ember and Ember (2005) etc. To fill this gap, this study would seek to assess the various factors that impedes the implementation of corporal punishment laws in Ghana despite the existing legal regime.

1.2 Research Objective

The primary aim of this research is to investigate the difficulties in implementing corporal punishment laws in Ghanaian household and families, specifically as they relate to minors. The specific objective of the research is related to the following:

- a) To examine the extent to which socio-cultural factors influence the implementation of corporal punishment laws in Ghana.
- b) To identify the routine of punishment meted out to minors in Ghana.
- c) To analyze the extent to which these laws are made available and accessible to parents/guardians in Ghana.
- d) To identify other forms of punishment that can be used in place of corporal punishment.

1.3 Research question are as follows:

1. What are the socio-cultural factors that dictates these laws?
2. What has been the types of punishment for the minors in Ghana?
3. How are these laws made available and accessible to parents/guardians in Ghana?
4. Which alternative disciplinary method can be employed to abolish corporal punishment?

1.4 Significance of the study

The following reasons make this research appropriate. The research findings will create awareness among teachers, parents and the government and other stakeholders to undertake appropriate measures to curb the problem of corporal punishment. This will also provide guidance and specific insight to the Ghana Social Welfare and the Norwegian Child Welfare Services on how to best handle and support children experiencing corporal punishment in the home.

1.5 Scope of the study

The study examines corporal punishment laws protecting minors. The study focus on the implementation challenge in Ghanaian homes and families. The scope of the study is limited to corporal punishment and the challenges of implementing it. Also, the scope of the study is limited to Social Welfare Department in Ghana precisely within the Asokwa Municipal Assembly

1.6 Limitation of the study

The study is subject to the following limitations. Firstly, due to Covid-19 restrictions, the researcher anticipates hesitation of families granting access to their homes for a one-on-one interview. Secondly, the researcher also anticipates the hesitation of parents/guardians on speaking on how they applied corporal punishment on children. More so, findings from the study cannot be generalized to the entire population of Ghana because the study will dwell on an

unrepresentative sample of parents who applied corporal punishment and victims of corporal punishment using purposive sampling.

1.7 Research methodology

Research design primarily aims at ensuring data collected for a study addresses the questions set out to answer. Owing to the purpose and objective of this study, this research will employ exploratory research design in order to help the researcher to gain insight into and to also understand the phenomenon under study. This study will employ exploratory research design because evidence in literature points to little or no work done specifically on implementing corporal punishment laws in homes in Ghana, even though several studies exist on the general concept of corporal punishment and child abuse of children. As argued by Stebbins (2001) “exploratory research is employed when the phenomenon under consideration is still poorly understood, as in the cure of certain cancers and the nature of life on other planets”. Exploratory research design uses methods such as focus group interviews, in-depth interviews, projective techniques and literature search (Dudovskiy, 2016; Kathori, 2004).

1.8 Organization of the study

This study will be divided into five chapters. Chapter one will introduce the research and consist of the general background of the study, research problem, research purpose, objectives of the study, research questions, research significance, scope and limitations of the research and the chapter organization of the research. Chapter two will start with a review of the relevant literature on corporal punishment and child abuse. Some of the topics include the nexus between corporal punishment and child abuse, Impact of corporal punishment on children, Global perspective on corporal punishment and child abuse etc. and also develop a research framework for the research.

Chapter three will also deal with the methodological approaches, research strategy, the population of the study, sampling techniques, data collection instrument and method, data processing and analysis. Chapter four will focus on presentation of data, discussion and analysis of findings. Finally, chapter five will provide the summary, conclusion and recommendations from the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The literature review is presented in this section. The literature review is an important section of a study. The literature review is considered to be a compilation, classification, and evaluation of what other researchers, authors, and scholars have written on a particular topic. This literature review is related to corporal punishment, and its implementation challenges. The literature review will present the conceptual review, theoretical review, review of related studies, and conceptual framework.

2.1 The concept of corporal punishment

According to Goodnow et al. (2019), corporal punishment entails the purposeful inflicting or exposure of physical suffering without causing harm in order to alter behavior. From the perspective of the punisher, it is preferable to physically harm the kid since the anticipated outcome is frequently a change in behavior. The degree of pain determines whether or not a therapy is punishable. There are two types of pain: justifiable pain and unjustified pain. When a doctor or nurse administers an injection to a kid as part of a vaccine, that is an example of justifiable suffering against children. Even though infections damage children, the goal is to prevent them from spreading. Inflicting pain is acceptable if it spares the child from further suffering or saves lives. When pain is used as a form of punishment, to alter conduct, or to acquire respect, such pain is unjustified (Tlhapi, 2015). Even if it is acceptable to inflict pain in order to save a life and unacceptable to punish a kid using pain, the line between the two is difficult to draw since each person experiences pain differently.

Corporal punishment is described as purposefully inflicting physical pain in order to alter behavior. This can take the form of striking, punching, spanking, slapping, and pinching with the use of implements like rods, belts, and paddles (Tlhapi, 2015). Assault and other methods intended to inflict bodily harm or humiliation are included in the definition of "corporal punishment" provided by Scarre (2013). Worldwide, corporal punishment is used as a form of discipline against children and students, but it must be well planned and carried out if it is to serve as a catalyst for education (Pandey, 2018).

According to Ritchie (2018), speaking from a pedagogical viewpoint, "corporal punishment is an offensive act against the dignity of the teaching profession and an assault on the dignity of the person." Additionally, it was suggested by McGrath (2019) that the use of physical punishment by instructors is a sign of their failure. Many people consider physical punishment to be both necessary and moral when it is applied fairly ('with love'). And not all nations experience things in this way. According to Pandey (2018), physical punishment is employed as a form of punishment against children and students all over the world, but he contends that in order to serve as a catalyst for teaching, it must be well planned and carried out. According to research conducted in Australian schools, young male Aboriginal students thought the punishment was "usable provided it was fair and if a warning was given" (Gilbert & Gilbert, 2018).

Corporal punishment is the deliberate infliction of physical harm on a child's body for the purposes of punishment and/or discipline (Lawrence et al., 2017, pp136). Physical or corporal punishment is one type of punishment, which is simply one element of the whole disciplinary process. Using physical force with the aim to harm someone for disciplinary reasons is known as corporal punishment. Typically, corporal punishment for children consists of hand or object smacking, slapping, spanking, or pounding (like a stick or a belt). Additionally, it could entail kicking,

shaking, pinching, or scorching. Discipline is not designed to hurt; it is meant to educate a person on the difference between right and wrong. It's not necessary to hurt a child to discipline them, there are several additional methods of control that are far more successful (Brown, et al., 2022).

The use of physical force to discipline or punish a kid with the goal of causing them bodily pain or suffering, no matter how little, is known as corporal punishment. Spanking, hitting, pinching, squeezing, paddling, whipping/"whupping," swatting, smacking, scratching, pulling hair, slapping, washing a child's mouth with soap, forcing a child to consume spices or kneel on painful objects, and making a child stand or sit in uncomfortable positions for extended periods of time are all examples of corporal punishment (Brown et al., 2022). Regardless of whether they result in bodily harm, disciplinary techniques that induce suffering are regarded as corporal punishment.

Physical abuse includes punitive actions that put people in danger of getting hurt. Punching, beating, kicking, biting, burning, shaking, or inflicting other types of injury on a kid is considered physical abuse. The majority of physical abuse happens during instances of physical punishment, which calls into question the conventional dichotomy between physical punishment and abuse (Aripin, 2020). The majority of physical punishment is administered in homes by parents, guardians, and family members or in schools by teachers and other school personnel. Worldwide, corporal punishment is widely used, and Ghana is no exception (Saefudin et al., 2021).

2.1.1 Corporal punishment in Ghana context

In Ghana, corporal punishment is used in the family, classrooms, alternative care settings, daycare centers, and prisons. A 2010 study found that more than 7 in 10 children between the ages of 2 and 14 in sub-Saharan Africa, the Middle East, and North Africa experience physical punishment as a

form of discipline. Ghana, which ranks top in sub-Saharan Africa and second in the world behind Yemen, is believed to use physical punishment on 93 percent of its youngsters (Alhassan, 2018).

Between the ages of five and nine, when Ghanaian children are most vulnerable to corporal punishment, is the middle childhood period. It should come as no surprise that the majority of Ghanaians, including adults and children, are okay with physical punishment given how frequently it is used. In fact, parents and adults who do not utilize physical punishment as a form of reprimand are frequently thought of as having "too soft" parenting styles (Nyarko, 2018). Girls in Ghana are exactly as likely as males to experience physical abuse. In Ghana, physical abuse against children is most frequently committed via using corporal punishment in the home (Agbenyega, 2017).

Ghana made history on February 5, 1990, when it became the first nation to ratify the United Nations Convention on the Rights of the Child (CRC). International standards for children's political, health, social, economic, and cultural rights are outlined in the CRC. It is the main piece of legislation defending the civil rights of children (Buckler, 2018). The CRC would later become the human rights pact that was approved the most broadly and quickly in history. The CRC is a treaty that has been signed by 166 countries, all of which are United Nations members with the exception of the United States. The act of ratification signifies a nation's commitment to incorporate the CRC's provisions into its legal system and promote the acceptance of the values that these laws teach.

In Ghana, physical punishment has been used since before colonial times (Dery, 2019). After gaining independence, schools and penal facilities continued to utilize corporal punishment as a common method of enforcing discipline. The majority of communities supported its use since they saw it as informative and educational, without which a kid could not learn. The Ghana Education Service's code of conduct for schools and the Education Act of 1961 both allowed the head teacher

or another person designated by the head teacher to can students for up to six strokes. The Ministry of Education's (MoE) Teachers' Handbook states that using physical punishment should only be done as a last option. In fact, using physical punishment as a tool for disciplinary action against pupils' misbehavior requires careful planning and sensitive implementation (Lowanshi, 2019). Although it was mostly lawful, GES has been working feverishly to outlaw physical punishment.

Following a stakeholder workshop in 2016, the Ghana Education Service formally outlawed physical punishment in all public and private schools nationwide in February 2017. Scholars, including Prof. Kwesi Yankah, a former Minister of State in charge of tertiary education, praised this initiative by GES and welcomed it (Nyarko, 2018). However, other well-known education experts continue to be skeptical about the long-term advantages of the prohibition of physical punishment for the growth of students. They argue that this direction may have more negative effects than beneficial ones. For instance, Mr. Eric Angel Carbonu, the previous president of the National Association of Graduates Teachers (NAGRAT), pushed for the reinstatement of corporal punishment in our schools (Dery, 2019). He stated that it should be restored for addressing bad behavior because of its immediate nature and measurability. The concept that any teacher can serve as a counselor is false, he added, because guidance and counseling require a lot of time to change behavior (Dery, 2019).

Despite the official implementation of the ban on physical punishment in Ghanaian schools in 2017, the topic of societal discussion wasn't brought up until January 2019. (Lawer, 2019). Teachers, parents, education specialists, and school administrators said that none of the persons involved appeared to comprehend the data that the opposing side was relying on to support its position (Yeboah, Dabone & Mensah, 2020).

Prior studies have revealed a rise in pupil disobedience in most African institutions, notably in Ghana (Ofori, 2019). In the absence of physical punishment, educators typically feel powerless to maintain order in classrooms. In fact, because corporal punishment is no longer permitted in schools, it has become harder for teachers to maintain order (Tadele (2020). According to Makapela (2006), students physically take advantage of teachers since they are fully aware that no amount of punishment would ever compare to the agony of corporal punishment.

Tadele (2020), mentioned that students act any way they wish since they have no respect or fear for their teachers. They say that this behavior portends a recipe for instability in classrooms. Ghanaian pupils are out of control because they are aware that, despite their terrible and degrading behavior, they will never have to endure the harsh penalty that comes with physical punishment (Lawer, 2019). According to Tadele (2020), students act in any way they wish since they have no respect or fear for their teachers. They say that this behavior portends a recipe for instability in classrooms. Ghanaian pupils are out of control because they are aware that, despite their terrible and degrading behavior, they will never have to endure the harsh penalty that comes with physical punishment (Lawer, 2019).

2.2 Global perspective on corporal punishment

According to Violato (2014), research had to focus on a result of interest (behavioral, emotional, and/or cognitive), and only empirical studies were allowed. Additionally, they had to define physical punishment as a non-abusive type of punishment given by a parent or guardian. According to Paolucci and Violato's (2014) analysis of impact sizes from 35 research, children who get physical punishment have a very little elevated risk of emotional or behavioral difficulties but no greater risk of cognitive problems. However, they were unable to evaluate these impact sizes based on crucial control variables including age, gender, and the strength of parent-child relationships

since much of the research they used lacked sufficient data. These factors were left out of the analysis in a few studies since there was not enough data on them. The authors note that if they had been able to accomplish this, they would have most likely been able to gather the information that would have been helpful. Numerous research (Day, Peterson, & McCracken, 2018; Grogan-Kaylor & Otis, 2017) have demonstrated how these factors influence how frequently and harshly a kid is spanked, which may have varying impacts.

The relationship between corporal punishment and childhood "behavioral experiences" was also the subject of a meta-analysis conducted by Gershoff (2018). The term "behavioral experiences" was used in place of the word "outcomes" to denote that the majority of the studies used lacked at least one criterion necessary to establish causality (i.e. lack of time-ordering). Her results conflict with those of the two previously mentioned meta-analyses. The results demonstrate that a wide range of harmful behaviors is associated with physical punishment. These include a rise in antisocial conduct, an increase in the likelihood that a kid will be abused, an increase in the likelihood that a child would abuse another child as an adult, an increase in hostility, and a decline in the quality of the parent-child bond. Even though she carefully avoided using studies that included more severe abuse with more frequent physical punishment, as advised by the authors above, these effects were nonetheless evident. Her findings only indicated that instant obedience was the one desired result connected to physical punishment, and even this varied among research.

Straus and colleagues (2017) discovered that physical punishment teaches kids that violence is acceptable using a sample of more than 3,000 kids from the National Longitudinal Survey of Youth (NLSY). They used the Behavioral Problems Index, a brief scale that was primarily adapted from the Child Behavioral Checklist, to measure antisocial behavior. This scale includes several questions for parents, including how frequently their child "cheats or tells lies," "bullies or is

cruel/mean to others," and other similar items. Parents were questioned about how frequently—if at all—they had spanked their children in the previous week. Multiple waves of data were utilized in this study to adjust for the child's prior behavioral issues. Even after controlling for prior behavior and a number of other demographic factors, the children in their sample who had received physical punishment had an increase in antisocial conduct.

Additionally, using a different statistical model and the same antisocial behavior scale, Grogan-Kaylor (2014) examined the connection between corporal punishment and antisocial conduct. This scale was created by modeling the results of physical punishment on a sample of 1811 NLSY children between the ages of 4 and 14. The Home Observation for Measurement of the Environment (HOME) survey included a question about corporal punishment that questioned if the kid had received a spanking in the previous week. A fixed-effects model, which allowed for the control of unobserved factors as long as they are time-invariant, was used to evaluate the effect of corporal punishment over three waves of data, leading to a more rigorous design and analysis.

Simons et al. (2018) carried out a cross-cultural investigation into the impact of corporal punishment on antisocial behavior. They compared the use of corporal punishment in a sample of Iowan families to a sample of Taiwanese families. The interplay of many parental traits, such as warmth, support, control, and inductive reasoning, was examined by the authors. Milder punishment was used more frequently in the Iowan homes, and physical punishment was less common. The Taiwanese group, in contrast, had a high proportion of physical disciplinary techniques, and the discipline was more likely to be harsh.

Slade and Wissow (2014) discovered that spanking toddlers before the age of two can still have detrimental effects. They discovered that the use of physical punishment around the age of 2 was connected with major behavior issues after children began school in white non-Hispanic families

using data from the NLSY. One was a dichotomous measure, where a value of "1" indicates the kid is in the top 10% of children in the United States by ratings of behavior issues. The other method of measuring behavior problems was based on the Behavior Problems Index. A "1" meant that the mother had ever been summoned to her child's school due to a behavioral concern. This measure was likewise dichotomous. After adjusting for a number of demographic variables, child temperament, and elements of parent-child contact, the author's findings still held up.

2.3 Effect of Corporal Punishment

According to Dodge (2019), social science research supports the global consensus against corporal punishment, no matter how minor: "Research shows that corporal punishment is associated with an increase in delinquency, antisocial behavior, and aggression in children, and decreases the quality of the parent-child relationship, children's mental health, and children's capacity to internalize socially acceptable behavior. People who experienced physical abuse as children are more likely to harm their own children or spouses as adults and to engage in criminal behavior (Gershoff 2018). The emotions that one does not want to cause in a kid are precisely those that are brought on by hitting them: anguish, wrath, fear, embarrassment, and contempt. According to studies, children who are hit connect with the attacker and are more likely to go on to bully others and mistreat their own children and relationships. They typically pick up using aggressive behavior as a coping mechanism for stress and interpersonal conflicts.

In other words, "a parent's desire cannot outweigh the impact of violence on a kid" in regard to the possible long-term effects of physical punishment. Children who attended schools that permitted physical punishment and those that did not were compared in a 2011 study²³ from Nigeria. The findings revealed that students' performance in the crucially essential domains of self-motivation

and executive functioning was poorer in schools that permitted corporal punishment than it was in schools that did not.

Telhaug et al., (2019), carried out a study in Vietnam, India, Peru, and Ethiopia in 2015 and reported the findings of longitudinal research that followed kids for roughly 4 years to find out how physical punishment affected them. Children who experienced more severe physical punishment at age 8 in Peru and Vietnam performed poorly in math at age 12, and those same children in Peru also performed poorly in the vocabulary subject. These results suggest that using physical punishment to enforce proper behavior (in this case, better academic performance) is ineffective. In certain cases, corporal punishment has even resulted in the victims' deaths. There have been cases where children as young as 7 and 11 years old have passed away as a result of receiving corporal punishment. According to studies on Ghanaian youngsters, physical punishment has disturbing results. According to one investigation, 22% of children who were cast experienced hemorrhage and lasting scars (Gershoff, 2017).

The numerous consequences that youngsters endure were detailed in the research done by (Dietz 2019). The findings revealed that the respondents answered; "I wasn't the only person injured," one respondent said when describing how corporal punishment at school had affected them. Other pupils, one of the students, told us about it the next day when we arrived at school because there was blood seeping from his nostrils when he returned from school. When I returned home that day, I also suffered from a severe headache. After receiving a blow to the head, someone may bleed from the nose, which might be a sign of a concussion or indicate brain damage. The aforementioned analysis revealed that there may be psychological effects in addition to the bruises and scars the victim may sustain. One responder stated, "I become quite terrified and worried every time we are in class and a teacher call anyone sitting in the back to answer.

2.4 Challenges involved in the implementation of Corporal punishment

The challenges involved in the implementation of corporal punishment can be related to legal forms, social invention, parent-child interaction therapy, media-based intervention, and nurturing parent programs.

2.4.1 Legal forms

Many countries have adopted treaties or accords aimed at preventing the use of corporal punishment on minors. Additionally, rules that originally enabled the use of corporal punishment have often been changed or abolished in many nations, making it illegal to employ it going forward. However, in some nations where corporal punishment is prohibited by national law, local and municipal legislation still permits its justification in specific situations (Dodd, 2018). Furthermore, many of the laws in these nations do not outright forbid some kind of physical punishment. At the moment, the use of corporal punishment is prohibited by law in 53 nations, including Togo and Benin, two of Ghana's closest neighbors. Ghana does not always forbid physical punishment (Nelson et al., 2019). In May 2015, when Ghana's combined Third, Fourth, and Fifth Periodic Report on the implementation of the CRC was being considered, it made a commitment to the UN Committee on the Rights of the Child that it would ensure such prohibition in all contexts by 2019. In its Concluding Observations on the Report, the Committee reiterated its earlier recommendations to Ghana to enact law reforms that forbid corporal punishment in all contexts. In a number of nations, using the law either by itself or in conjunction with other strategies has shown to be an effective way to reduce the use of physical punishment. Law reform elevates children's social and legal position while simultaneously outlawing corporal punishment and, thus, violence against children (Cuartas, 2022).

2.4.2 Social Interventions

In 1979, a legislative amendment in Sweden made it the first nation in the world to outlaw physical punishment in all circumstances. The Ministry of Justice launched a significant public education campaign on the new law after amending its laws. To encourage debate on physical punishment in families, a leaflet titled "Can You Bring Up Children Successfully without Smacking and Spanking?" was widely distributed to parents and kids. A similar message was also put on milk cartons. Through this effort, a significant number of Swedish families (90 percent in 1981) learned about the new law. As a result, several studies conducted since then have revealed substantial parental opposition to physical punishment, a fall in crime among youth aged 15 to 17, and a general decline in authoritarian parenting techniques in favor of more egalitarian family structures (Tlhapi, 2015).

In 2007, New Zealand outlawed physical punishment in all contexts and forms. Research conducted in the nation in 2008 revealed that views and legal knowledge had even altered, with a very high awareness rate of the legislation change (91 percent). Similar to the 2008 survey, another one conducted in 2013 supported prior results that the use of physical punishment was progressively dropping. Overall, the percentage of New Zealanders who approved of physical punishment decreased from 90% in 1981 to 40% in 2013 (Cuartas, 2022).

These national cases show how public education and legal reform may be combined to successfully end physical punishment. Comparable successful initiatives have also been made in Israel, Germany, Cyprus, Denmark, Latvia, Finland, Norway, Austria, and Cyprus. According to the United Nations, which has called for its elimination, any corporal punishment of children—no matter how "light" violates their right to be shielded from violence. Nyarko (2018), mentioned that Ghana must take action right away to join the 53 other countries that have already outlawed

corporal punishment under all circumstances. Physical punishment is still used by parents and guardians, and it still has widespread public support despite the mountain of studies and research demonstrating that it is useless and damaging to children. These statistics highlight the necessity for powerful methods to stop

Interventions that clearly outline the issues that corporal punishment raises, the fact that these issues can arise regardless of the severity of the punishment (for instance, even if the parent merely gives the child "a spanking"), and the fact that the potential concomitant harm to the child outweighs any perceived benefits in the form of obedience, are all urgently needed. These therapies should be administered in a way that is easy for parents and other adults to comprehend and that motivates them to modify their perspectives in ways that are beneficial to their children. The three sorts of therapies that can be used are universal preventive programs, chosen preventative programs, and suggested intervention programs (Thielbar et al., 2014). Programs for universal prevention try to change the attitudes that make people more reliant on physical punishment in general. Taking action against certain demographic groups that are comparatively more likely than the average person or group to utilize physical punishment is the aim of selective preventative programs. The proposed intervention focuses on groups of persons who have used physical punishment in the past and are likely to do so in the future.

The most popular social interventions usually fall under one of the categories mentioned above. Around the world, a number of societal actions have been established to oppose corporal punishment. In truth, a multidimensional attempt to change the culture around caning in schools here in Ghana has already been launched by the Ghana Education Service (Okyere et al., 2018). A directive was issued requiring instructors to stop using physical punishment in order to achieve this. Newspaper stories and other publications also made the instruction public. Teachers received

different forms of punishment training as well. Additionally, teachers were cautioned against administering physical punishment for fear of legal implications.

2.4.3 Parent-Child Interaction Therapy

This intervention is regularly used by nations like the Netherlands, Australia, the United States, South Korea, Taiwan, Germany, and China. This intensive intervention focuses on in-depth talks with parents or guardians in order to reduce the likelihood of negative interactions between children and their parents (Hakman et al., 2019). Because there are fewer negative interactions between children and parents, there are fewer situations when a parent or guardian feels compelled to employ physical punishment. Alternative punishment methods are also provided to parents, such as rewards for good behavior and age-appropriate instructions, in order to discourage them from using tried-and-true corporal punishment techniques when they need to discipline their children. The intervention also focuses on children and how to reduce their defiance; it has also been applied to children with mental health diagnoses, with positive results. Alternative punishment methods are also provided to parents, like as rewards for good behavior and age-appropriate instructions, in order to discourage them from using tried-and-true corporal punishment approaches when they need to discipline their child (Chaffin et al., 2017). The intervention also focuses on children and how to reduce their disobedience; it has also been used to children with mental health problems, with positive results.

2.4.4 Media-based intervention

Targeted media interventions are another known method of modifying public attitudes on corporal punishment. The Baby Books Project is an illustration of how a medium (in this case, a book) may be used to inform parents about the negative effects of physical punishment (Valent et al., 2019). The internet is another platform that may be utilized for intervention. Children whose parents were

members of an online group that saw presentations on the risks of physical punishment experienced a decrease in corporal punishment, according to research that used this approach (Nelson et al., 2020).

2.4.5 Nurturing Parent Program

With the help of this rigorous intervention program, parents are taught to believe in their kids' good judgment and to respect their cognitive processes on what they desire. Parents are educated on how to respect their children's autonomy as well as their aspirations and feelings. The initiative attempts to stop child abuse and neglect. Durrant et al., (2017), mentioned that effective nurturing programs decreased parents' and guardians' inclination to employ physical punishment on their own or to authorize others to do it on their children. Studies of this program have shown that even parents or guardians who had previously advocated strongly for the use of physical punishment had a change of heart and no longer want to do so.

2.5 Theoretical framework

This study employs the socialization theory. Understanding socialization is important for figuring out how physical punishment affects high school graduates in the long run. Socialization is defined as "the lifelong process of social contact through which individuals develop a sense of self and the cognitive, affective, and linguistic abilities necessary for societal survival" (Kendall 2020). Through their regular social encounters, people pick up social norms and are affected by them. Socialization activities that support a person's ability to perform in academic settings or society at large include being rewarded for doing assignments, being instructed to follow regulations, and witnessing how others behave in public areas. The school has a key influence on the development

of children's social skills, academic skills, and friendships whereas the family is the primary setting for socializing (Garcia and Serra 2019).

Through both formal and informal interactions, teachers aid in forming students' beliefs, behaviors, and social conventions (Brint et al. 2001). "Socialization enables a civilization to reproduce itself by passing on its culture from one generation to the next," claims Kendall (2020). Students may learn to become angry and to have less self-control if teachers use violence against them. Because it is customary, Timor-Leste teachers have historically used physical punishment (UNICEF 2017; Ba Futuru 2019).

It might be argued that when administrators punish pupils with violence, this perpetuates the cycle of violence in society by teaching kids that violence is acceptable social conduct. This loop can make children have the same mindset regarding physical punishment techniques in the future and believe that corporal punishment is the only effective approach to rectify misconduct (Ba Futuru 2019). Over the past 50 years or so, a lot of socialization research has focused on how children internalize their parent's and society's motives, values, and behavior as well as how to discipline parents (Grusec & Goodnow, 2014).

First off, despite Gershoff (2019) appearing to do so in a few instances, discipline and punishment are not the same things. To train, instruct, or educate is to discipline. Training cannot be carried out only by using punishment to stifle undesirable behaviour. Effective instruction must be the top priority if the aim of punishment is to encourage the child's obedience and absorption of the parent's message (Grusec & Goodnow, 2014). And for a number of reasons, which I discuss below, corporal punishment may prevent children from understanding that message.

It's also important to note that the findings from the meta-analyses are in line with current knowledge and theory on how children develop internally motivated behavior, prosocial behavior, moral behavior, and aggressive as well as antisocial behavior (Coie & Dodge, 2014). Power-oriented, coercive punishment, according to Kochanska and Thompson (2017), "elicits very high fear or arousal in the kid and interferes with the proper processing of the parental message about behavioral norms, undermining internalization."

On the other hand, the discovery that using corporal punishment does not encourage cooperative, reciprocal connections are consistent with modern theories on how healthy parent-child interactions arise (Maccoby, 2018). The relationship between corporal punishment and child outcomes is a useful testing ground for understanding the parental effect on human development, despite the results and study literature correlating with each other.

Physical, intellectual, and emotional harm can result from corporal punishment for students (Gershoff and Font 2016; Hussain and Muhammad 2017; Portela and Pells 2015; Naz et al. 2011). Bumps and soreness are two prominent indicators of the physical effects of corporal punishment (Gershoff and Font 2016; Gershoff 2010). There have also been complaints of unconsciousness, wounds, and regional swelling (Kumar and Teklu 2018). Some children may find it challenging to use body parts to do their homework as a result of the physical discomfort caused by corporal punishment, such as not being able to use an arm or hand to write (Gershoff and Font 2016). Academic achievement of students suffers as a result of corporal punishment (Hussain and Muhammad 2017; Naz et al. 2011; Greydanus et al. 2003). Students' performance and attendance may suffer as a result of their anxiety and displeasure regarding corporal punishment (Portela and Pells 2015; Naz et al. 2011; Greydanus et al. 2003). In their research on the social effects of physical punishment for Pakistani high school students, Hussain and Muhamad (2017) discovered

that corporal punishment might cause pupils to leave class early, impair learning potential due to fear, and result in a general lack of interest in studying. According to SeungHee (2017), certain students who experience physical punishment in the classroom are less likely to value education and are more likely to think about quitting their higher education (see also Rafique and Ahmed 2019).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section of the study presents the research methodology. The research methodology presents the various procedures and methods employed to achieve and answer the research questions. The research methodology presents the research design, research approach, population of the study, sample size and sampling technique, source of data, data collection instrument, interview, data analysis, and ethical consideration.

3.1 Research design

The conceptual framework within which research is carried out is known as the research design, and it comprises the gathering and examination of pertinent data (Dannels, 2019). The plan outlines the method and technique of inquiry selected to acquire accurate and reliable data that met the goals of the study and provided the answers to its open-ended questions. Research design primarily aims at ensuring data collected for a study addresses the questions set out to answer. Owing to the purpose and objective of this study, this research will employ an exploratory research design in order to help the researcher to gain insight into and to also understand the phenomenon under study.

This study will employ an exploratory research design because the evidence in the literature points to little or no work done specifically on corporal punishment of children in the home, even though several studies exist on the general concept of corporal punishment and child abuse of children. As argued by Stebbins (2001) “exploratory research is employed when the phenomenon under

consideration is still poorly understood, as in the cure of certain cancers and the nature of life on other planets”. Exploratory research design uses methods such as focus group interviews, in-depth interviews, projective techniques and literature search (Dudovskiy, 2016; Kathori, 2004). On the advantages of exploratory research design, Osei (2017. p. 83) opines that “the open-ended questions and probing in exploratory research allows participants enough room to elaborate and give greater detail or information than quantitative fixed methods”.

3.2 Research Approach

The research approach is the procedure selected by the researcher to collect, analyze and interpret data. There are three approaches to research approach: qualitative approach, quantitative approach and mixed method.

3.2.1 Qualitative approach

Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data to gain insights into a particular phenomenon of interest. Qualitative research can be characterized as the simultaneous study of many aspects of a phenomenon and the attempt to study things as they exist naturally (Pham, 2018). This approach uses inductive reasoning.

3.3 Population of the study

A population is a collection of people, things, or things from which samples can be taken in order to make measurements (Kombo & Tromp, 2014). Typically, there is some homogeneity within a population. Population studies are more representative since everyone has an equal chance of being included in the final sample, claim Mugenda & Mugenda (2017). A population of 8 respondents were considered for the study.

3.4 Sample size and sampling technique

A sample, according to Puy et al. (2018), is a subset of respondents chosen from the target population. Sampling is frequently more practical than examining the full population. It fulfills the objective of obtaining a result that is representative of the entire population being sampled without going to the expense of asking everyone, even if no sample can be guaranteed to be truly representative (Fisher et al., 2010). According to Kothari (2016), the population of interest is more accurately represented when individuals of the target demographic are taken into account. It satisfies the demands for effectiveness, representativeness, and population for the study. On the issue of sample size, it is worth noting that there is no universally agreed sample size for qualitative research interviews. However, leading qualitative research scholars have put out some guidelines to consider when setting sample size in qualitative research studies. They argue that adequate sample size is attained when data saturation is reached (Patton, 2002; Morse, 2000). Data saturation “entails bringing new participants continually into the study until the dataset is completed, as indicated by data replication or redundancies” (Marshall, Cardon, Poddar, & Fontenot, 2013, p. 11).

Following this, purposive sampling will be used to select a total of 8 participants. Out of the 8, 4 will be victims from Ghana and the other 4 as victims from Norway. In addition, 1 perpetrator of corporal punishment each from Ghana and Norway will be interviewed. More so, two experts on child welfare each from Ghana and Norway will be interviewed. I will also do a review of documents, some of which include the legal frameworks on corporal punishment and child abuse in Ghana and Norway. It is my view that evidence from the document analysis will corroborate the findings from the interviews. Kothari (2015) indicates that where members of a target

population are considered, it becomes more representative of the population of interest. It fulfills the requirements of efficiency, the representative nature of units, and the population of the study.

3.5 Source of data

There were two sources of which data collected in the research. They include the primary sources of data and the secondary sources of data.

3.5.1 Primary Data

The primary sources of data are first-hand reports, or data from the original source, which were gathered through interviewing respondents. The researcher can concentrate on the research's goals and questions thanks to the usage of primary data. Considering the purpose and objectives of this study, primary data will be employed. To obtain data in answering the research questions set, I will firstly obtain data of child victims of corporal punishment and child abuse in Ghana and Norway from the Ministry of Gender, Children and Social Protection and the Norwegian Child Welfare Services respectively.

3.6 Data Collection Instrument

Primary research data are gathered using a variety of data collection techniques. Observations, interviews, and survey questionnaires are the most often utilized techniques. The researcher employed an interview to gather the qualitative data since it was thought crucial for the researcher to access and comprehend the idea under study in its entirety in the setting of this study.

3.6.1 Interview

Interviews are considered to be the most commonly used qualitative data-gathering techniques and are used to collect information from the respondents. Interviews are purposive conversations

between the researcher and the interviewee. An interview is employed because it is flexible and probing questions can be asked and other order of questions changed depending on the participant and how structured the interview is. This study employed structured interviews. In structured interviews, the interviewer uses a set of predetermined questions which are short and clearly worded. The questions involved are closed and require precise answers in the form of a read-out or presented on paper. The researcher selected a structured interview because it is easy to conduct. Also, the interview was employed because it produces extended accounts of the information.

The respondents were allowed to present their responses in a free-flowing manner because the research gave each respondent a chance to talk. An interview guide was later presented to the respondents depending on the respondent's responses. The researcher started with a general guiding question. The subsequent questions were more specific to the research objectives and were guided by responses to the guiding questions. The questions were structured and open-ended and the interview guide served as a guide to be explored during an interview were outlined.

3.7 Data analysis

The raw data that was gathered from the respondents was compiled, then it underwent analysis. Data analysis, according to Mouton and Marais (2018), is the act of dissecting phenomena into its component elements in order to better understand it. The discourse analysis approach is widely used in the social constructionist paradigm (Burns, 2006). In this study, data were analyzed and a discourse analysis approach was employed to comprehend the circumstances around a particular issue. Instead of offering a definitive solution to the issue, this research instead found several interpretations of autonomy and marital pleasure from the perspectives of the participants.

Before commencing the analysis, the researcher went over the data to gain a general feeling of the information and a sense of the conceptual frameworks of the various participants. The researcher took note of the manner in which the participants construed the meaning of the ideas under investigation as she read each individual procedure. To guarantee that the researcher had adequately recorded the ideas' constructions and that no new interpretations had arisen from each subsequent re-reading, each unique procedure was read numerous times. Finding common structures or meanings that arose from the many interviews was the second step in the study. To further understand how each discourse was created by various people, the identified structures were then dissected. The researcher looked for inconsistencies, patterns, and ambiguities in the text during the deconstruction stage that emerged from the participants' constructs.

3.8 Ethical consideration

Because I collect, analyze and interpret sensitive data of the respondents, I have the responsibility of making ensure that the data collected is not used in a manner injurious to the respondents. To ensure this I will follow the three ethical principles outlined by Denscombe (2009) in undertaking social science research. That is (1) avoiding deception and misrepresentation, (2) seeking the informed consent of the respondents to ensure that the respondents are not forced to participate and (3) ensuring the anonymity of respondents to ensure their security.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This section of the study presents the results and discussion of the field study. The result presented is guided by the research objectives which include the following: examining the socio-cultural and environmental factors that influence the implementation of corporal punishment laws in Ghana, determining the routine of punishment for offenders in Ghanaian homes and families, examining laws made available and accessible to children as well as identifying the alternative punishment that can be employed to abolish corporal punishment. A sample size of 8 respondents was selected for the study.

4.2 Presentation of data

The background information of the respondents was represented using frequency distribution tables and percentages.

4.3 Background information of the respondents

With reference to this study, the background information of the respondents was related to gender, age of the respondents, highest educational level, and marital status.

Table 4.1 Background information of the respondents

Background information		Frequency	Percentage
Gender	Male	5	62.5%
	Female	3	37.5%
Age group	18-25 years	2	25%
	26-30 years	3	37.5%
	31-40 years	3	37.5%
Marital status	Single	6	25%
	Married	2	75%
Educational level	Degree	4	50%
	HND	2	25%
	Master's degree	2	25%

Source: Field study (2023)

Based on the result of the field study, 5 of the respondents representing 62.5% were male and 3 of the respondents representing 37.5% were female. This implies that the majority of the respondents selected for the study were female. More male was selected because they are often subject to corporal punishment in most Ghanaian countries. With the age of the respondents, 2 of the respondents representing 25% were between 18-25 years, 3 of the respondents representing 37.5% were between 26-30 years and the remaining 3 of the respondents representing 31-40 years were between 37.5%. The result of the field study revealed that 6 of the respondents representing 25% were single and 2 of the respondents representing 25% were married. With the educational level, 2 of the respondents representing 25% were master’s degree holders, 4 of the respondents representing 50% were degree holders and 2 representing 25% were HND holders.

4.4 Theme

The interview is guided by the following themes:

- a) To examine the socio-cultural factors that influence the implementation of corporal punishment laws in Ghana.
- b) To determine the methods of punishment for minors in Ghanaian homes and families.

- c) To determine if the laws are made available and accessible to parents/guardian.
- d) To identify the alternative that can be employed to abolish corporal punishment.

4.5 The socio-cultural factors that influence the implementation of corporal punishment laws in Ghana.

This section presented the respondent's knowledge of the sociocultural factors that influence the implementation of corporal punishment laws in Ghana. The respondents were to answer the following questions: what is your understanding of corporal punishment in minors? what is the prevalence rate of corporal punishment in minors in Ghana? what are some of the sociocultural factors that serve as barriers to the implementation of corporal punishment among minors in Ghana?

4.5.1 What is your understanding of corporal punishment in minors?

This question was answered by all the selected respondents. All the selected respondents had a adequate knowledge about corporal punishment in minors.

1 of the respondents stated that "*corporal punishment is the use of physical force to cause pain but without causing injury to discipline the child*"

Another respondent mentioned that "*corporal punishment involves the occasional use of objects such as belt, brush or paddle to discipline children that was done in anger.*"

1 of the respondents stated that "*corporal punishment is the abuse and neglect that occurs to children under 10 years of age*"

1 of the respondents indicated that "*corporal punishment is to punish or beat a child for wrong-doings in order to modify or correct the behaviour of children*"

1 of the respondents revealed that: *“is the use of physical force in order to correct the misbehaviour and wrong doings of children”*

1 of the respondents stated that: *“corporal punishment is a violation of children’s right to respect for physical integrity and human dignity and freedom from torture and other cruel or degrading treatment”*

1 of the respondents revealed that: *“corporal punishment is any punishment in which children are physically abused and intended to cause some degree of pain or discomfort”*

And the last respondents mentioned that: *“corporal punishment involves, smacking, slapping, spanking children with stick, belt, shoe, wooden spoon or biting children as well as forcing them to stay in an uncomfortable position”*.

4.5.2 What is prevalence rate of corporal punishment in minors in Ghana?

The respondent’s knowledge about the prevalence rate of corporal punishment in minors in Ghana was examined. Based on the result of the field study:

2 of the respondents mentioned that: *“corporal punishment is highly prevalent globally both in home and school and about 60% of children aged 2-14 years regularly suffer physical punishment”*

1 of the respondents answered that: *“Due to the prohibition of corporal punishment in Ghanaian Schools per a directive from the Ghana Educational Service, the prevalent rate is very low in school yet very high in various Ghanaian homes”*

2 of the respondents suggested that *“corporal punishment is highly prevalent in homes of children but very low in most Ghanaian school due to the ban imposed by government”*

1 of the respondents stated that: *“despite the ban imposed by government, corporal punishment is practiced by teachers and parents in remote areas or rural areas.”*

1 of the respondents mentioned that *“the prevalence of corporal punishment is very low in urban areas and very high in rural areas in Ghana”*

And 1 of the respondents mentioned that *“corporal punishment is still very high in various Ghanaian homes but ban in most public and private schools in Ghana”*

4.5.3 Do cultural norms support the implementation of corporal punishment in Ghana?

The respondents were to indicate if cultural norms support the implementation of corporal punishment in Ghana. This question was answered by all the respondents.

2 of the respondents mentioned that: *“in Ghana, various societies and family value corporal punishment in adult but do not support that children should be subject to corporal punishment”*

1 of the respondents stated that *“it is written in the bible that ‘whoever spare the rod hates their children but the one who loves their children is careful to discipline them, therefore, cultural norms and religious and social beliefs practices support corporal punishment’”*.

1 of the respondents mentioned that: *“cultural norms support corporal punishment. This is because people often cite religious sources to justify corporal punishment”*.

1 of the respondents stated that *“cultural norms support the implementation of corporal punishment in Ghana because it is belief that it is the best way to discipline children.”*

1 of the respondents suggested that *“all cultural norms support corporal punishment because physical pain is used as a teaching tool to make a child behave according to social expectation and norms”*

And 2 of the respondents mentioned that *“cultural norms support corporal punishment because most society have the belief that parents and teachers should not withhold discipline from a child, if you punish a child with the rod, they will not die but learn from their mistakes”*

4.6 Methods of punishment for the children in Ghanaian home and families

This section of the study examines the respondent’s knowledge about the method of punishment for the children in Ghanaian home and families. The respondents were to provide answers to the following: engaging in corporal punishment, type of corporal punishment used on children, type of corporal punishment used in children and the effect of the corporal punishment on children.

4.6.1 Engaging in corporal punishment.

The respondents were asked if they have engaged in corporal punishment. The result of the field study shows that:

5 of the respondents mentioned that: *“they have never engaged in corporal punishment. They have never physical punished their children and relatives”*

2 of the respondents stated that: *“they have engaged in corporal punishment on their children and younger relatives”*

1 of the respondents stated that *“I used to physically abuse my younger sisters and brothers but I have stop because my brother got sick and was taking to the hospital”*

4.6.2 Types of corporal punishment used on children.

The respondents were to indicate the type of corporal punishment that are used on children.

The first respondents mentioned that *“slapping and spanking are the most common forms of corporal punishment among children”*

The next respondent stated that: *“slapping, throwing things that could hurt children are types of corporal punishment”*

The next respondent indicated that *“choking, strangled or burnt children on purpose for mistakes is among the corporal punishment”*

The next respondent suggested that *“insulting, hitting, punching, kicking and electric shock is among the corporal punishment that children are subjected to”*

The next respondent stated that *“whipping, belting, using wooden spoon on children is among the subject of corporal punishment”*

The following respondent answered that *“boxing ear, forcing children to stay in uncomfortable position, burning, pinching and shaking is among the type of corporal punishment”*

The next respondent mentioned that *“biting, pulling hair and throwing things at children are among the type of corporal punishment”*

The last respondent responded that *“the type of corporal punishment in minors include whip, using stick, belt, shoe, biting, boxing ears, pinching, scratching and kicking”*

4.6.3 Effect of corporal punishment.

This section of the study examines the respondent’s knowledge about the severity of corporal punishment. This question was answered by all the respondents involved in the study.

The first respondents stated that *“corporal punishment is associated with increase in delinquency, antisocial behaviour and aggression in children as well as decrease the quality of the parent”*

1 of the respondents mentioned that *“corporal punishment creates an unhealthy relationship between children and parents and affect the mental health of children”*

1 of the respondents suggested that “*children that are subject to corporal punishment are more likely to become hitters of themselves and abusers of their own children and partners*”

1 of the respondents answered that “*corporal punishment influence children to learn to use violent behaviour as a way of dealing with stress and interpersonal dispute*”

1 of the respondents stated that “*corporal punishment compromises the development of higher psychological functions. Corporal punishment leads to a fear of physical pain is the driver that extinguishes, undesired behaviour or produce the wanted conduct*”

1 of the respondents indicated that “*corporal punishment leads to a negative outcome for children such as across including physical and mental ill-health*”

The remaining respondent mentioned that “*corporal punishment can lead to impaired cognitive and socio-emotional development, poor educational outcome, increased aggression and perpetration of violence*”.

4.7 Law made available and accessible to parents/guardians.

The respondents were to answer the following questions: should corporal punishment be abolished in Ghana, are there laws in Ghana regulating corporal punishment, are the parents/guardian aware of the existing laws about corporal punishment and what does the laws say about corporal punishment in Ghana.

4.7.1 Should corporal punishment be abolished in Ghana.

The respondents were to indicate if corporal punishment should be abolished in Ghana. Based on the interview conducted:

1 of the respondents stated that *“I am against the ban of corporal punishment. Customarily, it is widely believed that refusing to resort to canning is a mad method of child upbringing”*

1 of the respondents indicated that *“corporal punishment should not be abolished because it will encourage deviancy of children and influence children to disobedience”*

1 of the respondents mentioned that *“I believe in the bible and it requires parents to discipline their children. It is written in the bible that foolishness is bound on the heart of children but the rod of correction shall deprive it of him”*

1 of the respondents answered that *“I am against the abolished corporal punishment because parents have to discipline their children to prevent them from misconduct and growing up to be bad people in the society”*

1 of the respondents suggested that *“corporal punishment should not be abolished because it will influence children to be disobedience to school, and parental rules, guardian and control”*

1 of the respondents stated that *“corporal punishment should be abolished because children subject to corporal punishment often get injured and experience emotional disorder”*

1 of the respondents mentioned that *“corporal punishment should not be abolished because canning, slapping or pinching in a moderate can never cause grievous bodily harm to children but encourage children to put up a decent behaviour”*

1 of the respondents mentioned that *“corporal punishment should be abolished because it instills fear into children”*

4.7.2 Laws in Ghana regulating corporal punishment in Ghana.

According to the result of the field study:

1 of the respondents mentioned that *“there are laws that regulate corporal punishment in Ghana. The law states that parents shall take all appropriate legislative administrative, social and educational measures to protect the child from all from of physical or mental violence, injury or abuse, neglect or negligent treatment”*

1 of the respondents mentioned that *“the laws in Ghana states that no child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment”*

1 of the respondents stated that *“the laws states that all type of corporal punishment must be prohibited”*

1 of the respondents suggested that *“there are laws protecting children’s right to human dignity and physical integrity”*

1 of the respondents mentioned that *“the children’s Act and the Criminal Offenses Act forbid corporal punishment in Ghana”*

1 of the respondents revealed that *“mentioned that Ghana has not prohibited corporal punishment in all setting”*

1 of the respondents indicated that *“the law states that all appropriate legislative, administrative, social and educational measures to protect the children from all forms of physical or mental violence, injury or abuse”*

1 of the respondents stated that *“the laws stated the laws approves that a father or mother may correct his or her legitimate or illegitimate or illegitimate child being under sixteen years of age.*

1 of the respondents mentioned that *“Corporal punishment has been prohibited in Ghanaian basic and secondary school”*

4.7.3 Awareness of laws about corporal punishment.

The respondents were to indicate if parents/guardian were aware of about corporal punishment in Ghana. Based on the result of the field study:

3 of the respondents mentioned that: *“parents who are much educated have adequate knowledge about laws regulating corporal punishment”*

3 of the respondents revealed that *“parents in rural areas do not have much knowledge about corporal punishment”*

2 of the respondents suggested that *“Most parents in urban areas have adequate knowledge about corporal punishment laws in Ghana”*

4.7.4 Laws about corporal punishment in Ghana.

This section of the study examines laws about corporal punishment in Ghana. The first respondents answered that:

“The Children’s Act 1998 prohibits cruel inhuman or degrading treatment or punishment including any cultural practice which dehumanizes or is injurious to the physical and mental well-being of child.”

1 of the respondents mentioned that *“laws for a degree of reasonable and justifiable punishment of children, stating that no correction of a child is justifiable which is unreasonable in kind or on degree according to the age, physical and mental condition of the child and no correction is justifiable if the child by reason of tender age”*

1 of the respondents stated that *“the law stated that a child shall not be subject to torture of other cruel inhuman or degrading treatment of punishment”*

1 of the respondents indicated that *“The Domestic Violence Act 2007 and the Children’s Act 1998 prohibit all corporal punishment in children rearing”*

1 of the respondents mentioned that *“the law states that a correction made on children cannot be justified in the case of a person who by reason of tender years or otherwise is incapable of understanding the purpose for which it is inflicted”*

1 of the respondents answered that *“the Ghanaian laws about corporal punishment enforce all teachers, parents and as well as adult to stop all abuses against children”*

1 of the respondents indicated that *“The Universal Periodic Review of Ghana in 2017 mentioned that the need for parents and teacher to eliminate corporal punishment and other forms of abuse against children in both home and school setting”*

The last respondents responded that the laws stated that *“no teacher, administer, other school personnel, or a personal employed in a residential care home or a detention Centre or a person working with children in any capacity shall subject a child to a corporal punishment or conduce the use of corporal punishment by a person under his or her supervision or control”*

4.8 Alternative punishment

This section of the study examines the alternative punishment parents and teachers employed in relation to corporal punishment. The respondents were to answer the following questions: are there alternative punishment parents can used on their children, does the alternative punishment causes more pain on children and what are the type of alternative punishment that can be used in place of corporal punishment.

4.8.1 Alternative punishment parents can used on their children.

According to the result of the field study most of the respondents mentioned that if there are various alternative punishment that parents.

4 of the respondents mentioned that *“apart from corporal punishment such as canning and kicking, there are various ways parents and teachers can discipline the children and students respectively”*

2 of the respondents answered that *“all type of punishment will cause pain on children and still affect the emotional wellbeing of children, there all punishment”*

1 of the respondents argued that *“I am uncertain if they are other alternative of punishment because all punishments are causes pain like corporal punishment. Therefore, all punishments can be considered to be a corporal punishment”*

The last respondents mentioned that *“there are various type of punishment that cause moderate pain as compare to corporal punishment”*

4.8 2 Alternative punishment causes more pain to children.

The respondents were to indicate if alternative punishment causes more pain to children.

3 of the respondents stated that *“most of the alternative punishment either than corporal punishment does not cause much pain on children”*

2 of the respondents mentioned that *“the alternative punishment does not cause physical pain to children. However, come also causes emotional pain to children”*

1 of the respondents stated that *“the alternative punishment does not cause much pain to children”*

1 of the respondents answered that *“the alternative punishment does not cause any pain to children”*.

1 of the respondents responded that *“I am uncertain if all alternative punishment causes more pain to children”*

4.8.3 Types of alternative punishment that can be used in place of corporal punishment.

The respondents were to indicate the type of alternative punishment that parents and teachers can use in place of corporal punishment.

The first respondents mentioned that *“keeping children from having friends and seeing family members is among the alternative punishment that can be used in place of corporal punishment”*

The next respondents stated that *“counselling is among the alternative punishment that can be used in place of corporal punishment”*.

The next respondents revealed that *“detention for long period, silence and writing lines is among the alternative punishment that used in place of corporal punishment”*

The next respondents answered that *“screaming is alternative punishment that can be used in place of corporal punishment”*.

The next respondents responded *“give praise encourages children to learn self-discipline, this is another form of corporal punishment”*.

The next respondents answered that *“guidance and counseling is among the alternative punishment parents and teachers can employ”*.

The next respondents mentioned that *“children losing privileges is among the alternative punishment that can be used in place of corporal punishment”*.

The final respondents mentioned that *“students writing an apology letter, reducing their break time, reducing their television viewing hours and praising for good attitude is among the alternative measure to instill discipline in children”*.

4.9 Discussion of findings

The discussion of the findings is based research objectives. The research objectives relate to the following: examining the socio-cultural and factors that influence the implementation of corporal punishment laws in Ghana, determining the methods of punishment for children in Ghanaian homes and families, examining if these laws made available and accessible to parents/guardian as well as identifying the alternative that can be employed to abolish corporal punishment.

4.9.1 Socio-cultural factors that influence the implementation of corporal punishment.

The findings of the study revealed that all the respondents have adequate knowledge and understanding of corporal punishment. Their explanation for corporal punishment can be related to the following: corporal punishment is the use of physical force to cause pain but without causing injury to discipline the child, corporal punishment is the abuse and neglect that occurs to children under 10 years of age, corporal punishment is a violation of children’s right to respect for physical integrity and human dignity and freedom from torture and other cruel or degrading treatment and corporal punishment involves, smacking, slapping, spanking children with stick, belt, shoe, wooden spoon or biting children as well as forcing them to stay in an uncomfortable position. The findings revealed that majority of the respondents mentioned that corporal punishment is low in Ghana. Some of the respondents stated that corporal punishment do exist in rural areas in Ghana.

In addition, the findings revealed that most of the respondents answered that cultural norms support the implementation of corporal punishment. Among the responses includes: it is written in the bible that ‘whoever spare the rod hates their children but the one who loves their children is careful

to discipline them, therefore, cultural norms and religious and social beliefs practices support corporal punishment, cultural norms support the implementation of corporal punishment in Ghana because it is belief that it is the best way to discipline children, cultural norms support the implementation of corporal punishment in Ghana because it is belief that it is the best way to discipline children, and all cultural norms support corporal punishment because physical pain is used as a teaching tool to make a child behave according to social expectation and norms.

The findings further revealed that the respondents mentioned that, a lot of social-cultural factors influence the implementation of corporal punishment laws. Among the factors includes: social crisis, poor educational facilities, and limited fundings for social welfare as contributing factors for the implementation of corporal punishment laws in Ghana.

4.9.2 Routine of punishment for children in Ghanaian homes and families.

It was established that some of the respondents engage in corporal punishment and some do not. Based on the findings, the respondents mentioned that the type of corporal punishment includes: slapping and spanking among others.

According to the findings of the study, children that are subject to corporal punishment are more likely to become hitters of themselves and abusers of their own children and partners, corporal punishment influence children to learn to use violent behaviour as a way of dealing with stress and interpersonal dispute and corporal punishment can lead to impaired cognitive and socio-emotional development, poor educational outcome, increased aggression and perpetration of violence.

4.9.3 Laws made available and accessible to parents/guardian.

Most of the respondents mentioned that there are laws in Ghana regulating corporal punishment. Their statement include; there are laws that regulate corporal punishment in Ghana. The law states

that parents shall take all appropriate legislative administrative, social and educational measures to protect the child from all from of physical or mental violence, injury or abuse, neglect or negligent treatment, the laws states that all type of corporal punishment must be prohibited, the laws in Ghana states that no child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment, and all appropriate legislative, administrative, social and educational measures to protect the children from all forms of physical or mental violence, injury or abuse.

In addition, the findings shows that majority of the respondents were aware of corporal punishment in Ghana. Most of the respondents answered that: parents who are much educate have adequate knowledge about laws regulating corporal punishment, children are not fully aware of laws about corporal punishment in Ghana, children and parents in rural areas do not have much knowledge about corporal punishment, children above the age of 13 years have much knowledge about laws about corporal punishment and Most parents in urban areas have adequate knowledge about laws corporal punishment laws in Ghana, children in upper primary onward have are aware of corporal punishment in Ghana.

The findings shows that there are laws about corporal punishment. The findings shows that the laws include: “The Children’s Act 1998 prohibits cruel inhuman or degrading treatment or punishment including any cultural practice which dehumanizes or is injurious to the physical and mental well-being of child, laws for a degree of reasonable and justifiable punishment of children, stating that no correction of a child is justifiable which is unreasonable in kind or on degree according to the age, physical and mental condition of the child and no correction is justifiable if the child by reason of tender age, the law stated that a child shall not be subject to torture of other cruel inhuman or degrading treatment of punishment, the law states that a correction made on children cannot be justified in the case of a person who by reason of tender years or otherwise is

incapable of understanding the purpose for which it is inflicted, The Universal Periodic Review of Ghana in 2017 mentioned that the need for parents and teacher to eliminate corporal punishment and other forms of abuse against children in both home and school setting and no teacher, administer, other school personnel, or a personal employed in a residential care home or a detention Centre or a person working with children in any capacity shall subject a child to a corporal punishment or conduce the use of corporal punishment by a person under his or her supervision or control.

4.9.4 Alternative punishment that can be employed to abolish corporal punishment.

The findings of the field study shows that most of the respondents indicated that there are various alternative punishment parents can adopt. Among the alternative punishment parents can used on their children include: keeping children from having friends and seeing family members is among the alternative punishment, detention for long period, silence and writing lines is among the alternative punishment, screaming is alternative punishment that can used in place of corporal punishment, children losing privileges is among the alternative punishment that can used on place of corporal punishment, and students writing an apology letter, reducing their break time, reducing their television viewing hours and praising for good attitude is among the alternative measure to instill discipline in children.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This section of the study presents the summary of findings, conclusion and recommendation. The summary of findings is based on the research objectives.

5.2 Summary of findings

The summary of findings is based on the following research objectives: examine the extent to which socio-cultural factors influence the implementation of corporal punishment laws in Ghana, assess the degree to which the methods of punishment meted out to offenders impact the occurrence of corporal punishment in Ghana, analyze the extent to which these laws are made available and accessible to minors in Ghana and identify other forms of punishment that can be used in place of corporal punishment.

The findings of the study revealed that all the respondents have adequate knowledge and understanding of corporal punishment. Based on the field study, corporal punishment relates to: corporal punishment is the use of physical force to cause pain but without causing injury to discipline the child, corporal punishment is the abuse and neglect that occurs to children under 10 years of age, corporal punishment is a violation of children's right to respect for physical integrity and human dignity and freedom from torture and other cruel or degrading treatment and corporal punishment involves, smacking, slapping, spanking children with stick, belt, shoe, wooden spoon or biting children as well as forcing them to stay in an uncomfortable position. The findings revealed that majority of the respondents mentioned that corporal punishment is low in Ghana. Some of the respondents stated that corporal punishment do exist more in rural areas in Ghana. In

addition, the findings revealed that most of the respondents answered that cultural norms support the implementation of corporal punishment

The finding of the study shows that some of the respondents engage in corporal punishment and some do not engage in corporal punishment. Based on the findings, the respondents mentioned that the type of corporal punishment includes: slapping and spanking are the most common forms of corporal punishment among children, “slapping, throwing things that could hurt children are types of corporal punishment.

The findings shows that majority of the respondents are against the ban of corporal punishment in Ghana. Among their statement include: customarily, it is widely believed that refusing to resort to canning is a mad method of child upbringing, corporal punishment should not be abolished because it will encourage deviancy of children and influence children to disobedience, the bible requires parents to discipline their children. It is written in the bible that foolishness is bound on the heart of children but the rod of correction shall deprive it of him and corporal punishment should not be abolished because it will influence children to be disobedience to school, and parental rules, guardian and control.

It was revealed that, there are laws about corporal punishment which include: “The Children’s Act 1998 prohibits cruel inhuman or degrading treatment or punishment including any cultural practice which dehumanizes or is injurious to the physical and mental well-being of child, laws for a degree of reasonable and justifiable punishment of children, stating that no correction of a child is justifiable which is unreasonable in kind or on degree according to the age, physical and mental condition of the child and no correction is justifiable if the child by reason of tender age, the law stated that a child shall not be subject to torture of other cruel inhuman or degrading treatment of punishment, the law states that a correction made on children cannot be justified in the case of a

person who by reason of tender years or otherwise is incapable of understanding the purpose for which it is inflicted.

Most of the respondents indicated that there are various alternative punishment methods parents can adopt. Among them include: keeping children from having friends and seeing family members is among the alternative punishment, detention for long period, silence and writing lines as well as writing an apology letter, reducing their break time, reducing their television viewing hours and praising for good attitude is among the alternative measure to instill discipline in children.

5.3 Conclusion

In this study, an exploratory case study design was adopted. Furthermore, this study employed purposive sampling techniques were the data sampling techniques used- both probability and non-probability sampling techniques were used. Also, all data were collected through interviews. Data collected through interviews were coded, organized into themes and patterns, analyzed and presented as direct quotations. The study concludes that all the respondents have adequate knowledge and understanding of corporal punishment. The study concludes that corporal punishment is defined as corporal punishment is the use of physical force to cause pain but without causing injury to discipline the child, corporal punishment is the abuse and neglect that occurs to children under 10 years of age, corporal punishment is a violation of children's right to respect for physical integrity and human dignity and freedom from torture and other cruel or degrading treatment and corporal punishment involves, smacking, slapping, spanking children with stick, belt, shoe, wooden spoon or biting children as well as forcing them to stay in an uncomfortable position. The findings revealed that majority of the respondents mentioned that corporal punishment is low in Ghana. Some of the respondents stated that corporal punishment on exists in rural areas in Ghana.

In addition, the study concludes that most of the respondents were against the ban of corporal punishment in Ghana. Their reasons include the following: customarily, it is widely believed that refusing to resort to canning is a mad method of child upbringing, corporal punishment should not be abolished because it will encourage deviancy of children and influence children to disobedience, the bible requires parents to discipline their children. It is written in the bible that foolishness is bound on the heart of children but the rod of correction shall deprive it of him and corporal punishment should not be abolished because it will influence children to be disobedience to school, and parental rules, guardian and control.

Again, the study concludes that parents can use alternative form of punishment including: keeping children from having friends and seeing family members, detention for long period, children losing privileges among others.

5.4 Recommendation

The following recommendations are made based on the findings of the study. The study recommends that parents should spend quality time with their children at home, show them love and teach them good values so as to be discipline. Parents should also visit the schools regularly to have a firsthand information on how their children are doing at schools. School authorities and teachers should also serve as role models so that, students can rely on them for advice and directions on how to make informed decisions in their education, social and other aspects of their lives.

Other social institutions such as the religious bodies, as well as the District Education Offices even though, is doing good in the issue of children education, but should also take the issue of discipline more seriously so as to improve upon discipline seriously so as to produce the discipline

so as to produce the desired outcomes in the schools. To resolve the challenges in implementing measures to reduce corporal punishment, discipline, there is the need for a broader consultation of all stakeholders of education such, parents and teachers to formulate some of these codes of service discipline as a policy to instill the desired discipline.

There is the need for Ghana to formulate and adopt a policy that specifically addresses the issue of corporal punishment. This need comes from the realization that lumping corporal punishment as a problem together with other child protection issues does not allow much room for the issue to be adequately dealt with. There should therefore be a policy specifically designed to address corporal punishment. Furthermore, a laid down policy and institutional framework within which the policy will be designed, implemented, monitored and evaluated should be of high priority among social welfare department. In addition, roles and responsibilities for leading departments to facilitate the implementation of the corporal punishment policy should be assigned and clearly stated. State agencies to be responsible for implementing these corporal punishment policy interventions must be well equipped in capacity and resources to carry out this role as current.

To effectively resolve indiscipline problems in schools, the MoE and the GES must involve relevant stakeholders such as head teachers, teachers, students and parents on alternative disciplinary measures that can effectively deal with indiscipline acts in schools. Also, to change teachers' negative attitude towards the ban on corporal punishment, MoE and GES should sensitize teachers on alternative methods of instilling students' discipline and also strengthen guidance and counselling units in schools. Again, MoE should organize sensitization programmes for teachers to enable them understand the physical and psychological effects of corporal punishment. Lastly, GES Ghana should streamline appointments and deployment of trained guidance and counselling coordinators and school psychologists in schools.

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APPENDIX
INTERVIEW GUIDE

**CORPORAL PUNISHMENT LAWS IN MINORS: A CASE STUDY OF
IMPLEMENTATION CHALLENGES IN HOMES AND FAMILIES WITHIN THE
ASOKWA MUNICIPAL ASSEMBLY, GHANA.**

For confidentiality reasons, kindly **do not** indicate your name or contact on the questionnaire. This questionnaire will take about 7 to 10 minutes to complete. Once again, we are most grateful that you take the time to participate in this study.

SECTION A: BACKGROUND INFORMATION OF RESPONDENTS

1. Gender a) Female () b. Male ()
2. Age of the respondents a) 20-30 years () b) 31-40 years () c) 41-50 years () d) 51-60 years ()
3. Highest educational level a) Bachelor’s () b) Master () c) HND () d) SHS e) No formal Education
4. Marital Status a) Single () b) Married c) Separate () d) Divorced ()

SECTION B: Socio-cultural factors that influence the implementation of corporal punishment laws in Ghana.

1. What is your understanding of corporal punishment?
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2. What are the prevalence rates of corporal punishment in mirrors in Ghana?

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3. Do culture norms support the implementation of corporal punishment in Ghana?

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4. What are some of the sociocultural factors that serve as a barrier to the implementation of corporal punishment among mirrors in Ghana?

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SECTION C: Methods of punishment meted out to children in Ghana

1. Have you ever punished anybody or your children physically?

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2. What are the types of corporal punishment used on children?

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3. What are the severities of the corporal punishment on children?

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SECTION D: Laws made available and accessible to parents in Ghana.

1. Should corporal punishment be abolished in Ghana?

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2. Are there laws in Ghana on abolishing corporal punishment?

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3. Are parents/guardian aware of the existing laws against corporal punishment?

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4. What does the law say about corporal punishment in Ghana?

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SECTION E: Alternative punishment that can be adopted.

1. Are there alternative punishment parents can use on their children?

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2. Does the alternative punishment cause more pain on children?

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3. What are the types of alternative punishment that can be used in place of corporal punishment?

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