

School Discipline serves to ignite the debate on measures of adopting school quality discipline by perceiving such methods from the perspectives of students' leaders. The idea of this work is a modest manner to stem the tides in relation to violence through the identification of alternative measures of child discipline void of physical and other forms of violence. Though configured using the Cameroon context as an example, it is an addition to the multiplicity of literature on the subject worldwide and will continuously provide scholars, researchers, and especially all educational stakeholders the needed tools to reflect and adopt good practices in child upbringing void of violence. The book indicates that nonviolent communication and structured school climate would ensure peaceful relational action, tolerance, and the respect of learners' rights. It promotes constructive debates on such a sensitive topic as a way of engendering conceptual change.

This book is therefore, intended to ignite the discussions on the importance of the education quality discourse using child discipline as an ethical and normatively guided goal negating incidence of harsh and erratic behavior and promoting good practices and perceptively from the learners themselves. It is in view of this, a great and budding initiative to engage in more insightful and broad base manner all researchers and especially teacher training colleges and student leaders in the global south and north, and propel a possible shift in position.



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School Discipline



Brot
für die Welt

New Perspectives on Quality Education in Sub-Saharan Africa

Edited by Christine Nyiramana, Susanne Ress, Tharcisse Gatwa,
Susanne Krogull, Annette Scheunpflug, and Penine Uwimbabazi

School Discipline: Alternatives to Corporal Punishment

Abraham Tamukum Tangwe

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**School Discipline:
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New Perspectives on Quality Education in Sub-Saharan Africa

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Tharcisse Gatwa, Susanne Krogull, Annette Scheunpflug,
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Over recent decades, national and international policy actors together with teachers, parents, community leaders, and faith-based organizations have made great progress in providing access to education. Today around the world, more children are in school than ever before. Yet being in school is not enough. These exceptional improvements in expansion of access to schooling require a sustained effort to ensure the quality of education provided in schools. This series presents new findings on dimensions of quality education in the context of Sub-Saharan Africa.

The authors in this series have conducted their research in the context of the *International Master Program of Educational Quality in Developing Countries* (IMPEQ) at the University of Bamberg in partnership with the Protestant University of Rwanda, the Free University of the Great Lakes Region in the Democratic Republic of Congo, and the Evangelical University of Cameroon. The research was made possible through the funding from Bread for the World – the Development and Relief Agency of the Protestant Churches in Germany. The monographs in this series highlight the importance of continuous teacher education and, most importantly, the centrality of efficient leadership for fostering educational policies and practices that meet the needs of all students.

*This book is dedicated to all those who abhor violence
in all dimensions and working hard
for its complete eradication.*

School Discipline: Alternatives to Corporal Punishment

Abraham Tamukum Tangwe



Brot
für die Welt



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ABBREVIATIONS

ATCP:	Alternatives to Corporal punishment
CP:	Corporal Punishment
ISTP:	Pedagogic In-Service Training Program
PCC:	Presbyterian Church in Cameroon
PEA:	Presbyterian Education Authority
PSS:	Presbyterian Secondary School
UNCRC:	United Nations Convention on the Rights of the child
UNESCO:	United Nations Educational, Scientific and Cultural Organization

SERIES EDITORS' FORWARD

Beyond the fact that the completion of compulsory education has substantially improved over the past twenty years, achieving educational quality for all continues to be a major challenge in Sub-Sahara Africa where many children do not reach basic skills in reading and numeracy by the end of primary school (UNESCO, 2014). A focus on quality education is thus paramount to improve the overall performance of educational systems and to support students' academic achievement. High quality education requires high quality research that combines sophisticated knowledge of educational theories, adequate research methods, and contextualizing sensibilities for local realities as they intersect with global political, economic, social, and historical forces.

Every educational dimension imaginable – school access, didactics and pedagogical approaches, academic content and competences – if approached with such a notion of high quality research presents itself as a challenge that poses many questions and few certain answers. To nonetheless forge pathways towards much needed answers requires to study intellect, diligence, creativity, and a supportive community of scholars engaged in critical feedback. Monographs in this series carefully investigate educational concepts and theories as they pertain to quality education in Sub-Sahara Africa. They cover many topics ranging from leadership skills, competence-based and learner-centered pedagogies, cognitive activation, critical thinking skills, and socially responsive and inclusive approaches to teaching. The monographs go beyond theory in that they reflect on the practical implications of the research findings. The authors provide in-depth analyses grounded in a deep knowledge of and experiences in the context

in which the research was conducted. They articulate recommendations that touch on the macro-, meso-, and micro-levels of schooling. In this way, the series provides a collective space for emerging African scholars to discuss their research on education to impart lessons for mastering 21st century challenges in education everywhere.

School Discipline: Alternative to Corporal Punishment is the first volume in the series *New Perspectives on Quality Education in Sub-Sahara Africa*. It marks an ideal beginning of this exciting series as it describes corporal punishment in the Cameroonian educational context situating the discussion as well in international Education for all discourses of educational quality and human rights. Mr. Tangwe provides a thoughtful discussion of corporal punishment and alternatives linking it to social theory as an explanation of why violence is prevalent in Cameroonian schools and positioning it within human rights and faith-based perspectives. His use of theory and findings from qualitative methods using observation to help advocate for a holistic approach to corporal punishment shows that sustained and continuous reflections on corporal punishment led to a conceptual change among student leaders even though they initially accepted the use of violence as an ethical corrective measure. *School Discipline* serves to ignite the debate on measures of adopting school quality discipline by perceiving such methods from the perspectives of students' leaders. Tangwe encourages the reader to engage much more deeply in theoretical and practical terms with the circumstances and consequences of disciplinary measures in school as a dimension of educational quality that should not be overlooked.

AUTHOR'S PREFACE AND ACKNOWLEDGEMENTS

Corporal punishment as a school discipline tool remains a tricky concept not only in Cameroon but also in almost all the countries of the world. In spite of the teeming research and books on violence as a natural misnomer and especially as an agreed hiccup to the education of a child in every context, corporal punishment remains a veritable nightmare, needing a concerted approach to discard and abandon it. As an actor in schoolchild discipline and cognisance of the terrible effects of corporal punishment and the inflicting of violence as punishment, I engage in this project in a holistic and modest manner to stem the tides with the identification of alternative measures of child discipline void of any iota of violence.

Though configured using the Cameroon context as an example, it is an addition to the multiplicity of literature on the subject and will continuously provide scholars, researchers, and especially all educational stakeholders the needed tools to reflect and adopt good practices in child upbringing void of violence.

What makes the document unique is the practical approach adopted to handle the problematic of the study completely avoiding the abstract orientation that makes understanding a herculean task. As such, student leaders in one of the schools in Cameroon as well as some of the stakeholders sat, discursively brainstorm and reflected ways of attaining discipline in lieu of violence and in a rational and productive manner. They did this by proffering alternative ways that discipline can be attained without violence. This is therefore in a bid to promote constructive debates on such a sensitive topic and to keep them going. This book is therefore intended to ignite the discussions

on the importance of the education quality discourse using child discipline as an ethical and normatively guided goal completely negating any incidence of harsh and erratic behavior and promoting good practices and perceptively from the learners themselves. It is in view of this, a great challenge to engage in more insightful and broad base manner, by the researchers, in a conceptual change approach and to identify the dynamic to education for life inclusively.

The findings in this book are certainly going to encourage readers especially researchers with more thoughtful inspiration, the zeal and knowledge to continue to seek ways and means of making corporal punishment anywhere in the world, as a complete anathema. This book is highly recommended as a document in all teacher-training institutes and to all student leaders.

Giant strides such as this initiative of researching and knitting the final product in such a wonderfully crafted manner can never have been the sole initiative of the author. It has been thanks to the Presbyterian Education Authorities (PEA) that despite the ban to further training by its personnel thereby inhibiting human capital development however accepted my quest for further studies and gave me the leeway. To God be the glory and to them, I doff my hat. I owe an unmerited debt that can never be measured on scales or ever being able to rise up to the challenge of writing off such a debt. This debt is owed to Prof. Dr. Annette Scheunpflug for her simple, yet, very witty and encouraging approach. As the initiator of such an epic project, her contributions to humanity are yet to be holistically, saluted. I lack words to express my feelings of appreciation. She was ably assisted by an astute and painstakingly dedicated helper in the person of

Dr. Susanne Krogull who gave meaning to the community of the first batch of IMPEQ students. To her, I say, a million thanks. I pay tribute to 'Tanyi' Claude Ernest Njoya my mate and mentor in ICT strategic layout hints and to the new IMPEQ coordinators, Dr. Susanne Ress and 'Uncle' Njobati Frederick for ensuring the editing and publication of this project. Indeed, a big shout out to you.

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It should however be noted that I consulted many books, documents and might have inadvertently fail to quote the authors. I respect and uphold the fact that such would normally fall within the ambits of my limitations as a human being. I must honestly accept the fact that all errors of interpretation, judgments and analysis are mine but hesitate to accept all print errors for that would smack of subjectivity! Enjoy perusing the pages.

Abraham T. Tangwe,

Bamberg, June 2019

1.

INTRODUCTION

School discipline according to Irby is a “socially constructed, contested, and symbolic space of trouble that a student falls into when she or he behaves outside of the normative expectations of a school setting” (2014, p. 517). It represents the rules that inform students what is “right and to be done, and what is wrong and to be avoided” (Haroun & O’Hanlon, 1997: 239). Straus & Paschall expatiate on this by stating that “in a school setting where such rules are systematic and organize, violence is reduce and this enhances the cognitive development of the learner” (2009, p. 461) and where school discipline exhibits traces of violence, the cognitive adaptability of the learner to new knowledge is thwarted (ibid.).

The essence of discipline as per Mumthass, Munavirr & Gafoor is “a decent and decorous conduct that contributes to harmony, respect for authority, love for orderliness, eagerness to discharge duties with regularity and efficiency, and an exalted sense of responsibility that develops a sense of social conscience” (2014, p. 301). In recent years, there has been widespread public and professional debate over school discipline (Irby, 2014; Haroun & O’Hanlon, 1997; Straus & Paschall, 2009) especially on how best to apply it. Issues surrounding it have ranged from the place of corporal punishment in school discipline (Taylor, Hamvas & Paris 2012; Ellison & Sherkat, 1993; Bruce, Murray & Kym, 1993) and or the efficacy of modern approaches to managing groups of often-rebellious school students.

Hence, school discipline from every indication remains a complex concept as the advocates of corporal punishment are making a very strong case for its relevance (Taylor, Hamvas & Paris 2012; Ellison & Sherkat, 1993; Dietz 2000; Ember & Ember, 2005). While proponents of alternatives to corporal punishment all make a strong case for the fact that school discipline is better handle with alternatives to corporal punishment (ATCP) and not with violence or corporal punishment (CP) itself (Strauss, 1991; Holinger, 2009; Durrant, & Ensom, 2012; Carter, 2014). Note must be taken of the fact that over the years, the position of the proponents of the use of corporal punishment has been emboldened by the arguments put forth in support of it by theorists like (Ember & Ember, 2005; Strauss, 1991; Ellison & Sherkat, 1996).

This notwithstanding and considering the available literature on the protection and enhancement of the rights of the child (UDHR 1948; EFA 2005; EFA 2011; Mumthass, Munavirr, Gafoor, 2014), a lot is expected in holistic discipline to ensure an enhancement of the quality of education through alternatives to corporal punishment. Alternatives to corporal punishment helps to strengthen the rights of the child by according to that child a sense of belonging through accessibility, positive school climate, self-esteem, responsible behavior, free thinking, tolerance and democratic actions. These are key components of quality education that can move the society forward and conversely can be jeopardize by corporal punishment.

This is because it completely negates quality education standards and inflict pains thereby inhibiting tolerance, self-esteem, responsible behavior and transforming an environment especially the school environment from one of love and understanding to one of hate, stigmatization and violence that can easily transform a society to one of

conflicts. In view of all these, this paper examines school discipline with a careful delimitation of the alternatives to corporal punishment methods that can be use especially by students to ensure school discipline that is non-violent.

1.1. Context and problem: background of studies

Education that is problem posing is “a humanist and liberating praxis that is fundamental to helping those under subjugation to fight for their liberation” (Freire, 2005: 67) and this does not negate those students suffering from corporal punishment. This view to African-American parents is anathema because the practice and use of corporal punishment in most societies and particularly the African-American communities (Straus & Paschall, 2009) remains a sure way to ensuring the discipline and proper behavior of their children and should not therefore be seen as subjugation. In fact, in pre-school in America, “94% of parents are found to have used corporal punishment on toddlers” (ibid, p. 460). This is strongly supported by conservative Protestants in America (Ellison & Sherkat, 1993: 135) who see child upbringing as the cultivation of “healthy” psychosocial characteristics in children, particularly self- esteem, self-confidence, creativity and empathy which to them can be assured through some degree of spanking. These and the various theories of corporal punishment (Ellison & Sherkat, 1993; Ember & Ember, 2005; Straus, 1991) have contributed to its use and support by proponents.

The use of corporal punishment in Cameroonian schools, particularly schools of the Presbyterian Education Authority (PEA) is not accidental but rooted in the colonial history of Cameroon. According to Tangwe and Kiawi “the annexation of Cameroon by the Germans on 12 July 1884 brought about the recruitment of labor to serve them in

the plantations” (2009, p. 70). As such, those who were headstrong including chiefs were publicly whip with the cane as a deterrent measure to disobedience. Over time and space, this has been “copied by those in authority as an easy way out for all deviant behavior” (Ember & Ember, 2005: 609) especially in schools in Cameroon today thereby corroborating those who think that corporal punishment of children is predicted by higher levels of social stratification and political integration, and long-term use of an alien currency. This study is therefore focus on alternative to corporal punishment by students in the Cameroonian context and specifically about some mission secondary schools in Cameroon managed by the Presbyterian Education Authority (PEA). The case study is one of its secondary schools in the North West region of Cameroon. This is among the twenty-one colleges managed by the PEA for the Presbyterian Church in Cameroon (PCC). As a denominational college, in principle, it is a private-public subsidized institution and is run as a school with the protestant profile being its guiding principle.

Over the years, it has prided itself with quality education and this despite the fact that corporal punishment was highly practiced in the schools. This was in spite of the plethora of legislation (Human Rights Watch 2008; Cameroon law of 1998 (35); EFA, 2005; EFA, 2011; Mumthas, Munavirr, Gafoor, 2014) against corporal punishment. The use of corporal punishment has been going on for quite sometimes irrespective of the efforts of the Pedagogic In-Service Training Program (ISTP) that has over the years from 1998-2000 organized training workshops against corporal punishment for teachers and administrators of these schools. It was followed from 2001-2009 when the non-use of corporal punishment was integrated in workshops on classroom managements in all the PEA schools with

this school under review as one of them. From 2005-2007, specific training workshops for school administrators on the fight against corporal punishment were organized. As such in 2005, a workshop on the non-use of corporal punishment was organized for Vice principals and in 2007, it was the turn of Discipline Masters with the last one organized for Principals and Managers of schools in 2010 on Quality School Development void of Corporal Punishment. Following the scientific evaluation of the ISTP and beginning from 2010-2014, the ISTP team integrated an end to corporal punishment into training workshops on school climate and feedbacks with a conscious effort to cause a conceptual change from corporal punishment to alternatives to corporal punishment. All concepts and training models of ISTP since 1996 are based on child-centered, active and participative pedagogy, education for liberation that are principles that negates the whole notion of corporal punishment. It is also worthy of note that the Presbyterian Education Authority in Cameroon had since banned corporal punishment in all her schools since 1999.

In spite of the above efforts, corporal punishment remained prevalent in most of these Presbyterian Secondary Schools especially the school under review where teachers and students alike participated in perpetuating it in and out of class. In my early years of teaching, I indulge myself in the use of corporal punishment with zeal having copied from my elders and teachers in school. Such punishment took the form of using the whip to beat the students on the buttocks and the palms of their hands or spanking (Gershoff, 2002; McClure & May, 2008) with the intention of inflicting pains as a corrective measure for a crime committed. Other forms include asking the students to kneel down on their knees in class, picking a pin (which involves asking the students to stand on the left leg and bend over supporting

themselves with the tip of the thumb of their right hands and at times allowing them in this position for as long as thirty-minutes).

All these actions have not taken cognizance of the alternative to corporal punishment methods available (Straus & Paschall, 2009; Carter, 2014; Scheunpflug & Wenz, 2012; Holinger, 2009). They rather paid heed to the theoretical base of corporal punishment (Ellison & Sherkat, 1993; Ember and Ember, 2005; Straus, 1991) with student and student leaders aping it without due consideration of its after effects on the victims. Hence, the concept of developing inclusive schools as the most effective means for achieving quality education for all to (Agbenyega, 2006: 107) is underpin by the notion of social justice, empowerment and democratic participation, which becomes problematic. In view of all these and with regards to quality of education indicators (EFA, 2005; UNESCO, 2000), these actions completely stands against such a framework and negates such universally accepted concepts through poor school climate, engendering violence, school dropout, negative feedback, inability to attain EFA goals. Hence, as a protestant school, this can end up tarnishing the protestant profile that support inclusive education, tolerance, democratic practices, responsible behavior, love and education for liberation (Painter, 1889: 64-67).

As such, the context presents a challenging terrain to students and all stakeholders (teachers, parents, administrators, civil society and international organizations) but this does not overlook the fact that their experiences with corporal punishment can serve as a stepping stone in drawing inferences or lessons from it to confront the challenges. Such challenges can be handle through the application of alternatives to corporal punishment that

can then lead to a conceptual change and hence positive school outcomes (EFA, 2005; EFA, 2011; Scheunpflug & Wenz, 2012).

Nevertheless, alternatives to corporal punishment measures (Agbenyega, 2006; Arnstein, 2009; Khewu, 2012; American Academy of Pediatrics, 1998) if well applied in the context of the present school can end up being a very useful instrument for discipline. This is due to that fact that those subjected to it usually come to self-realization after a subjection to it thereby strengthening the school climate positively and this can help to improve quality education standards (EFA, 2005; EFA, 2011; Straus & Paschall, 2009; UNESCO, 2000). When this is contrasted with corporal punishment and its effects, the difference is glaring firstly, because it defeats all educational quality standards and ends up making the schools environment terrifying and not conducive for the transfer of knowledge and secondly because its application contrasts the protestant profile (Painter, 1889: 64) of the school.

Considering the empirical evidence of the normative outcome of corporal punishment on the victims (Turner & Finkelhor, 1996; Simons, Johnson, & Conger, 1994; Rohner, Bourque, & Elordi, 1996; Mulvaney & Mebert, 2007; Durrant, & Ensom, 2012), and in view of the relevance of alternatives to corporal punishment available discourses (Khewu, 2012; Agbenyega, 2006; Arnstein, 2009; Bruce, Murray & Kym, 1993), alternatives to corporal punishment is very relevant to reflect on the processes of interaction in the course of knowledge transfer in this particular school. This would be center on issues such as non- violence, self-esteem, self-responsibility and shaping a positive mind set to later face the challenges of life; education for liberation through the sum total of building a positive school climate.

This is so because such components constitute the very essence of universally recognize and accepted standards concerning quality education. Hence, knowledge transfer through such best practices can help move the quality level of education void of violence and or corporal punishment not only from the Presbyterian educational context but from Cameroon as a whole.

Therefore, the causal effect of the deviation from corporal punishment to alternatives to corporal punishment is rooted in the quality discourse (EFA, 2005; EFA 2011; Straus & Paschall, 2009; UNESCO, 2000) because education that is steeped in the application of violence through corporal punishment ends up derailing the perception of the beneficiaries and the society suffers. In light of the foregoing, alternatives to corporal punishment remain a glaring tool or indicator to meet the UNESCO EFA goals especially in the present school and Cameroon in general. This is because it leads to harmony and a better climate for ideas to flow. Most importantly, because it would go a long way to meet universal standards in what quality education is all about.

From the initial attempts made in the field to focus more on the implementation of alternatives to corporal punishment as would be seen in the subsequent chapters of this study, there are indications that a shift in the position of stakeholders likely needs a strategy to sustain the momentum. Such momentum can be sustained through sensitization of people involved in the day-to-day interaction with students and this is possible with student leaders who are in direct contact with these students. After some exchanges with the student leaders through workshops, it becomes relevant to check their actions to ascertain the level or degree of position shift, which necessitated some questions.

1.2. Research questions

In view of the foregoing, I have therefore decided to focus my study investigations on the following main research question: what are student leader's experiences with the implementation of alternatives to corporal punishment? This is in a bid to ascertain whether there are alternatives to the practice of corporal punishment that they have been use to in their school roles as student leaders. In other words, the prevalence of corporal punishment might have completely distorted their desire to use alternatives to corporal punishment methods but through such an investigation, it can be decipher if they are aware of alternatives to corporal punishment and have used it at all. This main research question can be further operationalized with an in depth presentation of answers through the following sub research questions:

(1) how patient or tolerant are student leaders in the face of provocation from the other students? (2) In terms of challenges that students leaders face in trying to implement alternatives to corporal punishment, (2a) in what ways do they handle petty disturbances or deviant behavior by the students. (2b) how do they deal with communication through leading? (2c) what is their behavior on interaction? (2d) how regular is their use of corporal punishment with the other students?

Through such questions, a succinct attempt would be made in the light of current discourse (Straus & Paschall, 2009; Khewu, 2012; Agbenyega, 2006; Arnstein, 2009; Bruce, Murray & Kym, 1993) to explain the phenomenon of reticence and reluctance to use this method of alternatives to corporal punishment in school discipline. This makes it difficult to achieving the universal quality paradigms

of education in our setting. With this study, I would add to the discussion of alternatives to corporal punishment and shade more light on the question why alternatives to corporal punishment methods are hardly used in the discipline of children and maybe how this is link to the environment. However, what can be done to ensure a sustained conceptual change from corporal punishment to alternatives to corporal punishment.

1.3. Structure of the study

The first chapter handles the introduction. In this chapter, an overview of the basic terminologies, explanation of school discipline, and situating the theoretical framework of corporal punishment and alternatives to corporal punishment through the problem identification would be made. It would also look at the contextual framework and the research questions while chapter two is center on the current discourses and or empirical evidence related to the alternatives to corporal punishment. This is done in conjunction with the theoretical framework of corporal punishment in a bid to explore the subject under review in a much better way.

In chapter three, I will focus on the description of the methodology of the study. Here, a very clear picture of the methods adopted to collect and collate data for the study is made explaining why this particular qualitative method was necessary and relevant and not another one. It is also going to examine the processes involved in the method and the shortcomings but in chapter four, a description of the intervention or the project undertaken for the study shall be presented. It would explain the objectives of the intervention, the didactical preparation, execution and problems encountered in the course of implementation.

Chapter five describes the data collated and a summary presentation of the results emanating thereof and chapter six deals with the discussions. In this chapter, a critical and analytical presentation is made of the findings in an inter-subjective manner with clear links made with the state of research and finally, chapter seven deals with the conclusion and the recommendations.

2.

ALTERNATIVES TO CORPORAL PUNISHMENT

The subject under review otherwise known as alternatives to corporal punishment has come under sharp focus in contemporary scholarly discourse because of its relevance to quality of education (Khewu, 2012; Agbenyega, 2006; Arnstein, 2009; Bruce, Murray & Kym, 1993). Building societies with responsible people all over the world can be successful if discipline in schools or corrective measures to all deviant behaviors is without recourse to violence or corporal punishment. This chapter therefore explores the relevance of ATCP methods to discipline from available empirical evidence contrasting it with the theoretical arguments of postulants of corporal punishment.

2.1. The normative arguments against corporal punishment

Corporal punishment as seen by (Ember & Ember, 2005: 609) is refer to as the hitting, striking, wounding, or bruising a dependent child for the purpose of punishing, disciplining, or showing disapproval. This view is upheld by Khewu when he argues that “corporal punishment is ... a kind of discipline that entails direct infliction of pain on the physical body” (2012, p. 2). However, it can also be seen beyond the physical to emotional and psychological domains. Such psychological and emotional torture in some contexts entails asking the students to kneel down or standing on one spot for long and screaming at them. Like (Arnstein,

2009: 5) rightly notes, “corporal punishment and physical abuse are difficult to separate because most people think of abuse as a severe form of corporal punishment and therefore believe that abuse is harmful” while corporal punishment is not. However, it is difficult to define the point where corporal punishment ends and abuse begins (ibid.). Since they both lay along a continuum, if corporal punishment is administered too severely or too frequently, the outcome can result in physical abuse of the child. In simple terms, any action that tends to inflict pains on a minor whether physically, emotionally or psychologically is corporal punishment and when excessively done, it is refer to as child abuse.

2.1.1. Corporal punishment as the violation of the rights of children

This notion of corporal punishment appears to be against all norms related to human dignity. In fact, the UNICEF Convention on the rights of the child article 19 completely prohibits all forms of correction that are violent against the child. In addition, the Universal Declaration of Human Rights (1948) in its article 1 launches a very strong stance against violence against children in all its forms and this includes corporal punishment. These are fundamental and universally accepted norms to be apply without distinction via tailored legislations peculiar to each nation of the world. This therefore contradicts all arguments for violence against the child even if this has to do with corporal punishment as propagated by (Dietz 2000; Ember & Ember, 2005; Ellison & Sherkat, 1993; Durrant & Ensom, 2012). This clearly indicates that anyone involved in such action wherever and whenever is simply violating the rights of the child.

2.1.2. The religious position in regard to corporal punishment

The support for the use of corporal punishment has for many years been very popular amongst some religious bodies using some bible quotations as the basis for their arguments. As such, the notion or concept of hard discipline revolving around corporal punishment more often than not is always linked to the biblical dictum of “spare the rod and spoil the child” (Prov. 13:24), which has been imbibed by Ellison and Sherkat in the “conservative religious theory of punishment” (1993, p. 3). They are in tandem with Conservative Protestants who derive largely from the distinctive epistemological commitments implied by the doctrine of biblical literalism, along with two related ideological orientations: (1) a view of human nature as sinful and prone to egoism, and (2) a heightened sensitivity to issues of sin and punishment. Conservative Protestants consider the Bible to be the ultimate source of authority and guidance, providing reliable, empirically verifiable, and sufficient truths to guide the conduct of all human affairs, including family organization and parenting, punishment and reward (Ibid.). A lucid examination of the Bible would identify passages such as (1Kings 12:13-14; 1Kings, 12:18; Prov., 23:13; Prov., 23:14). Such religious views may be factual but do not conform to accepted universal standards and ideals on punishment that can guarantee educational quality and peace in the world. Conservative Protestants would see such a view as simply blasphemous because to them, the Bible is too accurate for its truths to be questioned by a mere mortal (Ellison & Sherkat, 1996: 3).

The foregoing notwithstanding, such justification for violence as lucidly expressed in the aforementioned verses may be hasty in concluding that violence in the

upbringing of children is acceptable. It may even be view as misinterpreting the verses above because the same Bible in (1Samuel, 2:9) argues strongly against any form of violence when it states that “it is not by strength that one prevails”. Furtherance to this position, there are many other verses that are vehemently opposed to corporal punishment or violence amongst which are (Exodus, 14:14; Numbers, 6:24; 1Samuel, 17:47; Psalms, 17:4; 34:14; 44:3) and in (Psalms, 11:5), it states forcefully that “The soul of the Lord hates...those who love violence”. This contradicts in no small measure the position of conservative Protestants as seen in (Ellison & Sherkat, 1996: 3) and put to further test the veracity of their postulations. This is because the same word of God cannot be for and against the same issue and this may be attributed to a misinterpretation of certain verses of the Bible.

Moreover, the Global Initiative to End All Corporal Punishment of Children in their progress report (2013) makes a strong case with faith base organizations all over the world. It argues in the report that all the major religions profess respect for the inherent dignity of the child and promote universal religious principles of compassion, justice, equality and non-violence. Hence, this calls on them through their varied roles and functions as spiritual leaders, teachers, preachers, pastors, community leaders and activists and religious leaders to help raise the status of children and promote respect for children’s physical, emotional and spiritual integrity.

In support of the Study, Religions for Peace, the largest coalition of the world’s religious communities had earlier on adopted a “Multi- Religious Commitment to Confront Violence against Children” called (The Kyoto Declaration, 2006). The Declaration, which has been influential in

mobilizing religious communities to put their religious principles into action, outlines ways in which religious communities can work together to eliminate violence against children. This is found in article 6 of the declaration, which is visible in its entirety in the annex of this study. Again, the Charter for Religious Communities (2012) sees children rights as transcending religious and theological differences and implores all religious groups to join with others in rejecting all forms of violence and humiliating treatment of children, including corporal punishment. Such arguments are indicative of the fact that the position of conservative Protestants on the issue of corporal punishment is apparently a minority position needing maybe a rethink or an overhaul of it. Besides, in (Gen., 1:27), it is said that “Man is created in the image of God”. Why would a mortal be so bold as to denigrate, humiliate and debase such a sacred image of his/her own very creator?

2.2. The position of scholars on corporal punishment

Scholars as Dietz (2000, p. 1530) gives an insight into this theoretical discourse by identifying the social situational model also referred to as the structural strain model. This simply indicates that the prevalence of violence in a given environment as the opium for stress and correction somehow acts as a ‘generational legacy’ in that it is simply aped or copied by the young and seen as a culture to be upheld. If children therefore use violence within them, it is simply because the elders among them are using it.

In view of the foregoing, Ember and Ember, (2005) presents a new discourse by introducing the social complexity theory that consider economic and political complexity to be measures of the degree to which adults are likely to be supervised in their work. In the societies in which adults

are highly supervised, parents should value conformity in their children and should choose to punish them physically, because such punishment serves as a clear indication to children that rule violations are not tolerated (ibid, p. 611). The African and particularly the Cameroonian societies with their hierarchical setups have such stringent supervision fraught with the absence of social amenities engendering social or situational stress (Tangwe and Kiawi, 2009: 72) that is akin to violence to relieve it. These theories (Ellison & Sherkat, 1993; Dietz, 2000; Ember & Ember, 2005) though in different names are putting forth very similar ideas as further seen with Straus (1991) and his social spillover thought arguing that violence in one sphere of life will definitely lead to violence in other spheres. Thus the more a society uses force to secure socially desirable ends for example to maintain order in schools, to deter criminals or to defend itself from foreign enemies, the greater the tendency for those engaged in illegitimate behavior to also use force to attend their own ends (ibid.).

Straus (1991) illustrated his ideas above with the hypothesis that the use of physical punishment by teachers tends to increase the rate of violence in school by students. The individual level of this hypothesis is based on two assumptions: (1) that 'student leaders' often mistreat other children (students), (2) and that teachers are important role models (to their students). Therefore, if children frequently misbehave towards other children and if teachers who serve as role models use violence to correct misbehavior, a larger proportion would use violence to deal with other children whom they perceived as having mistreated them than would be the case if teachers did not provide a model of hitting wrongdoers. The idea is that these theories from every indication might have had in reality; a very profound psychological impact on both parents and teachers with

the children and students by no fault of theirs placed under the brunt of their so-called disciplinary or corporal actions and copy same as well as performing poorly (Durrant, & Ensom, 2012: 1374). This is the kind of socialization that (Scheunpflug & Wenz, 2012; Carter, 2014) have debunked as anti-socialization and simply put, unproductive.

Considering the high currency that corporal punishment gained in African-American communities (Straus & Paschall, 2009: 462) especially amongst conservative Protestants (Ellison & Sherkat, 1996: 4), in which child upbringing is perceived as the cultivation of healthy psychosocial characteristics in children, particularly self-esteem, self-confidence, creativity, and empathy. Nevertheless, such theories (Dietz, 2000; Ember and Ember, 2005; Strauss, 1991) lay credence to corporal punishment as a mode of discipline especially in the Cameroonian setting and Presbyterian Education Authority schools in particular.

In fact, in the era of colonialism, the German colonial government in Cameroon introduced the whip as a mode of correction according to (Tangwe and Kiawi, 2009) and to deviant behavior. This action corroborates the social complexity theory of (Ember & Ember, 2005) and this was copied as a method of correction with perpetrators of it immune to the negative effects in its wake. This has been vaguely exploited by educational establishments in Cameroon over the years but with the new dynamics of quality education (EFA, 2005; EFA 2011; Straus & Paschall, 2009; UNESCO, 2000) and the need to educate people with life skills through education that is humane.

Furtherance to this, corporal punishment has gained a lot of currency in different societies over the years in form and use because empirical evidence (Ember & Ember,

2005; Ellison & Sherkat, 1993) supports its relevance and so-called importance; the immediacy of its output on the victims. Parents and teachers in diverse societies, armed with such evidence therefore do not see any need of letting go. This therefore has a profound spillover effect and the victims are copying it from their forbearers.

2.3. The relevance of alternatives to corporal punishment

Alternatives to corporal punishment in consonance with thoughts of (Khewu, 2012) are defined as a disciplinary strategy that emphasizes effective communication, respect, positive educational exchanges between teachers and students. In view of this, the recommended disciplinary measures are verbal warning, detention, demerits, community work and small menial physical tasks as well as creating supportive and friendly learning environments in order to enhance students' motivation and achievement (Opartkiattikul, Arthur-Kelly & Dempsey, 2014; Straus & Paschall, 2009). ATCP is effective and standard discipline and with regards to effective discipline, (Pediatrics, 1998: 723) sees it as requiring some basic components like a positive, supportive, loving relationship between the parent(s) and child, use of positive reinforcement strategies to increase desired behaviors especially in the school environment.

Child discipline in itself is not a negative conformist concept (Smith, 2006: 115) because it is the guidance of children's moral, emotional and physical development, enabling children to take responsibility for themselves when they are older. This in a way completely engages the quality discourse linking it to ATCP. Mumthas, Munavvir & Gafoor call for the "shaping of behavior in a desirable way that create good citizens and the all-round development of a

personality” (2014, p. 301). Child-centered approaches in schools in Thailand for instance emphasize the importance of creating supportive and friendly learning environments in order to enhance students’ motivation and achievement (Opartkiattikul, Arthur-Kelly & Dempsey, 2014; Straus & Paschall, 2009; Bruce, Murray & Kym, 1993) and such ideals stand very tall in tandem with universal standards (UNESCO, 2000).

It is relevant to identify the core values of alternatives to corporal punishment, which centers on social justice, empowerment, democratic participation “motivational and emotional processes (Agbenyega, 2006; Farmer, 2005: 60). This enhances the learner’s ego, a positive, supportive, loving relationship between the parent(s), teachers and child, use of positive reinforcement strategies to increase desired behaviors (Pediatrics, 1998) and as per Morgan it gives “an environment that promote warmth and respect” (2012, p. 177). These characteristics enhance fairness and a positive school climate propitious enough for quality learning to occur. In the event where such core values of alternatives to corporal punishment are absent, then (Paolucci & Violato, 2004: 199) argued that “corporal punishment are quick to point out that when the use of force by parents and teachers is reasonable and does not constitute abuse or neglect, it can be an effective and necessary disciplinary practice”. Different societies around the world especially the American African-American ethnic stock (Ember & Ember, 2005), the South Africans (Khewu, 2012) have for a long while been involved in the practice of this form of punishment and working hard against any legislation that could put it in check.

onymous to corporal punishment. Through this, Taylor explains that parents like teachers hoped to teach the

children right from wrong and they saw this as a type of discipline used “out of love” (2012, p. 5) that children can feel and that the positive results from using corporal punishment far out-weighed any pain it might cause.

This position is untenable when the effects of corporal punishment are succinctly examined. Its use is fraught with very high risk, increased aggressive and anti- social behavior (Gershoff, 2002; Taylor, et al., 2010; UNICEF Fact Sheet, 2008; Durrant & Ensom, 2012). If this is the could be very difficult to detach the foregoing position from the Protestant profile of quality education that advocates for visibility, taking responsibility for ones actions, democratic practices, education for liberation through the inculcation of life skills, inclusive education and accessibility of that education to all and sundry no matter the faith. These are the same implicit values that advocates of alternatives to corporal punishment measures (Opartkiattikul, Arthur-Kelly & Dempsey, 2014; Straus & Paschall, 2009; Bruce, Murray & Kym, 1993) are insisting should be used which completely meets the universal indicators of quality education (UNESCO, 2000; EFA, 2005). Such alternatives to corporal punishment measures are available, known but completely ignored by stakeholders in Cameroonian schools due to the fact that they are leaning more on corporal punishment that apparently give quick results through spanking and inflicting of pain (Turner & Finkelhor, 1996; Simons, Johnson & Conger, 1994; Rohner, Bourque & Elordi, 1996; Mulvaney & Mebert, 2007).

Such alternatives to corporal punishment methods that can be apply in lieu of corporal punishment are building more caring and collaborative learning communities or school environments (Dannell, 1997: 6) which currently is not the case in Cameroon particularly some Presbyterian

colleges. This leads to a tense and inadequate learning space, shared leadership that is a relational activity in which Bowman agrees “individuals at different times step forward to motivate and inspire others in the pursuit of success and significance” (2014, p. 120). It remains a problematic area with student leaders bemoaning the fact that their authority is eroded by overbearing influence of the school administration. Hence, rewarding and re-enforcing desirable behavior is much more than highlighting the negative in a child (Dubanoski et al., 1983; Durkheim, 1956), making the individual an instrument of happiness for himself and for the society, social and collective learning (OECD, 2013). It becomes necessary to consider how the players and parameters of learning can be designed and redesigned, taking account of existing realities, contexts, learners, and of the perceived impact of the initial learning designs through the ways that punishment is administered (ibid.).

Furthermore, to offer positive feedback and catch students doing things right in collaborative learning between peers, and relationships between children and teachers (Smith, 2006; NASPE, 2009) which help motivate them to want to learn, the type of language used in such interactions. In most cases, the choice of words and the tone can either be sarcastic, courteous, polite, vulgar and or obscene and at times, the tone alone can make the dishing out of instructions very violent. In addition, facilitating the socialization process (Feshbach & Feshbach, 2009; Scheunpflug & Wenz 2012), remains a very relevant input in PCC schools considering the diversity of those admitted. Parents and teachers alike should cultivate trust and respect in their relationship with the children (Smith, 2012) and this will go a long way to strengthen their egos and self-esteem and thereby encouraging them to learn. For this to be seen and

felt as effective, improving school discipline is as much a matter of balancing and managing systems of trouble as it is a process of responding to specific student behaviors (Irby, 2014) and consequently, a measure of support and meeting their individual needs.

Alternatives to corporal punishment measures though in exhaustive from the above are primordial indicators for the teaching-learning process and their absence might lead to an incomplete educational dispensation fraught with building the mind and not the heart and in a way making society to suffer in the end. This notwithstanding, for school discipline through alternatives to corporal punishment to become relevant, (Irby, 2014) insinuates and rightly so that educators need not abandon the notion of punishment altogether; rather, educators must commit to developing a “critical lens about the problems with punishment”. This is because “deviant behavior is deviant because it is label as such by social actors” (ibid.). Nevertheless, if such critical lenses are employ by social actors, and then they might come to the realization that what is consider at times deviant might be justifiable action needing an explanation and not punishment from the students.

There is no doubt that discipline is without question the most essential and the most difficult aspect of education, for without discipline there can be no effective teaching and or education (Haroun & O’Hanlon, 1997). A key input component in achieving this is that older students asserted that good discipline is a form of self-awareness, which gives students the opportunity to assist their behavior and to control it (ibid.). This opens another window to parents and educators to help such students to cultivate such positive discipline attitudes and build on them, not only wait, and come in when something goes wrong.

It becomes necessary when not all students, however, respond to universal interventions and discipline norms related to alternatives to corporal punishment. Students with chronic patterns of problem behavior require more selected support or highly individualized and targeted support that is all embedded in the concept of alternatives to corporal punishment. The unfortunate indicator in this is that there is a de-facto coincidence between what the teacher says and what is authoritative. Conceptually, they are entirely different things, and it is the latter that children are seeking in their educational quest (Clark, 1998; Sugai et al., 2000; Yahaya et al., 2008) which when practice can guarantee positive outcomes via controlled attitudes. All such actions must be that which ensures that it covers intellectual physical, moral and spiritual development with the affective domain to be given special attention.

In this particular mission college like all other Presbyterian Education Authority (PEA) schools, school discipline before now appeared as (Johnson et al., 1993: 290) agrees to have been more supportive of traditional, or interventionist management instead of the alternatives to corporal punishment methods. As such, (Michael, 1997; Dubanoski et al., 1983; Opartkiattikul, Arthur-Kelly & Dempsey, 2014; Straus & Paschall, 2009; Bruce, Murray & Kym, 1993) has contributed in the fact that the students are simply copying these acts from the teachers and parents thereby supporting the theoretical postulations of (Dietz, 2000; Ellison & Sherkat, 1993). Such abstract ideals may embolden the perpetrators of such acts to see nothing wrong with their actions but recent trends in universal educational discourse is more tailored and geared towards quality education that is guided by a positive school climate, constructive feedback, individual support, inclusive education, consulting students before taking decisions

amongst others. Hence, externalizing and making visible all the rules, listening more and talking less, inculcating in them democratic principles of respect and tolerance and making sure that all education through positive discipline measure ends up in responsible behavior (EFA, 2005; EFA, 2011; UNESCO, 2000; Straus & Paschall, 2009) and this leads to the acquisition of live skills.

In all these, the various alternatives to corporal punishment methods are available but reluctantly implemented by stakeholders but especially student leaders and even if they do, their efforts may be torpedoed by some challenges. Their experiences with using it, if they do at all, become relevant to be able to chart a way forward. In order to curb a culture of school discipline that is corporal and violent in nature, there is therefore the need to relying more on alternative forms of punishment such as in-school suspension (McClure & May, 2008; Gershoff, 2002), promoting the development of children's internal controls as an important measure to long-term socialization than immediate compliance. These alternatives to corporal punishment ideals are in a plethora as seen from the empirical discourse but the implementation remains a bane to educational stakeholders especially in this particular school under review. The arguments in support of corporal punishment completely negates the fact that parental corporal punishment was associated with all child constructs, including higher levels of immediate compliance and aggression and lower levels of moral internalization and mental health (ibid.).

In view of the various scientific literatures available on alternatives to corporal punishment (McClure & May, 2008; Gershoff, 2002; Michael, 1997; Dubanoski et al., 1983; Opartkiattikul, Arthur-Kelly & Dempsey, 2014;

Straus & Paschall, 2009; Bruce, Murray & Kym, 1993), its relevance to quality education cannot therefore be overemphasized. This is because discipline does not just mean punishing wrong behavior but teaching the correct one as well. Worthy of note as (Khewu, 2012) argued is the fact that the banning of corporal punishment and replacing it by alternatives to corporal punishment by teachers has raised some serious questions about the strategy and its efficacy especially in school environments where this is practiced.

That notwithstanding, the National Association of Sports and Physical Education in the United States (NASPE, 2009: 3) succinctly suggests that managing and motivating children and youths involve developing an effective preventive-management system as no one simple solution works for all. They hasten to cite the following as a guide for alternatives to corporal punishment measures in the schools; practice and reward compliance with rules and outcomes, offer positive feedback and catch students doing things right, don't reinforce negative behavior by drawing attention to it, include students in meaningful discussions about goals and how to reach them. This position is simply shared by the American Academy Of Pediatrics (1998:723) as they view the foregoing as amongst the most practicable. These alternatives to corporal punishment measures appear very simplistic but are hardly utilized by stakeholders involved with student discipline especially in my professional background.

As an actor involved with the sensitization of stakeholders in the need of alternatives to corporal punishment measures the reasons for the reticence in implementation may not be easily discernable. However, Benatar explains that "teachers are more prone to using corporal punishment

in schools than the parents who have the interest of the children at heart” (1998, p. 237) and hence, receive them more for the sake of imparting knowledge than for other nitty-gritties. Physical punishment often begins in the first year after birth and continues during the pre-school years when the deepest layers of personality are presumably form. For about half of all children, it continues into the teenage years. Consequently, we can reasonably assume that there may be lasting effects (Strauss, 1991). Because of such lasting effects, the importance of adopting measures that can check its use therefore it becomes very urgent and hence, the relevance of the present studies.

Whatever be the case, education for sustainable development can be understood as a concept of education that aims to achieve development, which meets the needs of the present without compromising the ability of future generations to meet their own needs. This therefore discards the use of corporal punishment that can only demean and turn them into violent monsters when they eventually grow up as proven by research and other scientific studies such as (Sheunpflug & Wenz, 2012; Deitz, 2000; Ember & Ember, 2005; Strauss, 1991). Avoiding this is the essence why the United Nations Article 19 of the Convention on the rights of children acts as a base for alternatives to corporal punishment. This act views corporal punishment as an act of abuse against children. This is further corroborated by (EFA, 2011) which insists that we need to get serious about stopping the egregious violations of human rights at the heart of the education... and ensure that care is taken to unlock the full potential of education to act as a force for peace. It is not as simplistic as viewed by the above protagonists as Corporal punishment by students and teachers may have social environmental pressures thrust on them (Straus, 1991; Dietz 2000; Scheunpflug & Wenz,

2012) but discarding it can be made collegiate due to the availability of some very strong and palpable and within reach alternatives. The foregoing simply indicate that the causes of deviant behavior in children is multifaceted and adopting alternative measures to check them and avoid corporal punishment demands all the known alternatives to pursue meticulously with students giving a lot of holiday in between as seen through quality of the relationships between children and their parents. Children's secure attachment is foster by warm, positive parent-child interactions and negatively associated with harshly punitive interactions. Attachment is known to have an important influence on a wide variety of child development outcomes and social competence and leads them away from mischief especially in school. Attachment security is vital for children's sense of wellbeing and their feelings of safety within and outside the boundaries of the family and is a vital ingredient in the development of conscience (Smith, 2006). Consideration should be made to the fact that if we can understand the expressive dimension of punishment, we should be able to "perceive not only what kind of punishment reform cannot work but also which one will" (Kahan, 1996: 593). This can be the case if more time is exercised to identify the alternatives ways as opposed to corporal punishment methods that can be adopted and this, in view of the context.

To adequately handle the foregoing, (Marphosa, 2011: 76) contends that the first step in finding alternatives to punitive disciplinary measures such as corporal punishment is to understand factors influencing children's behavior which include fulfillment of their needs such as belonging, acceptance, physical and emotional security as well as being respected by peers. Teachers and parents should, therefore, assist in ensuring that the said needs are met.

It becomes crucial to ensure that alternatives to corporal punishment measures should be tailored based on the peculiarities of a given group of students because from such arguments, it may be possible to think that the alternatives to corporal punishment that works for a particular society would not work in equal measure in another. However, it is important to understand the potential negative effects of corporal punishment on children (Dietz, 2000) in both school, at home and much later, the society and adopt alternative measures as advocated for by the (AAP, 1998; Smith, 2006; Feshbach & Feshbach, 1973).

Getting this effectively done, the United Nations Convention on the Rights of the Child (UNCRC) issued a directive in 2006 and refers to it as “legalized violence against children” that should be eliminated in all settings through “legislative, administrative, social and educational measures.” As such, governments who are the main providers of education can take the cue and endeavor that such legislation and convention are interpreted and explain to private sector providers of education. This will harness all efforts and act in a collegial manner to help the government respect such international conventions. (Feshbach & Feshbach, 1973: 48) lists three major alternatives to corporal punishment measures amongst which are extinction that is, simply ignoring the behavior; counter-conditioning, that is, reinforcing a behavior incompatible with the undesired act. Lastly, punishment of the behavior (productive and not corporal punishment of course) and most important option of all, changing the classroom environment to be accommodative to the individual differences in the developmental level of the children to elicit different positive behavior and attitudes.

This becomes evident with this document from the

Department of Education in the Western Cape University (2000) which explains that a good educator needs a great deal of time, creativity, commitment and resources (to adopt and effectively use alternatives to corporal punishment). It further avers that co-operation and consistency among the staff will strengthen whatever individual teachers try to implement in their classes and give learners a sense of security, as they will know what to expect as well as what is expected of them. Alternatives to corporal punishment measures and their implementation is not therefore a one off issue but must be meticulously planned with outmost care taken to do it right. This would mean that educators in planning their lessons must make sure that learning materials and methodology should include things like conflict management, problem solving, tolerance, anti-racism, gender sensitivity, and so on as well as in the way in which the classroom is managed. They should be inclusive and give learners the opportunity to succeed and allow learners to take responsibility but above all, give attention seekers what they want (Smith, 2012; Kant, 1996; NASPE, 2009). This would be more pro-active and preventive than being reactive.

Consequently, we are aware that there is a plethora of scientific literature with easy to use alternative methods to corporal punishment. This requires just an effort to keep the process in progress (Donnelly & Straus, 2005; Feshback & Feshback, 1973; EFA, 2011; Gauthier & Dembele, 2004; NASPE, 2009; Sugai et al., 2000; Michael, 1997; Dubanoski et al., 1983; Opartkiattikul, Arthur-Kelly & Dempsey, 2014; Scheunpflug & Wenz, 2012) via the development of the social competences and all what it takes to keep them comfortable for studies. Painter, while quoting the German protestant leader Martin Luther states that "if many resources are annually expended on muskets,

roads, bridges ... in order to have temporal peace ... why not give the youths a skillful schoolmaster” (1889, p. 67). The essence of schooling as per this insinuation is to get very skillful and competent teachers that are capable of imparting knowledge to the children that is life transforming and in the same token changing nations in all spheres. This is more relevant because of the mounting evidence that the educators need training to be able to prepare themselves well for alternatives to corporal punishment measures.

Achieving this remains to be seen as parents more often than not especially in Presbyterian colleges in Cameroon are concerned more with carrying out so-called projects that would make the children comfortable without due regard for their character and attitude. Some even refuse to associate the reports about their children to their character at home. This completely negates the collegial approach in achieving alternatives to corporal punishment measures, which is fundamental to education that is inclusive and fraught with life skills (Strauss, 1991; Holinger, 2009; Durrant, & Ensom, 2012; Carter, 2014). This clearly indicates that if we must attain the cardinal outcomes of education which involves peace and development, then everything and care has to be taken to give the learner a very stable emotional buildup which corporal punishments by its very nature pushes it to shrink into irrelevance. Scheunpflug & Wenz (2012: 16) argue that in recent years the importance of broader requirements has become more and more evident for those competencies, which, as social competencies, can meet the challenges of accelerated global social change. This is plausible if and only if the school climate is positive, supportive and inclusive to mold and place at the disposal of society responsible products with a positive mindset.

Delor in his report to UNESCO (1996: 11) thinks and rightly so that in handling the many challenges that the future holds in store, “humankind sees in education an indispensable asset in its attempt to attain the ideals of peace, freedom and social justice”. This is a summation of the very basics of alternatives to corporal punishment and stand in support of the requirements of quality education paradigms (EFA, 2005; UNESCO, 2000) and in keeping with the protestant profile. All education that does not lead to human development morally, intellectually and physically may end up being counterproductive to the demands of the society. Over the years, education was seen as writing and passing exams for the personal edification of the individual concern. Increasing empirical evidence has come to confirm the fact that the quality in education must be base on alternatives to corporal punishment as a molding mechanism for the learners. From every indication, it would appear that alternatives to corporal punishment measures in PCC schools are more idealistic than practical. Maybe such initiatives can lead to a turnaround in the perceptions of stakeholders in PEA school and end up creating a conceptual change.

In the attempt to help in creating such a conceptual change, it was necessary to identify and put into use some scientific and accepted methods to test the validity of the collated data. In the next chapter, a description would be made of the methods used to attain the results.

3.

METHODOLOGY

The subject under review is important and to be able to add in a convincing manner to the available empirical evidence already being review, it is useful to adopt standardized scientific methods. In this case, carrying out an intervention that was intended to help the student leaders to acquire knowledge and competences on alternatives to corporal punishment was important. As a follow up therefore, undertaking an observation over a period of one month to ascertain whether their practice shows proof that they learned from the intervention or not was also vital. Hence, this chapter reviews in depth the method.

3.1. A training seminar on alternatives to corporal punishment

As a mode of intervention, I settled on a training seminar for 34 student leaders of alternatives to corporal punishment drawn from the primary to the secondary. As already explained in chapter 1.1., adapting alternatives to corporal punishment is a daunting task for schools in Cameroon and most especially in private mission schools. To overcome these challenges, it is therefore necessary and important to bring student leaders to share and exchange on the experiences they first had with corporal punishment, to reflect alternatives to corporal punishment and to discursively identify the challenges involved in their attempts in implementing such alternatives to corporal punishment. Considering their ages that ranged from 9-16

years, I decided to organize the seminar for one day.

To ensure success, I designed the content of the workshop such that all activities were engaging, entertaining but at the same time very instructive and educative. In unit one, the generalities and introduction would be handled. Unit two would reflectively situate seminar participants on their individual experiences with corporal punishment and discursively integrate this with the perpetrators of these acts and their own selves in carrying out their duties as leaders. Unit three required them to identify some alternatives to corporal punishment. It was intended that for the seminar to attain its objectives, methods such as role-play, group work, plenary discussions, carousel, peer interview and pair work amongst others were to be use. After the training and to ensure commitment, the students would sign a Memorandum of Understanding for best practices.

My intervention with this training workshop is just an example to demonstrate how the challenge of corporal punishment could be handle through workshops, awareness creation and sensitization of stakeholders. This is important because in the present dispensation communication remains a crucial and key component in the attainment of quality. This intervention was an attempt to allow participants to brainstorm, in a reflective manner and identify some episodes of their life in which they were subjected to corporal punishment, how they felt about it. Moreover, whether as student leaders they were acting differently and if they were place in the position of those who inflicted pains on them in the name of discipline, would they have acted differently? Another key aspect was allowing them time for very silent reflection. Through these, an observation through their reactions was very revealing as they shared experiences and their challenges. In view of the foregoing analysis 14 out of 34 students, giving a

percentage of 41.1% felt it was good to do this while 20 of them or 58.8% thought that it was a very good idea to link the experiences to the influences it has on them as student leaders (see evaluation of intervention in chapter 5).

In view of chapter 1, alternatives to corporal punishment are a key element in the improvement of quality in mission colleges in Cameroon because its existence would provide a conducive atmosphere of trust for learning (Strauss, 1991; Holinger, 2009; Durrant & Ensom, 2012; Carter, 2014). The present intervention is aim at contributing to the amelioration of quality irrespective of the miniature nature of such an intervention. What remains distinct is the fact that this intervention can be only a starter to change the system. However, enlarge trainings and strategic endeavors to reach more students and change the systemic level have to be considered later. As would be seen in chapter 7.1 on conclusion, I will show how a small intervention as this can be included in the overall picture of a systemic approach.

In order that the intervention met its objectives, it was necessary to bring student leaders and other stakeholders like teachers, a school principal, a schools manager together and help them see their actions and the near futility of the results of their practices later in the lives of the victims of corporal punishment. The overall intention of the intervention was to help them (see sample distribution in chapter 3.4) to discursively identify the alternatives to corporal punishment that were the hub of the training workshop. A conscious effort would then be made to help them identify and or predict the possible changes to emanate from such new knowledge and skill acquisition in the area of changes in educational quality and the improvement of school and classroom climate.

3.1.1. Aims and objectives of the intervention

The topic of the intervention was alternatives to corporal punishment and was aimed at allowing participants to

- Discursively share their experiences on corporal punishment and alternatives to corporal punishment
- Identify the challenges they face in implementing alternatives to corporal punishment
- Enable them to improve their knowledge and skills in alternatives to corporal punishment.
- Help develop their competences in socialization in the school and society through alternatives to corporal punishment.
- Taking a commitment for action by signing a Memorandum of Understanding (MoU)

The methods adopted for the intervention included brainstorming, discussions, reflections, role-play, peer interviews including others that, were used in the training. This constitutes a palpable approach of diagnosing deviant behavior in students and can therefore be apply as an alternative to corporal punishment. Such methods are relevant because they allow the students the opportunity to actively participate in seeking solutions to problems affecting their lives and taking responsibility for their actions but above all, acquiring skills and competences that are useful in facing societal challenges. These are all key elements in quality education, which embody socialization that ensures a cordial school climate that helps them to have a sense of belonging and very much closely linked to the protestant profile of education (Scheunpflug & Wenz, 2012; EFA, 2005; UNESCO, 2000). This in itself is most

certainly going to ensure school discipline that is relevant and void of corporal punishment but emphasizing more the alternatives available.

3.1.2. Evaluation by observations and reasons for the method

In order to collect the required data to assist in answering the research question in subchapter 1.3., I decided to use a qualitative method by organizing a one-day workshop with student leaders to enable them share their experiences. This therefore made an observation as a means of sizing their actions after the workshop necessary. The main reason for undertaking the observation was to make the findings valid that the researcher as a discipline master could not have had any objective data from the students through maybe an interview. The subject under review is centered on an area that touches on the history, culture or the experiences of people concerning corporal punishment and the alternative means available to handle it. Empirical studies (Marphosa, 2011; Michael, 1997; Dubanoski et al., 1983) indicate that the best qualitative tool to adapt should be observations. This was to be done in a formative manner. The informed reason for the formative approach is that the intervention above was to empower the student leaders to work in the field on a daily basis. The one sure way to carry out an evaluation in this regard is therefore to progressively check and monitor their actions, experiences and challenges on the field as they work through observing their actions and sharing their experiences through interviews. I have also adopted observations because in my position as discipline supervisor, it would be difficult to interview students and get clear facts from them. Since they are aware that I am in charge of following them up

discipline wise, it may influence what they say and how they say it; they would say it to please me and not necessarily, what they think is true. So in my case, if interviews were to be conducted scientifically, it would have been necessary to allow neutral persons to interview them and in which case, they would have required specialized training to be able to do it in a way that is standard. Conversely, I would have hired experts in the field of qualitative research and in which case, they would require a fee for their services thereby increasing the difficulty level of the work.

Another reason for the method is that it revolves around the general framework of qualitative research beside the fact that in my situation, this method would help in identifying the answers I am seeking for my research questions. There are others but in my circumstances, this remains the most practical especially because it offered me the opportunity of observing the children work or lead from a distance after the intervention without letting them know that they were being observed and to give the process some degree of credibility and confidentiality.

3.1.3. Description of data collection instruments

The researcher gathered data from three main criteria further split into categories from a single school through observations. The observation sheet was designed taking into consideration the interaction of the participants in their environment. The three main criteria were centered on corporal punishment and alternatives to corporal punishment with the categories rated on five items with 5 constituting the highest and most negative action and 1 having the lowest and most positive rating in terms of performance. Category one on corporal punishment took into consideration communication as a main criterion, with

the tone or verbal instructions as a category and rated from 1-5. Here, 1 denoting a very friendly tone which for corporal punishment was the most positive rating and 5 being very aggressive which for corporal punishment was the most negative and highest in terms of rating. The second category under communication was out to check the language or choice of words used in interacting. By language or choice of words, the researcher sought to investigate whether language in use was (mocking at others), couth (exhibiting good manners towards the students), polite (kind, helpful, supportive) or vulgar/obscene (indecent, disgusting, repulsive). These were considered clear indicators to a tense school atmosphere. The second main criterion was interaction with its own categories being behavior and corporal punishment itself. Behavior was out to ascertain the behavioral attitude of the student leaders towards the other students while corporal punishment as a category sought to know the frequency of use of the cane or belt by student leaders on the other students and the degree of patience that had to do with tolerating delays from the other students. A key main criterion was simply styled as alternatives to corporal punishment with its own categories ranging from personalizing address by student leaders of the students (calling them by the names), non-verbal correction (the use of body language for correction) and counseling as the last subcategory. These categories were rated on five (see table 1 below).

The following categories have sub categories (as shown on table 1 below) that are rated from 1-5 with 1 constituting the lowest but highest in terms of positive performance in each category and five constituting the highest but most negative in terms of performance. This was to be used to rate student leaders' performance in using corporal

punishment or its alternatives in administering discipline in the chosen school. Each category was rated separately and later checked in a frequency table.

For each category, the total number of occurrences of a particular action was put together and divided by ten signifying the ten times of observation to get the mean score or average (See table 3, p. 33). In trying to observe the student leaders in action, the process was very discreet in order not to allow them put on a charade of a show to impress the discipline master. More often than not, they were observed from a distance to make the process objective and without undue influence. In the hostels, I came as though I was checking and stumble by accident on most of what will be describe in the subsequent chapters.

3.2. Data collection

The observation took place over a period of one month and a key area of observation as can be seen from the table was the student's halls of residence or the hostels, assembly grounds where they gathered for prayers, the academic blocs and the playgrounds. The areas in question were chosen because the authority of the student leaders in this particular school under study is felt in these respective areas because they are solely those in control here. Another key factor was the timing of the observation. The period had to be the early morning periods when they check the other students to undertake school chores such as cleaning and leaving the hostels to devotion or prayers and conducting rolls as well as going or attending classes. This explains why most of the observation took place during the morning periods.

Table 1 : Observation criteria

Main Criterion	Categories	Description	Ratings
Communication	Tone	The use of verbal instructions to students	1= Very friendly tone 2= Friendly tone 3= Moderate 4= Aggressive tone 5= Very aggressive tone
	Choice of words/Language	Is the use of language sarcastic (<i>Mocking</i> at others), couth (<i>good manners</i> towards the students), polite (<i>Kind, helpful, supportive</i>), vulgar/obscene (<i>indecent, disgusting, repulsive</i>)?	1= Very simple and polite 2= Simple and polite 3= Courteous and sarcastic 4= Vulgar and obscene 5= Very vulgar and obscene
Interaction	Behavior	How do they interact or behave towards the students?	1= Very spiteful 2= Domineering 3= Bossy 4= Irritating 5= Very rude
	Corporal punishment	Using the cane or belts	1= Not at all 2= Sparingly 3= Fairly 4= Frequently 5= Very frequently
		Asking them to kneel or stand at a particular spot	1= Not at all 2= Sparingly 3= Fairly 4= Frequently 5= Very frequently

School Discipline

Main Criterion	Categories	Description	Ratings
Alternatives to corporal punishment	Patient	Interrupting students in a conversation	1= Not at all 2= Sparingly 3= Fairly 4= Frequently 5= Very frequently
		Tolerating delays from students and generally self-restraining	1= Very frequently 2= Frequently 3= Fairly 4= Sparingly 5= Not at all
	Personalizing address	Calling students by their names.	1= Very often 2= Often 3= Sparingly 4= Hardly 5= Never
	Non-verbal correction	The use of body language (eye contact, moving close to the student) to check a deviant action by a student.	1= Very frequently 2= Frequently 3= Fairly 4= Sparingly 5= Not at all
	Counseling	Listening to a student.	1= Very frequently 2= Frequently 3= Fairly 4= Sparingly 5= Not at all
		Talking to a student	1= Very frequently 2= Frequently 3= Fairly 4= Sparingly 5= Not at all
Date _____ Time of observation from _____ to _____			
Place _____			

A total of 34 hours were put in at different intervals and some were exceedingly short because the student leaders acted only briefly and had to be in class for a better part of the day studying in which case the researcher had no access over them. Even if such access was granted, it would have been limited because the teacher in class

was now in charge. The data for the present studies was collected and analyze by the researcher in person.

3.3. Data analysis

To collate and have a convincing data for explanation, interpretation and analysis, a table was created with the criteria's. This table would assist in the summary results of all the sheets and all the sub criteria to be able to determine the frequency of occurrence, draw inferences thereof and after the collation process to be able to do a verifiable analysis and explanation of the data. In addition, to make the data more explicit, the mean score for each category was calculated to make for easy appreciation and analysis. After the data is completely assemble, the findings would then be link to the background and to the state of literature and explained such that the research questions that guided the studies are answer.

3.4. The sample

The sample selected to carry out the intervention and the collection of data related to the topic under study were 40 student leaders constituting 19 boys and 19 girls. This is explain by the fact that each of the position of leadership has two occupants who must be a boy and a girl. They were all chosen from a mission secondary school, one of the twenty-two colleges managed by the Presbyterian Church in Cameroon with the last two (male and female) being leaders of one of the primary school under the tutelage of the Presbyterian Church in Cameroon. The choice of student leaders from only one college and one primary school was to limit the sample and make it scientifically realistic to manage data collected and to avoid the difficulties involved in travelling the length and breadth of different regions to bring all student leaders in a

given place for the intervention. Also, the topic in question requires a conceptual shift that is gradual and not abrupt thereby making it possible to identify one college and work with it for a start and to transfer the knowledge and competences from one college to another in a piecemeal manner. This is because it involves a practice that is embedded in the history and cultural peculiarities and any abrupt attempt to check it might lead to some resistance. Above all, the students are the ones directly affected by corporal punishment and hence their inputs in seeking solutions to arrive at alternatives to corporal punishment become necessary.

4.

WORKSHOP ON ALTERNATIVES TO CORPORAL PUNISHMENT

As already noted in chapter three, I decided to carry out as an intervention a training workshop with student leaders on alternatives to corporal punishment. The training workshop took place in one of the Presbyterian colleges in Cameroon on Thursday, 11 December 2014 at 9:00am. The participants were drawn from student leaders in from this college and the head boy and girl from one of the Presbyterian primary schools. In addition, there was the Manager of Schools from one of the managerial areas of Presbyterian schools, the Principal of the college in question, the Coordinator of an In-Service training program for Presbyterian colleges, the Head teacher of one Presbyterian primary school, the three other ISTP multipliers on staff who acted as co-facilitators and three staff members. In fact, participation was far above expectation and the mix of participants gave the workshop color, variety and intensity in the debates. In the following sub chapters, an attempt will be made to describe the process in detail by identifying and linking the seminar objectives to the quality discourse, examining the seminar didactics in detail and describing how it was developed.

4.1. Aims of the training workshop

The workshop was planned and carried out on the topic, alternatives to corporal punishment and with an underlying objective being to look at it more from the student

leaders perspective. The essence of this was the fact that the theoretical base of corporal punishment (Ellison & Sherkat, 1993; Dietz, 2000; Ember & Ember, 2005) negates the discourse in educational quality in areas such as school climate, retention rate, self-esteem, respect, self-responsibility, non-violence, education for life. The protestant stance on education greatly supports individuality and self-responsibility specifications (Strauss, 1991; Holinger, 2009; Durrant, & Ensom, 2012; Carter, 2014; EFA, 2005; UNESCO, 2000). It is in view of the foregoing that it is important to see how possible alternatives to corporal punishment methods can be identify to replace corporal punishment. This will refocus education to meet global trends of UNESCO EFA indicators as seen in chapter two above (Donnelly & Straus 2005; Feshback & Feshback, 1973; EFA, 2011; Gauthier & Dembele, 2004; NASPE, 2009; Sugai et al., 2000; Michael, 1997; Dubanoski et al., 1983; Opartkiattikul, Arthur-Kelly & Dempsey, 2014).

Cognizance of the reflections above and considering the relevance and sensitivity of the subject under review in this study, the following aims and or objectives were regarded as important to address the worries identified in chapters one and two respectively amongst which were to discursively shared their experiences on corporal punishment and alternatives to corporal punishment. In doing this, they were expected to draw from their experiences with corporal punishment and contrast it with those of applying alternatives to corporal punishment as student leaders and ascertain which of these methods could lead to better results vis-à-vis the other students. This would enable them to be inclusive and give learners the opportunity to succeed and allow learners to take responsibility but above all, give attention seekers what they want (Smith, 2012; Kant, 1996; NASPE, 2009).

Also, identify the challenges they faced in implementing alternatives to corporal punishment measures considering the fact that most of them if not all are accustomed to the use of corporal punishment in their lives both at home and in school much more and see how they can overcome these challenges. In view of the challenges expressed above, to enable them to improve their knowledge and skills by adopting extinction, that is, simply ignoring the behavior; counter-conditioning, that is, reinforcing a behavior incompatible with the undesired act. Lastly, punishment of the behavior that is productive in alternatives to corporal punishment makes it more workable or applicable in their daily leadership roles in school. This goes a long way to promoting ideals that uphold positive practices in quality education (Feshbach & Feshbach, 1973).

Again, to improve on and develop their competences in the school as a way of helping them live productively in the society through alternatives to corporal punishment. It should be noted that alternatives to corporal punishment measures are in consonance with the quality paradigms and dynamics of education and their careful implementation can create positive school climate through socialization that respects individuality, democratic principles of responsible action and simply put, education for life and liberation.

Lastly, taking a commitment for action by signing a memorandum of understanding (MoU). In doing this, they commit themselves to making sure that in whatever they do as student leaders and later parents, they would strive to live and carry out discipline in the ambit of the alternatives to corporal punishment. Such a commitment would help meet the needs of the present without compromising the ability of future generations to meet their own needs (Sheunpflug & Wenz, 2012). This ensures

school environment interactions that are peaceful and cordial giving everyone the opportunity to evolve with a positive mindset.

Matter-of-factly, the prevalence and use of corporal punishment as visible in Cameroonian schools and particularly my professional setting has contributed to a poor perception of the essence and relevance of the benefits of quality education. In this regard, corporal punishment as a disciplinary measure that has been en vogue appeared problematic thereby making the identification and implementation of alternatives to corporal punishment measures to replace it, imperative. This problem and the objectives identified in my context might help to lead to a change in perspective after reflecting the problem. The fact that there is a talk about it would create awareness and consciousness on the problem and usher in a possible avenue for a rethink of the current practice in lieu of quality in education and best practices.

4.2. The didactical planning of the workshop

The didactical planning of the workshop had to take cognizance of the level of participants, the degree and ability to imbibe certain concepts and how to hold their attention and keep them involve and concentrated. They had to be at the center of all action in the workshop because they were the ones to initiate action after the training. In order to meet these challenges, the workshop was planned in three units.

Unit one briefly handled some general formalities but concentrated more on allowing them the opportunity to reflect and share their experiences on their encounters with episodes of violence in their lives and the effect it had on them as individuals. Such a foundation and background

was deemed as very necessary because there was the need to create a link with such a past and their present to be able to shift from one position to another after making some comparison. This they did in the course of the workshop through individual reflections, brainstorming in pairs and sharing ideas, carousels and pair interviews. Worthy of note was the fact that this unit was very participatory and allowed the children the moment they needed to think and try to come to terms with certain happenings in their lives.

Unit two was designed to offer them the opportunity to reflect the effects of the violent encounters in their lives and how they handle or dealt with it. They were to link such effects to their daily actions as student leaders and to see whether it had a bearing on their actions or activities but most important of all, whether it was possible to lead without the use of corporal punishment. This was carefully planned to be handled through pair exchanges, group discussions, brainstorming and inter-group debates.

In unit three, attention and focus were paid to the identification of alternatives to corporal punishment. This being the hub of the training workshop, it had to be integrated in such a way that it captivated their attention. It was introduced with the simulation of a real situation through a sketch where a student leader was shown handling a deviant behavior through counseling. They were put into groups to reflect and identify other alternatives to corporal punishment measures that could be used to handle deviant behavior. They were guided at one point with documents to do this and their findings were presented as resolutions that were prepared and each of the participants signed as a memorandum of understanding (MoU) for eventual implementation. This last unit was interactive and argumentative.

Worthy of note is the fact that though this paper is an effort to identify possible alternatives to corporal punishment methods in replacement of corporal punishment for good practices in the domain of educational quality, there is an integrative approach linking corporal punishment to alternatives to corporal punishment. This is in a bid to diagnose the roots of a critical problem that has permeated the fabric of the Cameroonian society especially the educational arena and then to proceed in trying to identify some alternative measures that can help check corporal punishment. Indeed, a deeper understanding of corporal punishment as the root cause of the current violent malpractices in education would help to serve as a starting point for the identification and methods to handle it.

4.3. Limitations of the intervention

In view of all these, this initiative was not free from some limitations as some serious problems almost marred the entire process. The most critical problem was that of time management. It was not easy to slot or integrate the workshop process in a structured and near rigid school program. The details were very difficult to piece together to fit the streamlined routine program. In a related development, the present paper is still difficult to effectively manage because of problems of demarcating and using time effectively. It is quite a challenge to organize self, work, time, and harness them to fit required protocol.

Also, in the course of the workshop, the sitting arrangements was mapped out into a semi-circle but during the execution of the workshop, visibility was difficult especially for those who were sitting at the edges. This disturbed cohesion, distorted the attention of the participants, and brought in some degree of distractions and fidgeting.

Furthermore, the management of time was not fluid as the timing of the activities was hardly respected due to the debates and arguments generated in most of the units of the workshop. This was most visible in unit three where participants took close to three hours debating points that were relevant for best practices or alternatives to corporal punishment. In a way, though not plausible for the workshop proper, it was positive in view of the objectives because in such argumentations, it offered the children the opportunity to acquire some skills and competences.

Moreover, contextual factors posed a greater threat to these endeavors and this was mostly link to the logistical part of it. Identifying and securing a hall and the chairs for the workshop was not easy because the school was in full session and other or normal school programs had to run concomitantly with this workshop. Most important of all, the training workshop was handling a serious conceptual problem and so it becomes necessary to be able to muster the resources to organize follow up workshops to sustain the momentum and not make it a one off matter.

4.4. The development of the training workshop/seminar

The workshop was introduced with a theoretical explanation of what corporal punishment is all about. This was done to give an insight explanation to participants to enable them to know exactly what they were to talk on and from their reactions during this slot, it was realized that each one of them had an idea or two related to what they considered corporal punishment to be.

The content area was mostly reflective and sharing experiences as visible in the first objective. To allow them weigh in on the impact of corporal punishment, they were allowed a moment of silent reflection that was very

interesting because after a moment of silent reflection, some of the participants saw nothing wrong with some violent experiences in their lives. As they put it, such violent actions have made them who they are (better persons) and they are proud that some of their parents and guardians subjected them through it to get better results! This was seen in Unit one of the workshop on reflecting the negative happenings in their lives, dealing with experiences, effects on them and sharing these experiences as earlier noted indicated that 16 students out of 34 felt that it was good. It was also noticed here that their reactions indicated a deeply entrenched culture of violence that was perpetrated in an inadvertent manner. This however supports the postulations of Straus (1991) with the social spillover theory of corporal punishment.

In the second unit on linking experiences and the influence it has on them as leaders, this was highly debated. This in essence was intended to guide them to gradually link such roots in their experiences with corporal punishment and create connectivity between it and alternatives to corporal punishment as a way of diagnosing the problem before attempting to get a way out. This they did through brainstorming, group work and pair exchanges.

The last unit that was the thrust of the workshop was intended to guide them in the identification of the alternatives to corporal punishment methods. Agreeing on what they could consider as alternatives to corporal punishment rules instead of the 30 minutes initially agreed for the exercise finally took close to two hours because each participant had an idea why a particular rule was either good or bad. This slot was also very important because in trying to identify these alternative measures to corporal punishment, the children were creatively

improving on their skills and competences seek workable solutions to problems confronting their day-to-day lives. It was very engaging, passionate, revealing and very interesting. Many methods were used for the workshop but the high point were the sharing of experiences, pair interviews, role-play and the signing of the Memorandum of Understanding (MoU) for eventual implementation.

In view of the foregoing, 34 student leaders were effectively trained making it a 100% with at least 88% of them convinced of the need to apply ATCP methods to handle deviant and disciplinary problems in the course of their leading. This happened after they sat through a one-day training workshop and shared experiences with their peers through very engaging exchanges. The high percentage success rate could be attributed to the flexible management of the content using diverse methods at different points of the workshop. This supersedes the projected 80% during the planning phase. The concept was seemingly well understood as all 34 or 100% indicated through various evaluations of the various units of the workshop through the mode barometer indicating a gain of 10% from the projected 90% in the planning. Most important of all, all 34 or 100% still accepted to undertake awareness creation besides signing the MoU for the implementation of the alternatives to corporal punishment methods. It indicated a 30% increase from the projected 70% of trainees.

4.5. Results of the intervention

At the end of the intervention after brainstorming and discursively reflecting, the following results were obtained:

- All the student leaders accepted to henceforth use only accepted alternatives to corporal punishment as identified in their end of workshop memorandum

of understanding (MoU). This was an indication of a sharp break with the past giving hope to a probable move towards quality education and an improvement in the school climate.

- All the student leaders accepted using belts in a given point of their school life on a junior student for one reason or another. This was an indication that corporal punishment was a well-entrenched culture that may have been contributing to a poor school retention rate before the intervention.
- They accepted asking students to kneel besides their bed while they fell asleep in the student hostels.

5.

RESULTS OF THE EVALUATION

The intervention or training workshop as described in chapter four above receive very wide acclamation from participants but such excitement generated through a mode barometer. This was carefully developed to help determine their perception and appraisal of the subject of alternatives to corporal punishment was not sufficient to check their understanding to practice the ideas discussed in the course of the one-day workshop. Hence, it was important to carry a short-term observation lasting one month to see their reaction in the field in their day-to-day work as student leaders. I therefore embarked on the observation of their work and actions as student leaders and in this chapter, the data shall be presented and a description of it made leading to a summary of the results collated.

5.1. The observation

The observation rate went on as planned and took the one-month-period that was stipulated, as can be seen in the following table;

Table 2: Observation dates, places and time

	Place of observation	Time of observation	Date of observation	Remarks
1	School Assembly ground	6-11	22/04/2015	During march past
2	Dormitory	6-9	27/04/2015	During clean up
3	Academic bloc	6-9	29/04/2015	Preparing for classes
4	Dormitory/ Academic bloc	6-13	04/05/2015	Various activities
5	Dormitory	15-17	07/05/2015	Preparing for classes
6	School play-ground	13-15	10/05/2015	During sports
7.	Dormitory	6-8	14/05/2015	Preparing for prayers
8	Academic bloc	10-12	17/05/2015	Going to class
9	Dormitory	7-9	21/05/2015	Preparing for classes
10	Academic bloc	9-12	27/05/2015	Going to classes

From the foregoing, it can be notice that the rate of observation was ten times as envisaged spanning in all a period of one month as forecasted thereby scoring an observation rate of 100% envisaged for the entire duration of the exercise that took in all 34 hours.

5.2. Description of the data

The results of the observation were collated and compiled in a tabular manner for easy appreciation. Each category was rated from 1-5 and depending on the circumstance and action, each time a student undertook an action under a category (for instance under tone for the issuing of verbal instructions, 1 was very friendly tone right down to 5 that was very aggressive tone. (see table 1, chap. 3 above). This continues for all the other sub categories and for the ten times observed. The figure corresponding to that action on the ratings was indicated on the table and at the end depending on the number of times, the total figures were all added up and the total divided by ten to get the mean score or average rating for that category. (See table 3 below).

Table 3: Results of first criterion (communication)

Category	What to Check	Ratings during observations										Mean of ratings
		1	2	3	4	5	6	7	8	9	10	
Tone	Verbal instructions (aggressive)	5	5	5	5	5	5	3	3	3	3	4.2
Language/ choice of words	Polite	2	2	2	2	4	4	4	4	4	4	3.2
	Vulgar/ Obscene	4	4	4	4	4	4	2	2	2	2	2.4

Five student leaders led by the head boy of the school under review indicate in their actions a high propensity towards aggressive and less polite communication in the hostels. They however moderated their tones in the school assembly and the academic bloc. They were rated

on a scale of 1-5 with one being very friendly tone and five referring to very aggressive tone. The average score at the end of the table is the mean or average score on five in that particular category.

Table 4: Results of second criterion (interaction)

Category	What to Check	Ratings during observations										Mean of ratings	
		1	2	3	4	5	6	7	8	9	10		
Behaviour	Interacting (Bossy)	3	3	3	3	2	2	2	2	2	2	2	2.4
Corporal punishment	Using the belt	1	1	1	1	1	1	1	1	1	2	2	1.2
	Ask them to kneel down	1	1	1	1	1	1	1	1	1	1	1	1
	Interrupting students	5	5	5	5	5	5	5	5	5	1	1	4.2

The same five student leaders in the hostels appeared bossy and domineering, interrupting students in a conversation that is very predominant but holding belts that are never use to beat the other students. Here, the atmosphere of hostility is visible and present. They were rated on five items with one being not at all with five being very frequently

Table 5: Results of third criterion (CP alternatives)

Category	What to Check	Ratings during observations										Mean of ratings
		1 ¹	2	3	4	5	6	7	8	9	10	
Patient (Tolerant and self-restraining)		2	2	2	2	2	2	3	3	3	3	2.4
Personalizing address (Call them by names)		1	1	1	1	1	1	1	1	1	1	1
Non-verbal corrections Body language		1	1	1	1	1	1	1	3	3	3	1.6
Counseling	Talking	1	1	1	1	1	1	1	1	1	1	1
	Listening	2	2	2	2	2	2	2	3	3	3	2.2

Five students led by the senior prefect boy and girl in the hostel and school assembly ground apparently show a high degree mastery of alternatives to corporal punishment when rated on five items with one being the least and most positive and five being the highest and very negative item. The propensity to best practices is visible. The observation started with an examination of the communication pattern between the student leaders and the other students. The intention was to check the tone through the verbal instructions that were given to the students. Out of the ten times they were observed, it was discovered that their tone was very loud and very aggressive on six different occasions and moderate on four different occasions. A calculation of the average or mean score indicated that with a 4.2 on five items for rating in this category, communication

¹This indicates the ten times used to collect data from the observation (See table. 2). The mean of the observation has been calculated on (5) base on the criteria rating scale

was very poor and hostile. Furthermore to this, the level of politeness from the collation of the ratings indicated a mean score of 3.2 indirectly depicting the fact that on five ratings and considering that five was the poorest rating, they were also apparently doing badly in this category. Furthermore, their choice of words or the type of language they used to an extent indicated an average performance here with a mean score of 2.4.

Another important criterion that took place under review was their level of interaction as student leaders and the behavior towards the other students. The idea was to check their serviceability and manner of approach to the other students. In this category, it was discovered that out of the ten times observed, they were averagely bossy and domineering over the other students with a mean score of 2.4. Worthy of note was the category using corporal punishment with indicators like the use of the belt or the cane to beat other students. Interestingly enough, they were seen with belts all the time around the hostels, which were hardly or never ever used to beat or whip a student. This resulted in a mean score of 1.2. In addition, the belts were only seen in their hands around the hostels and never in the academic bloc! Moreover, still under the category of corporal punishment, for all the time they were observed, at no point in time were students asked by the student leaders to kneel down on their knees hence performing very positively in this category with a very high mean score of 1. However, the aspect of interrupting students in a conversation under the category of corporal punishment apparently indicated a negative trend. For almost all the time they were placed under observation, they interrupted the students in almost all their conversations leading to a mean score of 4.2.

It was necessary and important to check their degree of implementation of alternative means to corporal punishment in view of the sensitization they had from the workshop. This was observed in the category of patience in their actions. It was discovered that out of the ten times when they confronted children involved in a deviant act, they were at times interruptive as earlier indicated but noteworthy was also the fact that in some visible cases of provocation, they were seen restraining themselves or tolerant to such provocative acts and when this was checked against the rating bar, it gave a mean score of 2.4. Another angle to this was that they interrupted the students more around their hostels than in the academic bloc or assembly ground and conversely appeared restraining and tolerant in the academic bloc and the assembly ground.

Furthermore, they were observed in the category of their ability to personalize their interaction with the students by calling them using their names or nick nicknames and they did this almost all the time they were placed under observation thereby having a mean on this of 1.0. Such personalization in a way lightened up those who were addressed by their names. Furthermore, it was again notice that on some key components of alternatives to corporal punishment such as using body language as a corrective measure, their performance here was outstanding and praiseworthy as they were seen using some body gestures to check some deviant behavior. This was noticed on several occasions leading to a mean of 1.6 but most importantly, it was realized that some counseling methods were in use as well. They were visibly performing well here as they could be seen talking and directing the children all the times even if they were not doing it with zeal leading to a mean of 1.0 while they could be seen listening to the students seriously all the times but for two leading to a mean of 2.2.

Such results are based on the perception of the actors on corporal punishment and alternatives to it. They need some further decoding to be able to have a grasp of reasons for acting in one way or the other by the students. The next sub chapter is an attempt to make some meaning out of their actions in an abstract manner and this would be closely done in conjunction with empirical evidence.

5.3. Summary of results

The results registered in the observation in a way are indicative of a mix of corporal punishment and alternatives to corporal punishment at the same time. Going by this, it becomes quite exacting to be able to decipher the orientation of the students whether they are pro-corporal punishment or for alternatives to corporal punishment, though there are some visible indicators in the findings to show that alternatives to corporal punishment are so far slightly performing above average. As such, going by the tone noticed which was aggressively felt most of the time, it may be an indicator to explain the fact that though the social context and or environment may be prawn to doing things as it was before, the efforts made by the students in moderating in a conscious manner their tone is visibly lower at 3.2 when compared with their being aggressive at 4.2. Hence, though very aggressive in their approach to the other students, some conscious efforts were made to moderate their tone with some degree of politeness. Worthy of note is the fact that for the time they are aggressive, their language is uncouth and the behavior domineering. These maybe unsurprising because the indicators appear intrinsically linked and connected. Be that as it may, this category of the vulgarity or obscenity of language with a mean score of only 2.4 though in the category of aggressive tone may come under complete eradication with the right

measures. Furtherance to this, in the category of corporal punishment the carrying of belts was very frequent but conversely, not put into use at all thereby ending with a mean or average performance of 1.2. This contrasted the circumstances and the trend of the period and this may be linked to some scholars position on violence in a given environment as the opium for stress relieve and correction which somehow acts as a generational legacy in that it is simply aped or copied by the young and seen as a culture to be upheld. The environment and context in which they find themselves appear to have a profound influence or bearing in their actions. However, it is also surprising that despite the sensitization against the use of the cane or belts even if it means just carrying it without using it was simply overlooked by them. Interestingly, the culture of carrying a real cane in this particular context was completely absent as they were not seen carrying or using a cane on the other students.

This notwithstanding, though always interruptive while in a conversation with the students found in a deviant behavioral pose, it was also noted that in some glaring cases of gross insubordination and disrespect, the student leaders tolerated such cases and restrained themselves from reactionary or violent behavior. This from every indication appeared somehow positive but when placed side by side with the degree of intolerance they manifested towards the other students, their degree of intolerance was seemingly very high with the mean score pegged at 4.2. In a way, this was mitigated by the fact that at no time were the student leaders seen asking their fellow student has to kneel down. This saw a positive mean score at 1.

Moreover, in their actions as seen in the observations, most of the time whether in an angry mode or not, the student leaders addressed the other students with their names and at times, nicknames. This more often than not lightened the students up and they appeared visibly relaxed in their encounters with the student leaders and the mean score for this activity was 1. This was repeated with body language especially on the assembly grounds during prayers or devotion where this was rampant. Here, their performance was sort of stable and persistence as the student leaders were seen going close to students talking and the noise stopping almost immediately while others were seen gently tapping those disturbing on their shoulders with an instant reaction of keeping quite. This was frequently done and this explained why the average of the times witnessed was 1.6. Above all, an intent look directly in their eyes to make eye contact was enough to refocus them. This, the student leaders did with some degree of proper mastery.

Again, in the category of counseling, it was also notice that they devoted quite some time to listen to the students whether angry or not. It was in such instances that some were visibly aggressive from their first encounter with the student involve in a deviant act and most of the time, after listening to them their countenance and tone of voice instantly changes. In view of this, the role of the student leader reverse now enabling such a leader to talk more and softly as a counseling measure. In one instant, a student who was putting on the wrong pair of sandals was angrily reproach by the student leader in charge of uniforms and dressing. The student in question retorted by telling the student leader that she had to put on the sandals because the required school sandals that she polished and went to bathe could not be found when she

came back and she had no other option than putting on the wrong one. The student leader was visibly surprised and told the other student that “but you should have told me before now” with a very moderated and changed tone from the initial aggressive tone. From the mean scores and the ratings obtained under the category of counseling especially with talking and listening, it should be noted that more often than not, most of the encounters between the student leaders and students usually started with an aggressive posture from the student leader. After listening to an explanation from the students, the tone immediately changed to a softer one. This explains the positive mean score 1 for talking and 2.2 for listening.

Worthy of note from the results or finding is the fact that instances of corporal acts almost equated the instances of the alternative measures that they employed in their actions. This indicates that their socially constructed, contested, and symbolic space of trouble is contested in a certain way because they do not meet the normative expectations and this negates the efficacy of modern approaches to managing groups of often-rebellious school students. Such modern methods as postulated by empirical evidence which supports alternatives to corporal punishment as a sure way of attaining a conducive and positive school climate that in itself is a key indicator to quality education is also visible in their actions. The observation also indicated a trend that showed that though contextually and environmentally problematic for the student leaders to manage on their own; their own idea of corporal punishment was not the wild one of frequent beatings with a cane, stick or baton as the case may be. Rather, they were always seen with belts that were hardly ever used to beat the students. Such belts were used only around the hostels and never in the academic bloc

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perhaps as a deterrent to any deviant behavior. Indeed, the findings indicates a metamorphoses of the current trend in corporal punishment in that from the actions of the student leaders, the other students suffer more from psychological and emotional trauma than physical abuse per se.

The following chapter is to help in explaining this phenomenon and decode further the trends noticed in the students behavior and would go further to link the state of research to the various ideas raised in the results before attempting to have a particular stance.

6.

DISCUSSION

The following discussion and reflections would further examine the contribution of my intervention and evaluation through observation in relation to the knowledge, which acted as the bases of the problem I set out to address by realizing this study. It gives me an opportunity to further ponder how my findings can be presented or discuss in the context of the scientific discourse on educational quality. In addition, I am going to reflect my findings described in chapters four and five in relation with the discourse presented in chapter two.

6.1. Reflections in relation to the intervention

The research question of this study set out firstly to investigate the experiences that student leaders have with the implementation of alternatives to corporal punishment and secondly to identify the challenges they faced in trying to implement such alternative methods to corporal punishment. In the intervention it was realized that the experiences they have had with alternatives to corporal punishment was through the discussions and exchanges they had in the training. Moreover, it was also realized during the training seminar that they were much steep in the practice of corporal punishment and could not be facing challenges that did not exist through their actions.

The intervention was based on the concept of identifying alternative measures to the use of corporal punishment.

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During the intervention, an attempt was made to try to harmonize the content of the training on alternatives to corporal punishment with the dispositive of the formation. In this light, during the training workshop, the criteria for good teaching had to be respected especially in the development of the content area of the workshop. Special attention was paid to the didactical planning of the workshop to identifying the methods that were to be use like discussions, brainstorming, group work, pair interviews and role-play amongst others. The development of the seminar revealed in quick succession some conflicting ideas with participants because their silent reflection on the impact of corporal punishment in their lives made them to feel sad. At the same time, they saw nothing wrong with the use of it by their parents because though painful for them, it attained the desired results of transforming their lives and they did not mind it using it on others. In view of all these and looking at the outcry against the use of corporal punishment, some scholars of alternative measures like Khewu, 2012; Agbenyega, 2006; Arnstein, 2009; Bruce, Murray & Kym,1993 hold strongly that such alternatives supersedes any case for corporal punishment no matter the circumstances and or environment. As such and despite such setbacks as seen in this school under review, there is however a distinct show of consciousness by the student leaders with regards to the use of alternatives to corporal punishment; a positive departure or break with a past that functioned completely negating the norms of school quality enhancement and difficulties to adapt to changing trends. Despite such challenges, efforts were seen to be made to enhance greater and positive discipline measures. The following paragraphs would develop this argumentation further.

6.2. Importance of findings to alternatives of corporal punishment

The results of the evaluation confirmed the findings of the intervention in that their first encounter and experiences with the alternative measures of corporal punishment were during the sensitization they had in the workshop. It was also discovered that after the workshop, ideas related to alternatives to corporal punishment like tolerating the students actions, counseling through listening and talking and personalizing address were highly practice by the student leaders. Conversely, the results of the evaluation also showed that corporal punishment was still present amongst the students though assuming a more psychological disposition than the physical practice they confessed to in the intervention. Such methods that were consider violent after the workshop included an aggressive tone used to give instructions and a domineering and bossy attitude besides interrupting them frequently in the middle of a conversation. However, it becomes also visible that they are still problems in the implementation of available alternatives to corporal punishment or interpreting the guiding principles for best practices agreed in the memorandum of understanding by the students during the intervention.

The findings of the intervention and in line with empirical evidence indicate that the student leaders were still involved in corporal punishment which to them also serves as a clear indication to the other students that rule violations are not tolerated thereby making living and accepting such action as a value norm (Tangwe and Kiawi, 2009; Ember & Ember, 2005). Again, Straus (1991) inches on this with his two assumptions that may be because of this background, student leaders are therefore prawn to maltreating other

students and those teachers are important role models to the students. Therefore, if children frequently misbehave towards other children and if teachers who serve as role models use violence to correct misbehavior, a larger proportion would use violence to deal with other children whom they perceived as having mistreated them than would be the case if teachers did not provide a model of hitting wrongdoers. Conservative protestant scholars (Ellison & Sherkat, 1993) hold the view similar to the forgoing and argue that child upbringing as the cultivation of “healthy” psychosocial characteristics is necessary even if the attainment is in line with (Prov., 23:13, 14) and not “sparing the rod and spoiling the child”. Such ideas and results obtained in the intervention indicate once more contacts and knowledge of corporal punishment is firstly something contextual and environmental because they tend to simply copy what others are doing as correct but also that they were before the intervention not very knowledgeable with the alternative measure available to corporal punishment. Their level of practicability improved from corporal to alternatives to corporal punishment following the intervention to a certain degree.

Furtherance to this, the behavior or interaction of the student leaders with other students reveals certain characteristics; the fact that their environment or educational setting has an influence on their actions because they are copying what goes on in that environment (Ember & Ember, 2005; Dietz 2000; Tangwe & Kiawi, 2009; Straus 1991). Some actions of theirs therefore negate alternatives to corporal punishment ideals as postulated by the American pediatrics like helping the students to feel and experience “love and security” (1998, p. 723) while in school through a friendly approach in dealing with them. In view of the foregoing, the didactical planning of the intervention took

into consideration the atmosphere of the discussion, which was made very conducive. This permitted them to talk freely and share their thoughts leading to the revelations from them. In the same way, if such was the practice in the hostels and the school environment in general, then best practices emanating from alternatives to corporal punishment would be a forgone conclusion. As visible in the next paragraph, such difficulties were mitigated when they started experimenting their experiences after the intervention in the field. The evaluation through observation was undertaken after the intervention, which came on the heels of their constant use of corporal punishment as a corrective measure through hitting and beating with the belt as they revealed during the exchanges. As can be decipher from the results of the evaluation, corporal punishment by student leaders is fast metamorphosing into verbal and aggressive assaults as reveal by the score obtain for that category. This confirms the arguments (Khewu, 2012) who thinks and rightly, so that corporal punishment should not be limited only to the “infliction of pains on the physical body but that... it can also be taken beyond the physical to emotional and psychological domains”.

This was because corporal punishment is in the most part seen as “hitting, striking, wounding or bruising a dependent child for the purpose of punishing, disciplining, or showing disapproval” (Ember & Ember, 2005) but this contrast the processes leading to either hitting or striking the child. The processes leading to such beatings and hitting starts with provocations through abuses and insults amongst others. It therefore indicates a shifting trend in school discipline and punishment wherein the cane is apparently giving way to violent action that is more psychological than physical as was the case before. Furthermore, this was principally due to the type of language used in such interactions that was

deemed very important (Saunders & Goddard, 2008) as the choice of words and the tone can either be sarcastic, couth, polite, vulgar and or obscene and at times, the tone alone can make the dishing out of instructions very violent. Practically on the field after the intervention, the results of the evaluation showed that the student leaders were attempting to implement the ideas or knowledge acquired during the training on alternative to corporal punishment and learning in the process. However, they were challenge by an intrinsic disposition to tilt to violence at the slightest opportunity by their propensity to carry belts round the hostels at all times. These actions by them appeared more like (Marphosa, 2011) contends that the first step in finding alternatives to punitive disciplinary measures such as corporal punishment is to understand factors influencing children's behavior which include fulfillment of their needs such as belonging, acceptance, physical and emotional security as well as being respected by peers. Consideration should be made to the fact that if we can understand the expressive dimension of punishment, we should be able to perceive not only what kinds of punishment reform won't work but also which ones will (Kahan, 1996). This is possible if patience is exercise to identify the alternatives to corporal punishment methods can work and this in lieu of the context. From every indication, such patience is apparently absent with the student leaders thereby needing a lot of re-orientation to refocus and guide them.

Moreover, the evaluation also revealed that they were still carrying belts and not using them as the case may be thereby contrasting this with their confession in the intervention that they were effectively using belts in the dormitories. Whatever meaning is made of some actions of theirs in carrying belts, the attainment of the quality paradigm (UNESCO, 2000; EFA, 2005; EFA 2011) is not

something to hurry with. The fact remains that in their day-to-day actions, there is a very clear co-relation between their intentions and the use of corporal punishment. The normative implication of this revolves around the fact that corporal punishment in the school under review is not an easy to kill phenomenon thereby indicating that the debate on the place of corporal punishment in school discipline (Taylor, Hamvas & Paris 2012; Ellison & Sherkat, 1993) is still raging and difficult to resolve but not impossible. The very fact that school discipline is necessary and relevant with clear indications of methods that can enhance it without resorting to violence as indicated by empirical evidence remains relevant. (Strauss, 1991; Holinger , 2009; Durrant, & Ensom, 2012; Carter, 2014).

Such strong arguments supported by global trends especially the quality discourses (UNESCO, 2000; EFA, 2005; EFA, 2011) already calls to question the very essence of the theoretical framework (Dietz 2000; Ember & Ember, 2005; Ellison & Sherkat, 1993) of corporal punishment. This also put to test the arguments propounded by the biblical quotations cited in the preceding chapters on corporal punishment as something relevant because the same bible as seen in stated verses above already debunks such claims insisting on the disdain of the Lord with those who practice violence of any kind on their fellow humans created in His image.

However, the findings and knowledge acquired in the intervention on corporal punishment indicated that student leaders were using belts and asking students to kneel down while they slept in the hostels but during the evaluation none of these two aspects were witness as the students were simply seen carrying belts without using them. This for practice would mean three things:

firstly, that there is already an impact of sensitization in that student leaders are aware of the consequences of being caught using corporal punishment on other students and are doing it hiding. Secondly, that holding belts without using them are a diversionary tactic to give the impression that they are operationalizing within stipulated norms and finally, the fact that more observations may have to be carried out right inside the hostels to be sure that their actions reflect the way they live in the hostels. This does not in any way negate the efforts already made by them in other aspects related to alternative means to corporal punishment such as counseling which witnessed a good score during the evaluation and which was carried out by listening and talking to the students. This notwithstanding, the alternatives to corporal punishment methods employed during the observation by the students indicated an attempt to introduce best practices in their actions. There were conscious and experiential propagation of alternatives to corporal punishment measures through counseling as indicated above, the use of body language, calling them by names amongst others. These are clear signals that non-violence, self-esteem, self-responsibility and shaping a positive mind set to later face the challenges of life; education for liberation through the sum total of building a positive school climate (Khewu, 2012; Agbenyega, 2006; Arnstein, 2009; Bruce, Murray & Kym, 1993) is gradually taking roots in this school. This is so because such components constitute the very essence of universally recognize and accepted standards concerning quality education.

The implication of this is that acquired ideas on alternatives to corporal punishment are consciously being implemented even if not at once. This indicates that if more practical measures of continuous sensitization are undertaken,

it can result to a break with the past or to a conceptual change even though this was however jeopardize by low averages in a crucial area like interaction. This simply went to confirm (Dietz, 2000) social situational model of employing violence in situations of stress to correct deviant behavior with the victims simply copying it. They see it as a mode of operation in a setting that thrives on such methods and hence, the least difficulty faced by them makes them to indulge in one of such methods. Therefore, an important element like manner of approach through politeness and humility (Scheunpflug & Wenz, 2012; Carter, 2014; Ellison & Sherkat, 1993) which brings about empathy, self-confidence and creativity is absent thereby creating a tense school atmosphere or simply put, poor school climate.

In simple words, there is knowledge acquired by them with stipulated and agreed norms during the intervention but which practically lacks application perhaps because of a long tradition of violent reaction to all deviant behavior. Also, such interaction or socialization (Scheunpflug & Wenz, 2012) which remains a crucial indicator of alternatives to corporal punishment and school climate is still very problematic because it was discovered in the observation that the student leaders were domineering and bossy. This indicates a contextual and environmental hangover of a hierarchical dispensation (Tangwe & Paul, 2009) with the leader always authoritative and right despite the circumstances. Such knowledge indicated that for practicability, it would need continuous awareness creation on a conceptual break with the past there is no doubt that such attempts at justifying such actions go contrary to explicit and normative requirements of quality education accepted universally (UNESCO, 2000; EFA, 2005). The fore going notwithstanding, the importance of the findings

and the attempts already made and seen to be made by the student leaders indicate that if the efforts for changed are sustained, then, overhauling corporal punishment in favor of alternatives to corporal punishment can be attained.

6.3. The relevance of the findings in enhancing the quality discourse

Discipline is without question the most essential and the most difficult aspect of education, for without discipline there can be no effective teaching and or education (Haroun & O'Hanlon, 1997), talk less of the normative aspects of such education. Contextually, corporal punishment took the form of using the whip to beat the students on the buttocks and the palms of their hands or spanking (Gershoff, 2002; McClure & May, 2008) with the intention of inflicting pains as a corrective measure for a crime committed. As such, corporal punishment as a mode of correction remained prevalent in most of these particular mission schools especially the school under study where the researcher, other teachers and students alike participated in perpetuating it in and out of class.

These actions over the years had some empirical backings (Ellison & Sherkat, 1993; Ember & Ember, 2005; Straus, 1991) and compounded by a colonial history in Cameroon rooted or steeped in violence and socialization that was stressful (Tangwe & Kiawi, 2009). In view of these, the historiography of such sustained actions has jeopardized normal parenting subjecting homes to discipline fraught with subjugation rather seen by Protestants in America (Ellison & Sherkat, 1993) as the cultivation of "healthy" psychosocial characteristics in children, particularly self-esteem, self-confidence, creativity and empathy which to them can be assured through some degree of spanking.

This has in no small measure had a spillover effect on the children subjected to such torture (Dietz, 2000) who in turn apply it while in school. It is compounded by a background that is hierarchical and compact (Ember & Ember, 2005) valuing conformity in the children and junior ones; thereby laying credence to an African subjective dictum that the “elder is always right”. Such influences from their environments and cultural settings have had a telling effect on the student leaders (Straus, 1991) who think that since their parents and teachers are involved in it, it is the correct thing to do. This explains maybe the reason for their frequent carrying of belts around the hostels though their use was near inexistent. Furtherance to this was the fact that, their tone of instructing the students was aggressive while their interaction with the kids was domineering and bossy. These attitudes though minimal left in its wake a lasting impact because values like effective communication, respect and positive educational exchanges between the student leaders and students is seriously tainted (Khewu, 2012). Moreover, it destroys a supportive and friendly learning environment that enhances students’ motivation and achievement (Opartkiattikul, Arthur-Kelly & Dempsey, 2014; Straus & Paschall, 2009).

Such traces of corporal punishment are still seen in this school and as a protestant institution; it is still grappling with attempts to uphold the protestant profile of education. This profile preaches elements akin to accessibility, positive school climate, self-esteem, responsible behavior, free thinking, tolerance and democratic actions which are key components of quality education standards (EFA, 2005; EFA, 2011; Straus & Paschall, 2009; UNESCO, 2000) leading to education for life that can move the society forward.

Even though this appears a worrisome phenomenon, there are some indicators in their actions that can help in further investigation. This include the fact that they are seen with belts only around the hostels and not on the main school campus and hardly used and secondly, the fact that their aggressive tones, bossy and domineering attitudes is mostly visible also around the hostels. It is therefore probable that such actions by them are mitigated for by a cultural trend that though unpopular remains highly in use. This in sum total distorts the school atmosphere and keeps the learners uncomfortable. There is no gainsaying that such efforts have been torpedoed by the traces of actions that are undertaken to strengthen corporal punishment but this may be too little to have a profound impact on the quality paradigms already in use in this particular school. What is very glaring is that from every indication, knowledge transfer through such best practices (EFA, 2005; EFA, 2011; Straus & Paschall, 2009) can help move the quality level of education in the Cameroonian context in general and this school in particular to a level that is appreciable. The attainment of one of the key component of quality education, discipline through alternatives to corporal punishment measures (Irby, 2014; Mumthass, Munavirr, & Gafoor, 2014; Opartkiattikul, Arthur-Kelly & Dempsey, 2014; Straus & Paschall, 2009) is from every indication on the increase as seen from the observations. While entangled by social and societal constrains (Dietz, 2000) to indulge in actions that taint the attempt at best practices with alternatives to corporal punishment and considering the circumstances, they appear to be hope.

The findings from the intervention and the evaluation show a clear indication that efforts are being made to break with a past that promoted violence through corporal punishment (Turner & Finkelhor, 1996; Simons, Johnson, & Conger,

1994; Rohner, Bourque, & Elordi, 1996; Mulvaney & Mebert, 2007). The ideal is to completely attain values such as visibility, taking responsibility for ones actions, democratic practices, education for liberation through the inculcation of life skills. This also includes inclusive education, accessibility of that education to all and sundry and support services that enhances a positive and conducive school climate ((Opartkiattikul, Arthur-Kelly & Dempsey, 2014; Straus & Paschall, 2009; Bruce, Murray & Kym, 1993) which are profound characteristics of quality of education. Attaining all the indicators may appear preposterous at this moment but attempts already made through their experiential actions and trial of alternatives to corporal punishment measures in discipline appears to be positive.

When such values are understood, the presentation of a practical information guide and action plan for implementing school improvement, delinquency and deviant behavior prevention measures (Cuervo, 1984) are identified through such shared responsibilities. Counseling and discussions is the one act in alternatives to corporal punishment methods that is in fine fettle with the Protestant profile of quality education. This profile advocates visibility, taking responsibility for ones actions, democratic practices, education for liberation through the inculcation of life skills. Such a quality indicator from the protestant profile wrest on inclusive education and accessibility of to all and sundry no matter the faith. These values are implicitly embedded in the postulations of the advocates of alternatives to corporal punishment measures (Opartkiattikul, Arthur-Kelly & Dempsey, 2014; Straus & Paschall, 2009; Bruce, Murray & Kym, 1993) who think that such alternatives should be used because it completely meets the universal indicators of quality education (UNESCO, 2000; EFA,

2005). Above all, counseling that is commonly used by the student leaders in the said school as indicated by the observation has a correlation with a more caring and collaborative learning community or school environment (Michael, 1997). This would inadvertently discard in its wake the hierarchical (Tangwe and Kiawi, 2009) and tension packed Cameroonian school environments especially schools of this mission institution in particular which are involved in building more caring and collaborative learning communities or the school environment with regards to the school under review. This encourages rewards and re-enforces desirable behavior much more than highlighting the negative in a child (Dubanoski et al., 1983). In this way, elements like spanking and hitting are discarded, making the individual “an instrument of happiness for himself and for the society” (Durkheim, 1956) and upholding social and collective learning (OECD, 2013), which is very important. In fact, counseling as a form of alternative to corporal punishment help the student leaders and students work together to develop shared norms and expectations for behavior (Rajdev, 2012) because dialogue of some sort is seen and felt.

6.4 Summaries of previous chapters

In sum, the study has been divided into seven main chapters and many sub chapters. Chapter one focused on the general introduction which started by identifying and situating the problem with an indepth presentation of the subject through the background or context of the studies. In the background of the studies, it was realized that the practice of corporal punishment in Cameroon was historical, contextual and cultural with some mission schools actively involved in its application especially student leaders who copy it from parents and later in school from teachers.

This was happening despite efforts in this school milieu by the ISTP to sensitize stakeholders about the negative outcomes of corporal punishment on students. Worthy of note was the fact that this went on despite norms put in place by the government and the hierarchy of the Church in particular to dissuade stakeholders from corporal punishment. This chapter also showed that such actions occurred despite the existence of alternatives to corporal punishment and the adamant nature of those involved in corporal punishment to use it. The chapter argued further that such actions negated the quality dimensions of school making the situation worrisome. It went further to identify the questions that the study set out to address and ended up with the presentation of the structure of the study.

In chapter two, the position of others through the state of literature was brought into focus as a theoretical base of corporal punishment was examined. This went further to situate the religious backing for corporal punishment especially the position of conservative American protestant who argue strongly that corporal punishment is the most effective way of child correction backed some Bible quotations. Also, this was contrasted with the position of other religious bodies and Bible passages that indicated that corporal punishment was totally against God's purpose for creating them in his image in the first place besides showing clearly that corporal punishment of children was in very simple terms, a violation of their fundamental human rights. This chapter then went further to present empirical evidence and the position of other scholars to prove that alternatives to corporal punishment were more useful in child correction and discipline when contrasted with corporal punishment. As such, remaining the only sure way of ensuring good school climate and improving the quality of education.

In addition, in chapter three the qualitative research methods were presented. The method of data collection as explicitly presented in this chapter was an intervention or one-day training workshop with student leaders on alternatives to corporal punishment. This was followed by an evaluation through observations of their actions in the field after the training. One reason for the method of intervention was to allow them to discursively reflect their experiences with corporal punishment and how this influence their work and lives and to see how they could jointly redefine new rules of engagements as a quality improvement tool. I also indicated that in my position as discipline master, it would have been impossible to get objective information from them through an interview and so the best method for data collection in the circumstances was deemed to be through observation that was discreet.

This was followed by a description of the data collection instruments that had three main criterions with five categories for rating with five being the highest and most negative score. One was the least but highest in terms of positive performances in all the categories at the end of which a mean score was calculated for each category by dividing the total score for each category by ten signifying the ten times of the observation. Moreover, a description of how the data was collected was also presented and the time taken for it. This incorporated the data analysis and ended with sample that was used for the data collection and why this particular sample was chosen.

Chapter four handled the detailed planning and execution of the intervention with student leaders. It started by examining the aims of the workshop, which amongst others looked at the theoretical base of corporal punishment, allowing the children to discursively share their experiences and most

importantly the challenges faced in such attempts but using it to improve on their competences. The didactical planning of the workshop was also highlighted in details showing in a chronological manner how the workshop was carried out with a mention of the limitations noticed during the implementation of the workshop. Meanwhile in chapter five, the results of the evaluation by observation was presented. This was done by briefly stating how the observation took place with a description of the kind of data obtained through the calculation of the mean or average score for each category with the results indicating a particular trend. Through this, it was noticed that the student leaders via the various categories in the findings were involved in both corporal and alternative methods to corporal punishment though showing a higher degree of tilting towards a conceptual change by practicing more alternatives to corporal punishment. This was the high point of the results summaries that concluded this chapter.

Chapter six is a critical interconnectivity and discussion that links the context, the state of research and the findings of both the intervention and the evaluation of the study. Note was taken of the fact that the environment of operationalization by the student leaders, their experiences with violent correction at home and in school through corporal action made it difficult for them to act differently thereby putting the attainment of quality education in their milieu, problematic. This notwithstanding and base on empirical evidence, no matter their position on it, it is evident that corporal position has no place in the quality discourse. It was discovered that from the intervention with student leaders, they accepted using corporal punishment but promising to change and, in the observation, some conscious efforts were being made to move towards best practices. They did this by applying some alternatives

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to corporal punishment and the researcher concluded the chapter by positing that such efforts if frequent and sustained can go a long way to improving on the quality dimensions of the school no matter its miniature nature. This can later be transpose to a systemic level. The following chapter (seven) handles the conclusion of the work by advancing clear and concise answers to the study.

7.

CONCLUSION

The attainment of school discipline with alternatives to corporal punishment remains an achievable paradigm more likely in theory than practice to a certain degree and this despite the widespread public and professional debate over it (Irby, 2014; Haroun & O'Hanlon, 1997). This may be debunking if a sustain attempt is undertaken towards best practices in alternatives to corporal punishment. In a school setting where such rules are systematic and organize, practice becomes evident and customary thereby reducing violence and this enhances the cognitive development of the learner in a school environment that is inclusive, accommodating and very positive (Straus & Paschall, 2009). This last chapter would begin with a clear and concise answer to the research questions of the study and would end with some recommendations for educational and empirical use.

7.1. Answers to research questions

On the question of their experiences with alternatives to corporal punishment or not, the background and findings of this study, indicate that the student leaders have had ample contacts and experiences in the implementation of some alternatives to corporal punishment as revealed by the statistics obtained in the observation. They did this in the course of their actions by employing different methods in the way they carried out their roles as student leaders. In simple terms, their experiences were mostly

made manifest after their training in the one-day workshop through reflections and discussions and learning on the job as they undertook their day to responsibilities as student leaders. Hence, on how patient or tolerant they were in face of gross provocation from the other students, they showed from the findings of the observation, that the student leaders were involved in self-restraining acts and tolerating some behavior that before the intervention or workshop would not have been possible. In effect from a mean score of 2.4, it was a clear indication that though an average performance, they were making efforts to do what was right in the circumstances. More so, on the ways used by them to handle petty disturbances or deviant behavior by the students, the student leaders from the observation were using diverse methods to handle deviant behavior as the situation presented itself. In most of the cases observed, questioning and or talking to get answers were commonplace. This explained why talking had a very high and positive mean score of 1. This went in conjunction with listening after posing questions to get the answers that also gave it a positive score of 2.2. It should however be noted that other methods were also employed to check deviant behavior such as personalizing address and calling them by their names and also the use of body language or non-verbal corrections. This indicated that they did not only contented themselves with the knowledge they acquired in the workshop on alternatives to corporal punishment but that they put such knowledge into use by practicing the above mentioned methods.

Such behavior fell within the normative expectations of a school setting (Irby, 2014). This goes to indicate that though the said experiences with alternatives to corporal punishment are not yet profound, the efforts made are in a way leading to a reduction in violence and this

would enhance the cognitive development of the learner and hence, improving quality of education (Straus & Paschall, 2009). What is clear is that though these values are available and known, they are seemingly difficult to accept thereby remaining problematic. In spite of these setbacks, the conscious attempts at a conceptual change from corporal punishment to alternatives to corporal punishment through experiences, which are manifest in their actions and through knowledge and ideas gathered from the workshop they had would only confirm (Mumthass, Munavirr & Gafoor, 2014) position. This position upholds the fact that such decent and decorous conduct ends up contributing to harmony, respect for authority, love for orderliness, eagerness to discharge duties with regularity and efficiency, and an exalted sense of responsibility that develops a sense of social conscience.

Secondly, on the challenges faced by student leaders in their attempts at trying to implement alternatives to corporal punishment, it was notice that the challenges they face from the findings are visibly enormous, present and multifaceted. The operationalization by student leaders in the school under review remains problematic due to the contextual peculiarities. In the first place, they have evolved in an environment from home to school where corporal punishment remains the norm and not the exception thereby a hindrance to them. In addition, they are subjected to the postulations of conservative Protestants, who think that child upbringing can be assured through some degree of spanking (Ellison & Sherkat, 1993). This becomes more evident considering their protestant background. Moreover, the challenges faced by them more often than not come from intuition considering the spillover actions of their parents or progenitors and teachers based on the social complexity school of thought by (Ember and Ember,

2005). This is made manifest by the social situational model which indicates that such violent behavior is a stress relieving act in any environment be it the school in question or otherwise (Dietz, 2000). Such behavior wherever it is practice is therefore copy by the young who view such behavior with admiration and simply indulge in it as correct because they saw their elders using it (ibid.). This is compounded by a historical past that subjected Cameroon firstly to a harsh and violent past and secondly, an imposed hierarchical societal organigram (Tangwe & Paul, 2009) that colonial masters introduced as a law and order measure in all institutional and administrative issues in Cameroon. In order to better understand the challenges, another worry was to find out how the student leaders experience communication through leading and this was the one area in the observation where it was clear that they were having serious difficulties in their day to day communication thereby indirectly using it to perpetuate violence. Their mode of instructing students as observed was very aggressive with their average performance in this aspect indicating a very negative output of 4.2 and this explained the reasons why the rate of politeness too was poor at 3.2. In a way therefore, since they are not polite in their communication with the students, their tone is aggressive and the choice of words they use on the other students indicated a propensity to vulgarity and obscene words. This from the findings and empirical evidence (Khewu, 2012; Agbenyega, 2006) indicate that more work is needed in this aspect to clear these difficulties.

Furthermore, on how they were interacting with the other students, it was discovered from the findings that their interaction with the other students had interconnectivity with their contextual and environmental situations that are built on the strict respect for hierarchy with the one

in authority always deemed to be correct. With such a background, they found nothing wrong with being bossy and interrupting students in the middle of their speeches. Their interaction was not therefore cordial as expected but tense. Above all, on the regularity of their use of corporal punishment on the other students it was noticed that the use of corporal punishment that resulted to hitting and spanking was completely absent even though they carried belts all the time and only in the hostels. To an extent, such behavior from student leaders maybe an indication of a clear break with a violent past that saw the flogging of a student or the beating of the child as the only way to check deviant behavior.

It is in such a challenging contextual dispensation that the students are working. It is a circumstantial act by them moving with belts in the hostels, screaming at the students or being aggressive. In a way, more often than not what they are doing may therefore be mitigated for by an environment and context including a cultural setting that has thrived before now on violence as a mode of correction. However, the importance of the subject under review otherwise known as alternatives to corporal punishment in contemporary scholarly discourse because of its relevance to the quality of education, cannot be overemphasized (Khewu, 2012; Agbenyega, 2006; Arnstein, 2009; Bruce, Murray & Kym, 1993). The normative implication and relevance of alternatives to corporal punishment to the quality discourse (EFA, 2005; EFA, 2011; Straus & Paschall, 2009; UNESCO, 2000) is therefore serious and to be pursued by all. This is further compounded by the global trends in education that emphasis more skills and competences acquisition in a school climate that is positively socializing for the learners and conducive for their cognitive enhancement (Scheunpflug & Wenz 2012; Carter, 2014).

7.1.1. Suggestions for educational use

The findings from the intervention and the evaluation indicated a need for further action to perfect the areas that were identified throughout the study to be wanting. This gave rise to the following suggestions:

- Considering that from the studies and observation all the traces of violence are perpetrated around the hostels, the government in collaboration with the protestant authorities should have explicit rules and norms that forbid student leaders from carrying belts and canes around the hostels and in all areas of the school environment. This would offer a choice to all those willing to become students and partners to know the expectations beforehand and in case of a problem thereafter, would assume responsibility for their actions.
- As indicated in the intervention with the students, more workshops should be organized (maybe termly or quarterly) to assess and refocus their actions vis-à-vis corporal punishment and alternatives to corporal punishment. This may check negative trends that are still notice in the communication and interactions categories of the findings.
- In view of the fact that parents indulge in a lot of violent action at home as a corrective measure to deviant behavior, the school administrators should organize a bi-annual get together of teachers and parents to help in their conceptual change with regards to corporal punishment. The government can also step in with a national program for this activity. This is a key quality recommendation because it portrays the inclusive nature of the school leadership and how it is willing to share its vision with stakeholders for the general good

of all. In a way, such collegial action is sure to bring beneficial outcomes for all those involve in this kind of venture and the society in general.

- The Protestant Church authorities in Cameroon should document and circulate in a systematic manner all the measures aimed at fostering alternatives to corporal punishment in all her schools for as this is not coordinated now. This is a key aspect in their profile from empirical evidence that can give them more visibility and projection of their values to the wider public and help potential partners and stakeholders to appreciate more the quality outcomes of their education.
- A special prize should be instituted to recognize and reward schools that promote very positive school climate through alternatives to corporal punishment. Such a prize would give the various mission schools the opportunity to compete amongst themselves to ensure best practices that promote good school climate through the quality dimension of quality.

7.1.2. Suggestions for research

In the course of looking for answers to areas that impeded best practices, another question requiring further investigation as seen below.

An investigation should be undertaken to understand why the students indulge themselves in aspects of corporal punishment only in the hostels and the reasons hitting and or beating is absent in their actions. This would help to give clear answers to explain why corporal punishment or violent action by physical force is fast giving way to psychological violence that in itself is not very good for the attainment of quality education.

7.2 Final word

The essence of education according to Mumthass, Munavirr & Gafoor aims at

[S]haping the behavior in a desirable way, creating good citizens, bringing about all-round development of personality and evolving morally oriented human beings. Discipline denotes a decent and decorous conduct that contributes to harmony, respect for authority, love for orderliness, eagerness to discharge duties with regularity and efficiency, and an exalted sense of responsibility that develops a sense of social conscience. Seen in this way, discipline is important in the school system. Nevertheless, indiscipline among school students is a major problem of the day (2014, p. 301).

APPENDIX

Table showing didactical planning for workshop with student leaders

Topic: School Management and Discipline: Alternatives to Corporal Punishment from Student's Perspective.

Place: P.S.S. NKWEN Date: 11/12/2014

Time: 10:00-15:05

What	How Pay attention to this!	Material	Who	How long	Total time
1. Work unit: General Opening/Sharing experiences					
Welcome / Organization / Official Opening	Self-introduction by method of a tree game General opening by presentation	Workshop schedule/ sheets of papers	Andin/ Principal	G: 10mins P: 5mins	10:10 10:15
Introduction/Overview of workshop	Presentation by PPP (general introduction of objectives and content	Projector	Abraham	P: 5mins	10:25

What	How Pay attention to this!	Material	Who	How long	Total time
Reflecting the negative happenings in their lives Sharing experiences	Brainstorming in pairs and writing their ideas Carousel (Exchange their ideas in turn with each person making an input)	Writing sheets	Abraham	R:10mins C:25mins	11:00
Dealing with experiences/and effects on them	Individual reflection (Worksheet with questions) (How have they dealt with these experiences and would they behave differently in the same situation etc.)	Silent reflections!	Akuo	IR:5mins SE:20min s	11:25
Sharing experiences	Individuals makes an input in plenary with explanations how it affected them.				

What	How Pay attention to this!	Material	Who	How long	Total time
Explaining answers to others and reasons	Pair interviews (One person ask the question and the other person is the respondent. All of them are put in pairs)	Worksheet	Maureen	PI: 15mins C: 15mins	12:05
Peer explanation of their actions (Methods use to handle an indiscipline challenge in their seats)	Carousel (Taking turns to exchange ideas on the actions used).				
Short-Break					
2. Work unit: Dealing with effects of CP					
Reflecting consequences of actor in the text/ links with effects on them	(Pair work: Exchange in pairs of two what they think are the consequences and	Sheets of papers/ pencils	Akuo/Andin	PW: 10mins	

What	How Pay attention to this!	Material	Who	How long	Total time
<p>Linking their experiences to the question whether it is possible to lead without CP</p>	<p>write down their ideas)</p> <p>Group work (two groups brainstorm on this question the possibility or not of leading without CP and collect their ideas on cardboards)</p>	<p>Cardboards/bold markers</p>		<p>GW:10min s</p>	<p>12:55</p>
<p>Argumentations in support for or against</p>	<p>Pair presentation, (a boy and a girl are each selected from each group to present their findings followed by reactions)</p>	<p>Cardboards</p>		<p>20mins</p>	
<p>LUNCH BREAK</p>					
				<p>LB:12:50</p>	<p>14:00</p>

What	How Pay attention to this!	Material	Who	How long	Total time
3. Work unit: Identifying Alternatives to Corporal Punishment (ATCP)					
Simulation of a real situation	Sketch (Two of them are called up to re-enact a carefully rehearsed idea of perfect counseling a student involved in indiscipline as an ATCP.)	Actors	Maureen/Abraham	S:10mins	14:10
Identify other Methods of ATCP	Groups (In two groups, they are asked to identify other possible ATCP methods.)	Brown papers and bold markers		GW:20min s	14:30
Presentation and taking down of points(Another pair of a boy and a girl are taking down the harmonized ideas for eventual signing	Presentation Each group sends one person to present results in plenary followed by discussions	Results on brown papers.		P:10mins	14:40

What	How Pay attention to this!	Material	Who	How long	Total time
Reading of resolutions or points	Pair Presentation of two students to read out resolution and all sign	MoU		S:10mins	14:50
General closing					
Feedback	Discussions/ Giving their impressions about work- shop.				
Closing formalities	Presentation/ A brief word of thanks and appreciation to all participants and facili- tators.	Documents	Abraham	F:10mins P: 5mins	15:05

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Abstract

Cameroon colonial legacy ushered to her a colonial educational system divided down the line into two sub-systems. The process has been complicated and brought to the fore because of the two divergent educational setups in Cameroon, with the French educational sub-system inherited from the French colonial system and the English sub-system inherited from the English educational system. With such a divergent setting, Cameroon has been at the forefront of outlawing the prevalence of violence in the two educational setup to ensure educational quality. These efforts have not been heeded to and educational stakeholders have continued using corporal punishment with impunity. Though violence may be attributed to colonial vestiges in Cameroon, schools have been seemingly imbued with such practices especially student leaders as well as their teachers. With this study, the theoretical base of corporal punishment was examined and the alternative ways of punishing children without violence were identified. Though corporal punishment has existed from time immemorial, the study revealed that alternatives to corporal punishment which acts as a conceptual change was attainable through continuous sensitization in a sustained manner of the stakeholders.

Keywords: discipline, corporal punishment, alternatives to corporal punishment, quality education

Abstrait

L'héritage colonial du Cameroun a donné naissance à un système éducatif colonial divisé en deux sous-systèmes. Le processus a été compliqué et mis en évidence à cause des deux systèmes éducatifs divergents, avec le sous-système éducatif Français hérité de la système colonial Français et le sous-système Anglais hérités du système éducatif Anglais. Dans un tel contexte, le Cameroun a été à l'avant-garde de l'interdiction de la prévalence de la violence dans les deux sous-systèmes éducatifs afin de garantir la qualité de l'éducation. Ces efforts n'ont pas été suivis et les acteurs de l'éducation ont continué à utiliser les châtiments corporels en

toute impunité. Bien que la violence puisse être attribuée aux vestiges coloniaux au Cameroun, les écoles ont apparemment été imprégnées de telles pratiques, en particulier les chefs d'étudiants ainsi que leurs enseignants. Avec cette étude, la base théorique des châtiments corporels a été examinée et les moyens alternatifs de punir les enfants sans violence ont été identifiés. Bien que les châtiments corporels existent depuis des temps immémoriaux, l'étude a révélé que des alternatives aux châtiments corporels, qui agissent comme un changement conceptuel, étaient réalisables grâce à une sensibilisation continue et durable des parties prenantes.

Mots-clés: discipline, châtiments corporels, alternatives aux châtiments corporels, éducation de qualité

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