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RESEARCH ARTICLE

INFLUENCE OF NON-PHYSICAL PUNISHMENT ON STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN PUBLIC SECONDARY SCHOOLS OF NYAMASHEKE DISTRICT, RWANDA

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Abstract

The research investigated the influence of non-physical punishment on students' discipline in public secondary schools in Nyamasheke district. The analysis was done using IBM/SPSS, where statistical calculations like frequencies, means, standard deviation, and correlation were used. This study aims to evaluate the impact of non-physical punishments on students' discipline in selected public secondary schools in Nyamasheke district, Rwanda. A sample of 240 respondents, including teachers, parents, and students, was selected from 600 teachers, general assembly members, and student representatives. The research methodology involves simple random sampling. The correlation analysis and linear regression models were adopted. The findings indicated that the overall mean was 3.14, which was between agree (3) and strongly agree (4), indicating that there was a significant relationship between non-physical punishment and the discipline of students in public secondary schools. The statistical results showed that there was a relationship between non-physical punishment and students' discipline. 767** that concluded that there was a statistically significant relationship between non-physical punishment and students' discipline in public secondary schools in Nyamasheke district, Rwanda. The study recommended that schools' administrations should improve non-physical punishment that promotes good collaboration between teacher and student for the purpose of promoting school academic performance.

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Introduction:-

Physical punishment is opposed in educational organizations for ethical and pedagogical reasons. In public secondary schools of Rwanda, particularly in Nyamasheke District, Physical punishment pose significant challenges. Despite efforts to foster conducive learning environments, issues such as disobedience, misconduct, and disruptive behavior persist.

According to Omari (2011), objections to penalties such as physical are ethical due to suffering infliction. Pedagogical resistance to penalties, particularly physical punishments, stems from the fact that they do not promote

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desired actions and may result in emotional states that are detrimental to instructors. Thus, sanctions merely inhibit rather than abolish behaviors.

In Rwanda, civic society maintains that violence against children is wrong no matter where it occurs or who perpetrates it. It is also critical to treat such violence with extreme caution, especially when it is employed by people in positions of child care, and when it occurs in schools and at home. Instead of being restrictive, such sites should be safe havens for youngsters.

Rwanda's government, like those of other nations throughout the world, has yet to pass legislation prohibiting physical punishment and other severe forms of punishment as a means of preserving children's rights and fostering nonviolent education. Thus, testimonies and newspapers, in addition to the study report of Pontalti (2013) and Bazan (2011), demonstrate that physical punishment is still used in Rwandan elementary schools in some form or another. However, schools strive hard to find other options for preserving discipline in schools, although this has certain disadvantages, such as an increase in ill-discipline, as stated by Hammert (2008) and Joubert (2015). This is evident through incidences of violence, disrespect for instructors, and other disciplinary issues reported by the media and other stakeholders in schools. Thus, the study's goal is to evaluate the efficiency of non-physical sanctions in Rwandan secondary schools and how this influences the discipline of student by taking the case of Public Secondary Schools in Nyamasheke District.

The General objectives of The Study

To assess the influence of non-physical punishment on students' discipline in public secondary schools in Nyamasheke district, Rwanda

Literature Review:-

According to Maphosa and Shumba (2021), most teachers felt powerless and unable to cope with student indiscipline in schools when corporal punishment was outlawed in South African schools. The study found that when physical punishment was outlawed, instructors felt unable to maintain order in their classrooms. This was in line with Makapela's research, which revealed that students take advantage of teachers since they are aware that the punishment they get may not be as painful as corporal punishment (Makapela, 2016). Some educators believe that by forbidding physical punishment, they have abandoned their fundamental responsibility to discipline students. 2001; Van Wyk. The indiscipline of students has increased to the point that they openly challenge the authority of their teachers (Masitsa, 2018).

Ayieko (1988) used data from his study on preferred disciplinary methods to find that 52% of teachers chose counseling, 4% preferred corporal punishment, and 40% enjoyed both counseling and punishment. Because counseling was more effective than physical punishment, it was chosen. Counseling helps students and teachers become more at ease with one another. Students are given the ability to rebel and are made aware of the dangers associated while teachers are allowed to get to the root of the problem through questioning and counseling.

Gichuru (2014) suggested that teachers think about depriving kids of some privileges as a kind of punishment. Teachers can also choose and use exercises that will assist the students. Some examples of these activities include group discussions, instructional tasks with the students, or reading aloud poetry to the class.

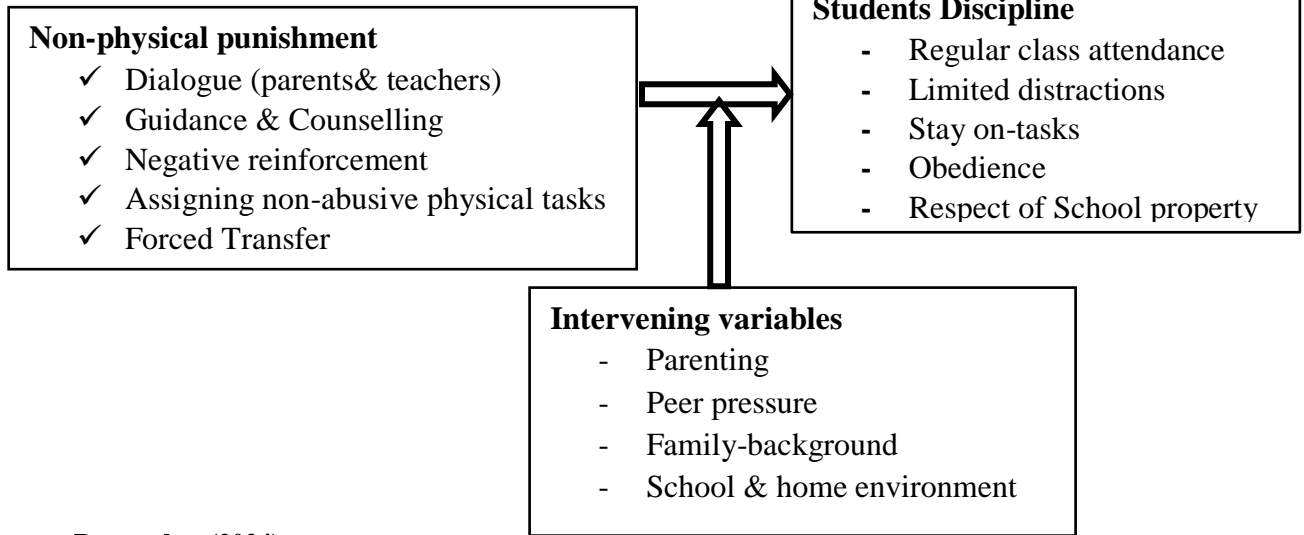
Devito (2021) contends that we should never use rewards or punishments to influence student conduct in the classroom. His reasoning was that incentives and penalties simply help to emphasize outer behavior; they seldom change a student's underlying drive, especially if they have become accustomed to getting prizes and punishments.

Children's personality development would eventually be hampered by rewards and punishment, doing more harm than good. However, neither a strict nor an overly lax approach resulted in effective discipline. Good discipline is more likely to occur when teachers enforce harsh but fair rules and have open lines of interaction with kids

Conceptual framework

Independent variable

Dependent variable



Source: Researcher (2024)

I. RESEARCH METHODOLOGY

Research design

According to Kumar (2011), the researcher uses a technological technique to answer the research questions in a way that is dependable, impartial, accurate, and cost-effective. In order to produce the end or outcomes of the research study, a predetermined strategy is thus used. As a result, this research was descriptive and use both quantitative and qualitative data to understand the study's goals.

Study population

Population, as defined by O'Leary (2004), is the total membership of a certain class of individuals, things, or events. According to William (2005), "population is a combined word used to define the total number of cases of the type which are the subject of your study." The ideal approach to study any community is to collect data from all of its constituent parts, and in order to accomplish this, extensive research must be done on a manageable, easily accessible, and tiny population (O'Leary, 2004). Teachers, parents (Members of General Assembly), and student representatives from secondary schools in the 600-person Nyamasheke District make up the target population for this study.

Table 3.1:-Population of the Study.

Schools	Head Teachers & D/H in Charge of Studies	Teachers	General Assembly Members (SGAC)	Students' Representatives	TOTAL
ESGA	2	20	12	67	101
GS NGOBOKA	2	26	9	78	115
TTC MWEZI	2	20	11	46	79
GS RUREMBO	2	25	8	56	91
GS KININI	2	32	10	68	112
EAV NTENDEZI	2	24	13	63	102

TOTAL	12	147	63	378	600
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Source: Researcher (2024).

Sample design

A sample size, according to Grinnell and Williams (1990), is the total number of participants in a research study that must be representative of the overall population. When investigating the entire population is difficult, researchers use samples to assess and draw conclusions about the community (Robson, 2002).

Sample size determination

To obtain the sample size of this study, the formula of Taro Yamane will be used after getting the real number of employees to compose the population of this study: $n = \frac{N}{1+N(e)^2}$ Where: **n**= the calculated sample from the population, **N**= Total population, **e** = Error margin of 0.05, By applying the above formula, the sample size will be the following: $n = \frac{600}{1+600(0.05)^2} = 240$ According to the formula and the table, the sample size is 240 and is summarized in the table 3.2

Targeted population and sample size

Group of respondents	Targeted population	Sample size
Head Teachers and Deputy Head teachers in Charge of Discipline	12	12
General Assembly Members (SGAC)	63	14
Teachers	147	68
Students' representatives	278	146
Total	340	240

Source: Researcher (2023).

Sampling techniques

Researcher employed a stratified sampling method, a non-probability sampling approach where data are gathered from population members who are easily or readily available to do so (Sekaram, 2003). Although not at all generalizable, this method is occasionally used to get rapid information. In this study, questionnaires were given out to potential participants until the sample size is met.

Data Collection Methods:-

The use of research methodologies is a practical way to accomplish a certain objective. Amin (2005) described techniques as methods that enable the researcher to gather data and information about the subject under study. Using a self-administered questionnaire, this study gathered both quantitative and qualitative data. Although the majority of the data utilized in this study are raw data, or primary data, those raw data will be backed by information from various internal records of chosen restaurants to ensure the study's highest level of coherence. In surveys and descriptive research, primary data are the results of an experiment that were gathered through a variety of methodologies (Khotari, 2004). Using primary data collection tools including surveys and document reviews, this information was gathered directly from the field. This source was used since it provides information from firsthand sources. Secondary data are information gleaned from a past record. The secondary data are gathered via extensive reading and document examination of reports and financial statements pertaining to the study's topic from textbooks, the internet, periodicals, power point presentations, and other sources (Kothari, 2004). The secondary data for this study came from various school reports on penalties and how they have been administered to children.

Data collection instruments

Data are often gathered for any research project utilizing a variety of procedures, namely a questionnaire, an interview guide, and documentation. The questionnaire was the primary data collection method in this project, and the results were supported by supporting data. Rich explanations of each strategy are provided in the paragraphs below.

Questionnaires

According to Bailey and Kenneth (2008), a questionnaire was a collection of questions that is typically sent or given to respondents and completed by them independently of the interviewer. The responders got a questionnaire with both open-ended and closed-ended questions.

Interview

The interview was used to the school headteachers, Deputy Head teachers in charge of studies and General Assembly Members. Therefore, it was used to get the supplementing data from them. The purpose of the interview was to get data which supplement the information from the returned questionnaires for the purpose of identifying more non-physical punishment and students' discipline.

Procedures of Data Collection:-

This section consists the ways by which data was treated after collection in order to easy the analysis process and different techniques that were followed to perform such analysis.

Data processing

The broad definition of data processing is "the collection and manipulation of data items to produce meaningful information." Given that it involves "the change (processing) of information in any way detectable by an observer" (French, 1996), it might be considered a component of information processing in this sense. The data was then coded, allowing the replies to be separated into distinct groups. Using the statistical software program Statistical program for the Social Sciences (SPSS version 26), descriptive statistics were used to examine the acquired data. Tables were used to present the findings.

Data Analysis Methods:-

The analysis was carried out using the Statistical Package for Social Sciences (SPSS) version 26 and descriptive statistics such as percentage, mean, and standard deviation. The link between research variables were demonstrated via correlation.

Mean

The mean is the data balancing point or the measure of the center of a quantitative variable distribution (Freanckel& Wallen, 2006). The mean was evaluated as a descriptive statistical tool for evaluating the central tendency of distributions using the intervals and equivalences as follow: 1.00-1.75: Very low mean, 1.76-2.50: Low mean, 2.51-3.25: High mean, 3.26-4.00: Very high mean.

Standard deviation

The standard deviation indicated how far a number deviates from the mean. A distribution cannot be accurately described by a single measure of the center. The researcher is informed of the data distribution. The standard deviation was calculated using homogeneity and heterogeneity. As a result, when the standard deviation was less than or equal to 0.5, it suggests that respondents' perceptions are similar, and when it is more than or equal to 1, it shows that respondents' perceptions are different.

Spearman's correlation

Spearman's correlation coefficient assesses the strength of a monotonic relationship between two sets of data. It is indicated in a sample and is constrained by research design as follows: $-1 \leq r_s \leq 1$; and its meaning is identical to Pearson's, i.e. the tighter the monotonic relationship, the stronger the association. Correlation is an effect size, hence it was useful to express its intensity using the following method for the absolute value of r_s : $r_s = 1$: perfect correlation, $0.9 \leq r_s < 1$: strong correlation(very high), $0.7 \leq r_s < 0.9$:high correlation, $0.5 \leq r_s < 0.7$:moderate correlation, $r_s < 0.5$:weak(low) correlation, $r_s = 0$: absence of correlation.

Ethical and professional considerations

The ethical standards that are likely to hinder the efficacy of this investigation were taken into account. Access and acceptance, informed consent, privacy, and secrecy are among them. Respondents were informed about the purpose and scope of this study. This makes it easier for the researcher to gain access and acceptance from the respondents. The informed consent was accompanied by an authorization letter from the department, which aided in clarifying to participants the nature and goal of the study, as well as the advantages and participants' rights. Privacy and

confidentiality are guaranteed. In this case, the researcher must secure persons' identities by maintaining their names and assuring them that they would only be used for scholarly purposes

Findings, Interpretations and Discussions:-

This study analyzed the demographic characteristics of respondents; this information was a baseline statistic to the research findings. The demographic characteristics were gender, old years, category of respondents, and category of the school. The results were presented in the tables as follow:

Table 4.1:- Gender of Respondents.

		Frequency	Percent
Valid	Male	158	69.3
	Female	70	30.7
	Total	228	100.0

Source: Primary data, (2024)

The gender distribution of respondents is shown in Table 4.1. The researcher was interested in the gender distribution of respondents. 69.3% of the 158 respondents were men while 30.7% were women.

Table 4.2:- Years of Respondents.

		Frequency	Percent
Valid	10-20 years	44	19.3
	21-30 years	94	41.2
	31-40 years	63	27.6
	Above 40 years	27	11.8
	Total	228	100.0

Source: Primary data, (2024)

Table 4.2 presents the years distribution of respondents. The researcher was interested in years distribution of respondents. Of the 228 respondents, 19.3% were in range between 10-20 years. The age range of the 41.2% of respondents was 21-30 years. The 27.6% were in the range of 31-40 years and 11.8% were in the range of above 40 years.

Table 4.3:- Categories of Respondents.

		Frequency	Percent
Valid	Students	146	64.0
	Parents	14	6.1
	Teachers	68	29.8
	Total	228	100.0

Source; Primary data, (2024)

Table 4.3 presents the categories of respondents. The researcher wanted to know how respondents were categorized. Out of the 228 respondents, 64.0% were representatives of students. The 6.1% were parents. The 29.8% were teachers.

Table 4.4:- Categories of Schools.

		Frequency	Percent
Valid	Boarding School	102	44.7
	Day School	126	55.3
	Total	228	100.0

Source: Primary data, (2024)

The categories of school's distribution are presented in Table 4.4. The researcher wanted to know the categories of schools. The 44.7% of total respondents came from or had address of boarding schools while 55.3% had address from day schools

Presentation of the findings

The following table represents the relationship between non-physical punishment on discipline of students in public secondary schools in Nyamasheke district

Correlations Between Forms of Non-physical punishments and Discipline of Students in Public Secondary Schools

		Forms of non-physical punishments in public secondary schools	Discipline of students in public secondary schools
Forms of non-physical punishments in public secondary schools	Pearson Correlation	1	.767**
	Sig. (2-tailed)		.000
	N	228	228
Discipline of students in public secondary schools	Pearson Correlation	.767**	1
	Sig. (2-tailed)	.000	
	N	228	228

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data, (2024)

The Table 4.5, presents the relationship between the non-physical punishment and students' discipline in public secondary schools in Nyamasheke district, Rwanda. The Statistical Package for Social Sciences (SPSS) software version 26.0 was used to find out the pearson coefficients. The pearson coefficients relationship are between -1 to 1 whereby -1-to-0-point negative relationship and 0-to-1-point positive relationship. From -1 to -0.5 marks high negative & from -0.5 to 0 marks low negative relationship, and from 0 to 0.5 presents low positive & from 0.5 to 1 presents high positive relationship. The results of data analysis showed that the relationship between non-physical punishment and students' discipline in public secondary schools was .767**. It was showed that there was a statistically significant relationship between non-physical punishment and students' discipline in public secondary schools in Nyamasheke District, Rwanda.

Table 4.6:- Model Summary of Forms of Non-physical punishments and Discipline of Students in Public Secondary Schools.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.767 ^a	.588	.586	.474

a. Predictors: (Constant), Forms of non-physical punishments in public secondary schools

Source: Primary data, (2024)

The Table above presents the results on the overall model's significance of non-physical punishment and students' discipline in public secondary schools, the results presented that the R Square=.588. It was clear that the 58.8% of all variables of students' discipline can be explained by one's of all variables of non-physical punishment in public secondary schools in Nyamasheke district, Rwanda. The standard error of coefficients was 0.474 which was not very high.

Table 4.7:- ANOVA^a of Forms of Non-physical punishments and Discipline of Students in Public Secondary Schools.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	72.315	1	72.315	322.223	.000 ^b
	Residual	50.720	226	.224		
	Total	123.035	227			

a. Dependent Variable: Discipline of students in public secondary schools

b. Predictors: (Constant), Forms of non-physical punishments in public secondary schools

Source: Primary data, (2024)

Table 4.7 presents the analysis of variance of non-physical punishment and students' discipline in public secondary schools. The results presented that the variables were statistically significant with regression mean square of 72.315 and residual mean square was 0.224 while F=322.223 and P-value =.000^b, it confirmed that there was a significant relationship between the non-physical punishment and students' discipline in public secondary schools in Nyamasheke district, Rwanda. Mean square residual presents the mean squared differences within students' discipline and it is a component of F used to test for differences between variables or is the estimate of the variance of the errors help to assess the variation in the data that is not accounted for by the non-physical punishment in the model.

Table 4.5:- Coefficients^a of Forms of Non-physical punishments and Discipline of Students in Public Secondary Schools.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.538	.147		3.664	.000	.249	.828
	Forms of non-physical punishments in public secondary schools	.815	.045	.767	17.951	.000	.725	.904

a. Dependent Variable: Discipline of students in public secondary schools

Source: Primary data, (2024)

Table 4.8 presents the constant coefficients of independent and dependent variables of non-physical punishment and students' discipline in public secondary schools. The overall constant results with P value= .000 showed that there was a significant relationship between non-physical punishment and students' discipline in public secondary schools in Nyamasheke district, Rwanda

Conclusion and Recommendations:-

Conclusions:-

According to Juli (2018), the school head teachers must have a strong understanding of school discipline as an issue. It was indicated that in most cases, poor leadership is to fault when the degree of discipline deteriorates. Schools with strict discipline are safer, more orderly, silent, and cleaner than those that do not. Students respect instructors who demonstrate high standards in interpersonal relations and are willing to follow their recommendations (Puspitasari, 2014). This study assessed the influence of non-physical punishment on students' discipline in public secondary schools in Nyamasheke district, Rwanda, the conclusions taken basing on the results from data analysis, on the forms of non-physical punishments in public secondary schools, the study concluded that there were significant forms of non-physical punishments in public secondary schools.

On the discipline of students that is due to non-physical punishment in public secondary schools, the study concluded that there was the significant discipline of students that is due to non-physical punishment, and on relationship between non-physical punishment and students' discipline, the study concluded that there was a statistically significant relationship between non-physical punishment and students' discipline in public secondary schools in Nyamasheke district, Rwanda.

Recommendations:-

Ministry of Education should set the policies that strengthen the schools' discipline and protecting and encouraging students to perform.

The schools' administration should improve non-physical punishment that promote the good collaboration between teacher and student in the purpose of promoting school academic performance.

Parents should provide good discipline and advises of good behavior to children (students) at home that improve students' behavior and home and schools.

Suggestions for Further Studies:-

The current study refers to assess the influence of non-physical punishment on students' discipline in public secondary schools in Nyamasheke district. More studies should be carried out in different Districts of country to assess the influence of non-physical punishment on students' discipline

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