

# The Status of Corporal Punishment in Jordanian Primary Schools from the Perspectives of: Teachers, Students, and Parents

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## Abstract

The study aims to investigate the status of corporal punishment in Jordanian Primary schools from the perspectives of: Teachers, students, and parents. The corpus of the study comprises (95) Male and female teachers, (135) male and female students from Jordanian primary schools. Two questionnaire forms were used in this study: one for teachers and the another for students. A random sample consisting of (52) mothers and (82) fathers was chosen from the mentioned areas. A questionnaire of (20) items was given to them. Results of the study showed that the trends of both teachers and students toward corporal punishment were negative, while their trends toward substitute punishment was positive. The results also showed that the students teacher- relation, based on corporal punishment, was not a good one from both perspectives. The result also revealed that punishment factors might be outlined in the following: the teacher resorts to corporal punishment whenever he is weak in the material he teaches, or whenever he is unable to keep his students busy in class, or whenever he is unable to create an interactive teaching atmosphere between him and his students, or he might use it to improve the students' achievement to dictate control over class. The result also showed that there are no differences of statistical function at ( $0.05 \geq \alpha$ ) level with parents related to (gender, qualification, age) variables. The results also revealed that (0.61) of parents reject violence in education. The study recommended the necessity for holding courses to train male and female teachers and parents on the ways through which they can change students' behavior in addition to being aware of punishment substitute methods of teachers.

**Key words:** corporal punishment / female teachers / students / parents

## 1. Introduction

One of the educational debatable issues is the use of violence (corporal and psychological punishments). Different trends and opinions on this topic are presented on pages of news papers, in addition to local and international media. Thus violence in education occupies a large portion of our thinking. The teacher first and the parents second are held responsible for correcting the wrong application of education instructions and the punishment of the student in the light of such instructions which might contradict with the teacher's trend or thinking. Corporal punishment occupies an increasing significant role in contemporary education literatures. Such an issue is becoming one of the important issues related to human rights as stipulated upon in international laws pertaining man and child's rights, ( Al-Shihab 14:2006).

Today, the world unanimously confirms children protection from various forms of oppression and maltreatment taking different forms of punishment whether at the school or family levels. (Yaqoub, 2006).

Cairo declaration on education suggests securing education atmospheres that help children to live in a safe and attractive milieu that accepts all changes and contributes to its creation and orientation. (Abu Jadoo, et,al, 2006).

Jordan is one of the countries that prevented corporal punishment in its school through certain laws enacted for this purpose. But there are many who ignore such educational laws and regulations. Those who implement corporal punishment might be headmasters or teachers in schools. Corporal punishment might be accompanied with beating various parts of the child's body which might be deforming. In addition, it might create in him a negative attitude toward himself and others. This will have a negative impact on the society. (Ashawi, 2003, Karn, 2006).

Despite the prevention of chastisement in schools, we still hear and see some irresponsible practices against the students inside schools. We read in papers articles by some who defend and encourage this in schools. These are unaware of the fact that the school is an educational society founded to maintain students' psyches and whatever achieved through beating is an unacceptable behavior to impose discipline and class control as it does not eradicate evil intentions, but suppress superficial behavior only. (Al-Bijari & Al-Jimeili, 2010).

The school doesn't try to hide bad behavior but it tries to eradicate and correct it through modifying its unknown motives. The teacher who feels that through beating he eradicates bad behavior is like the physician who feels happy through prescribing tranquilizers while the patient's health worsens.

There are two types of violence of education in educational institutions: corporal harm in its various

forms: stick beating, kicking, head beating, face slamming, standing on one leg in front of class, harm through words like satire, mocking and saying bad names which lead to psychological problems. The positive control over children in school keeping them busy and absorbing their mental and physical activities might stop punishment. In such a case, the teachers do not have to create an exceptional situation or temporary tense situation to put an end to punishment. This relation will be normal within a pre-planned and permanent behavior for a style of life which will enable the child to live in complete stability by which he can distinguish between right and wrong.

In order to know his correct deeds: where do his rights start? Where do they end? When do rights of the others begin? Thus, the child lives in a case of positive control, psychological stability and mental clarity of how to deal with others and with himself. (Mallika, 2006). Due to the inability of the non-qualified teacher to have a control over the students or to offer knowledge and experience, he resorts to corporal punishment. The ability of the teacher to have a control over students and the educational situation lead him not to resort to chastisement which is a bad means to rectify moral or acquisition behaviors. (Yaqoub, 2006).

Corporal punishment with its several consequences does not change quickly from childhood to adolescent stage, but changes through good long-term education or through polishing the person physically and spiritually. Corporal punishment explains nothing more than a desire for quick change or a sick desire for revenge. The two desires lead to a pitfall into a negative abyss and horrible harmful results which cover local and international media pages and annoy educators regardless of their attitude. Self-corporal punishment may lead to social corporal punishment offered by the society to the victim whose desire is to take revenge from the society or from those who were behind aggressive practices in the form of punishment. (Aucoin, et. al. 2006)

Most of old and modern education theories reject corporal punishment. Whenever we realize that most of today's teachers graduated from colleges of education which practice modern theories of education and psychology, then it wouldn't be a surprise to find this phenomenon in our educational institutions today for some teachers in our Arab world use corporal punishment believing that it is necessary and active in securing a continuous educational process and in finding solutions for the insoluble ones.

They believe that corporal punishment is the most successful method to control and steer the education process for chastisement and corporal punishment endow the teacher with traditional respect by which the education process and a move to the better can be secured. (Al-Shihab 2006). The best to refer to are the words said by the prophet peace be upon him "God gives through mercy whatever can't be give through violence" and his saying: "Mercy gives grandeur to everything as its absence downgrades it".

## **2. Objectives of the study**

The study aims to investigate the status of practicing corporal punishment in Jordanian primary schools from the perspective of teachers, students and parents.

## **3. Problem of the study**

The informative campaign conducted by the Ministry of Education against violence in schools and the cry "save us from Violence" issued by some teachers drew my attention and pushed me to investigate violence to check its relation to education. Education, according to the definition term, is a group of the processes by which the society is able to carry the knowledge and earned objectives in order to survive. At the same time, it means a continuous renewal of this heritage and of the people who hold it. Or as some philosophers define it a social individual formation. (Al-Shihab, 2006).

It is the right of both parents and students to complain from the harsh treatment students are exposed to in school, as that corporal punishment leaves scars on the bodies and psyches of their children. The problem is therefore debated at all educational levels. Punishment is still practiced in many schools. Thus corporal punishment constitutes a social problem which needs a scientific study so as to know the motives behind teachers' practice of such punishment.

To limit this phenomenon, the ministry of Education in Jordan enacted laws and instructions prohibiting corporal punishment in public and private schools. The penalty of the teacher who practices corporal punishment might be job termination.

In November (2009) the campaign of "Together toward a safe school environment", in collaboration with the Ministry of Education and UNICEF, was launched. Its goal was to reduce the rate of violence in schools to 30% by the end of 2012.

Although what has been achieved was less than that, yet those in charge of the campaign considered it an achievement compared to the big challenges, especially those associated with social culture that supports violence. (Ministry of Education, 2012).

According to UNICEF, verbal violence attributed to teachers against students was 44.9% in 2009 and that was reduced to 38.2% in 2013, with a reduction rate 6.7%. As for corporal punishment, it was 40.3% in 2009 and was

reduced to 29.3% with a rate of 11%. As for the negative impact, it was 33.4% in 2009 and was reduced to 31.2% in the same period, with a rate of 2.2% only.

The UNICEF attributes that to a group of challenges that accompanied the campaign as represented by: the societal culture supporting student chastisement, teachers, and competency in administering the materialistic environment of schools, in addition to the constant changes of decision makers (ministry of education). The aim of the campaign was very ambitious within time limit, besides focusing on violence performed by teachers against students. A large portion of educators still believe in violence as a means of punishment and that might be referred back to the socio- religious heritage in addition to the limited role played by parents and the local community in the campaign.

In a previous study conducted by the UNICEF, half of the children in Jordan are exposed to punishment by teachers and administrators in schools, in addition to parents, while two thirds of the children are exposed to verbal punishment from parents, teachers, and administrators of schools, 56% of families believe in corporal punishment as a means of chastisement for children in school, While 55% of families believe that the correct practice of corporal punishment has a positive role in educating the child.

The study specified the justifications of teachers for beatings demonstrated as follows: quarreling with other students, stealing something, disobeying the teacher, leaving class without permission, weak performance of the child in exams, ignoring class time, and finally child's rejection to do his assignments.

This study investigates the status of corporal punishment in primary schools in Jordan from the perspectives of teachers, students, and parents through answering the following questions:

**First question:** What is the status of practicing corporal punishment in the first three primary classes from the perspectives of male and female teachers?

**Second question:** What is the status of practicing corporal punishment. In the first three primary classes from the view point of students?

**Third question:** what are the parents' attitude toward violence in education in the first three primary classes.

**Fourth question:** Are there any differences with a functional significance between opinions of fathers and mothers toward violence in education in the first three primary classes?

**Fifth question:** Is there any relational link with a functional significance between attitudes of study that might be attributed to the educational level variable?

**Sixth question:** Are there functional differences attributed to age between the trends of the sample study?

#### 4. Importance of the study

Corporal punishment is one of the complicated issues which still need a serious kind of study in order to give clear answers for many questions on the subject of using corporal punishment in schools.

This study attempts to find ways to deal with students without resorting to violence. It also tries to investigate to what extent are the instructions of the ministry of education on the issue of preventing corporal punishment in schools .are applied?, The significance of the study lies in the importance of its subject which is worth interest as very few researchers tackled it, despite the fact that the first three primary classes are the pillars on which the ladder of education rests. Moreover, violence in education with its various forms is the major concern at all social and official levels. Results of the study might be of help for those who are in charge of education: teachers, Principals, educators, parents, and others.

#### 5. Study limitations

Although the two researchers were heedful about objectivity and authenticity while doing this research, a number of limitations were apparent and dealt with in a way by which their effects on the results of the study were minimal. The foremost limitations were the following:

-Sample of the study comprised of (95) male and female teachers and (135) students from primary school in Amman and (134) parents.

-Tools of the study included three questionnaires prepared by the researchers: One addressed to students, the second to teachers and the third to parents. Therefore, the results should be viewed in the light of the used tools.

#### 6. Terms of the study

**Corporal punishment:** It is a series of physical and moral punishments used in educating children which might lead to a strong fear, constant anxiety, and self- ineffectively which will be negatively echoed in their self and social adaptation. Violence in education is usually done through words which might be psychologically harmful or through a series of comic, satiric, and negative judgments or through severe corporal beating of children to the extent in which they lose future happiness. Procedurally, the term in this study is defined as beating the child with hand, stick, ruler, ear pulling, hair pulling, forcing the student to motionlessly stand on the wall inside or outside class, detaining him in the class-room, harming him physically directly or indirectly with a justification

that it is done to educate or teach him.

The researchers adopt procedural definitions as follows: Violence in education is a harmful behavior based on mistreating students of the primary level, an unacceptable behavior for the damage that leaves a harmful impact on the mentioned students on the social, psychological, and physical levels.

## 7. Literature Review

The researchers consulted many studies concerned with violence in school and these are outlined in the following:

The study of (Shumba,2012) aimed at discovering methods of corporal punishment committed by teachers in class situation in Zembabwi . Data was collected from teachers' files kept in regional educational office. The study found that (17) non-permissible punishments were committed, among these were: Spanking, Kicking, Shocking by using wooden tools and electrical cables.

(Talwar,2011) of Mackville University in his study found that punishment in its various forms has a negative impact on child's intelligence in the school were punishments like; beating with stick , spanking and verbal chastisement.

These punishments were connected with behaviors ranging from forgetting pencils or late arriving to morning gathering.

Al-Bajari and Al-Jumeili(2010) conducted a study on violence in education from the viewpoints of the educational advisors. The study comprised of (100) educational advisors from both sexes in Ninawa governorate.To achieve the goals of the study, the two researchers prepared a tool (a questionnaire) which comprises (35) items to measure violence in schools.In analyzing the results, Paerson Coefficient link and T-Test were used.The results showed that from the perspective of education advisors violence in education is found among students.

Al-Zuyood & Alkhawaldi (2007) conducted a study aiming to know the influential factors of violence in some Jordanian schools. To achieve the goals of the study, the researchers designed interview forms. The corpus of the study comprised of Out of 16 male and female students who were purposely chosen from the primary level in Jordan, the results show that the most important factors of violence are: low educational attainment, companions, and weak relationship between school and family. The researcher recommends the activation of the role of the educational advisor in school.

Shehab (2006) conducted a study aimed at revealing the extent of practicing the corporal punishment by the teachers of intermediate level in Kuwait. It also aimed at revealing the teacher's tendency toward the corporal punishment within four tracks, including the corporal punishment, alternative punishment, the effect of the corporal punishment on teacher- student relationship, and the psychological effects that result from this punishment. The most prominent results that the study came up to are: the impact of the variable sex toward the corporal punishment where female teachers tend to refuse this punishment more than male teachers. The same is applied to the variable experience effect, where the results showed that teachers who have intermediate experience are more strict in practicing corporal punishment than those of primary high experience. Furthermore, the study showed that Kuwaiti teachers tend to practice corporal punishment more than non- kuwaiti ones.

Hinchey (2004) conducted a study to recognize the effectiveness of laws that reduce the use of corporal punishment against students in American schools. The study sample consists of (36) male and female teachers and (260) male and female students. The results showed that the vast majority of teachers believe that there is a big difference between laws which are related to the usage of corporal punishment in schools and what really happens in them. Besides, these laws are totally far from reality. Researchers confirm that decision makers and courts catastrophically failed in providing safe schools that are clear from using all forms of corporal punishment. Moreover, it showed that children consider that teachers do not defend or protect them.

Sourty (2003) conducted a study to check the kindergarten teachers' tendency toward corporal punishment. The researcher used a questionnaire which consists of (31) paragraphs distributed over a sample of (134) female teachers from Zarqa in Jordan. The results showed that the teachers' tendency toward corporal punishment is negative. In addition, the most important reasons for corporal punishment were uttering bad words, the attack of a child on his colleagues, and making trouble and causing damage to the kindergarten's property.

Alajez (2002) conducted a study which aimed at recognizing the factors which lead to the spread of the phenomenon of violence among high school students in Gaza's governorates. In addition, highlighting this phenomenon and suggesting solutions to help decrease it. The researcher here used the descriptive analytical method. The study sample consists of (198) male and female teachers distributed on three educational areas (Northen governments, Gaza, Khan yunis). To achieve the goals of the study, the researcher designed a questionnaire which consists of three fields which are family and school factors, in addition to the factors related to mass media. The researcher used percentage, (T) test, and unilateral variation analysis to treat the data of the questionnaire. The results showed that the field related to mass media rated first regarding its influence on student's violence (80,4%). Where the family factors rated second (76,5%), and the school factors was at the

third class in the percentage of (72,5). Furthermore, results of the study showed that there are statistical indications in favor of males' benefit. According to the results of the study, the researcher recommends that it is important to supervise students while watching TV programs, and direct them to the way of dealing with children, in addition to providing them with the means of modern educational.

### 7.1 An Overview of the Previous Studies

Through reviewing of the previous studies, the following points are made clear:

- The results of most of all previous studies showed that the corporal punishment is still used in schools dramatically, though it varies from one study to another. ( Albajary, 2010; Alshehab, 2006; Hinchey, 2004)
- Results of some studies pointed out that the most important factors which lead to violence, are:
  1. Mass media (Alaajez, 2002).
  2. Family factors (Al-Zued and Al- Khawaldeh, 2007; Al- Sorty, 2003).
  3. Low attainment ( Al-zued and Al- Khawaldeh, 2007); Al- Sorty, 2003).
- Moreover, some studies came out with negative results about using corporal punishment including: Al- Sorty's study (2003), Hinchey's study (2004), Judymartin's study (2006), and Al- Shehab (2006).
- The samples of the studies varied as follows:

From teachers, Al- Ajez's study (2002) , Al-Harethy's study(1991), Mustafa's study (1995), Hinchey's study (2004), and Al- Shehab's study (2006). From children different levels (Durranta, 1999). From second circle students from primary stage, the study of Ketsela, 1997. From kindergarten teachers, the study of Al- Sorty (2003), and from social advisors in schools, the study of Al- Bajary (2010).

While the current study is distinguished by trying to know the status of using corporal punishment in Jordanian primary schools from teachers', students, and parents perspectives.

### 8. Pupulation and Sample of the Study

Study community consists of teachers and students of primary public schools in Amman, capital governorate, where the number of male and female teachers is (13450). They teach (284570) male and female students (ministry of education, 2011). It also compromises of fathers and mothers in Amman, capital governorate. The sample of the study consists of (95) male and female teachers, (135) male and female students from the first three primary classes in Jordan primary schools in Amman. The sample was randomly chosen.

In addition, the sample also consists of (134) fathers and mothers who were randomly chosen, (82) fathers and (52) mothers. Where only one parent has been chosen from one house. The sample has been randomly formed from (64) persons whose ages are less than (44) years old, and from (70) elements whose ages are more than (44) and less than (60). It also consists of (72) university students, (34) from students who have a high school certificate, and (28) who have less than a high school certificate. The following table (1) show the description of the study sample according to its independent variables.

**Table (1)**

**The description of the parents' sample according to gender, academic qualification, and age variables.**

Gender	frequency	Percentage
Male	52	% 83.8
Female	82	% 61.2
Total	134	% 100

Academic qualification	frequency	Percentage
University	72	% 53.73
High school	34	% 25.37
Less than high school	28	% %20.90
Total	134	% 100

Age	Frequency	Percentage
44 years old and more	70	% 52.24
43 years old and more	46	% 47.76
Total	134	% 100.00

### 9. Methodology and Procedures

The researchers applied the analytical descriptive method which is convenient for this study.

## 10. Study Tools

The researchers developed three questionnaires depending on reviewing the educational literature and previous studies that are related to the subject (Al- Sourty's study, 2003), and (Al- Shehab's study, 2006).

To check the authenticity of the data, it was presented to a five- faculty member committee arbitrators specialized in psychology and child education from the faculty of educational sciences at Isra University: four teachers from the primary level, and one supervisor from the fourth Education Directorate in Amman. The researchers introduced amendments suggested by the arbitrators who focused on the compatibility of the paragraphs with the dimension where it was placed, and on the correct linguistic formation of the paragraphs. The two questionnaires (for students and teachers) in their final shape contained (48) paragraphs, distributed into four dimensions which are:

First dimension: tendency toward corporal punishment which consists of (28) paragraphs.

Second dimension: alternative punishment. Which consists of (9) paragraphs.

Third dimension : the effect of corporal punishment on the relationship between the teacher and the student. It consists of (5) paragraphs.

Fourth dimension: factors that lead to use corporal punishment. It consists of (6) paragraphs.

Teachers and students tick what they agree to in the presented paragraphs of the questionnaire from five alternatives of Likert Quintet scale which are (strongly agree, agree, neutral, disagree, strongly disagree). Five marks were given to strongly agree, four marks to agree, three marks to neutral, two marks to disagree, and one mark to strongly disagree. Consequently, the degree of approval of any paragraph that has got more than (3) was considered high. Any paragraph got a degree less than (3) was considered weak. Any paragraph which got (3) points was considered neutral. Thus, the point of response of teachers and students to the questionnaire was limited to (240) points as high and (48) as low.

Parents' questionnaire consisted of (20) paragraphs, and contained three independent variables which are: gender with two levels (males and females), academic qualification with three levels (graduate, high school, less than high school), and age with two levels (44 years old and more, 43 years old and less). While the dependent variable is represented by parent's tendencies toward violence in education in the three classes of the primary level as indicated in the responses of parents to the paragraphs of the questionnaire.

Regarding the reliability of the questionnaire, it has been checked through applying it to a sample of teachers and students outside the sample which consisted of ten teachers and (18) students. The two questionnaires were reapplied to the same individuals of the sample after two weeks. By using Pearson's correlation coefficient the value was (84%) for the teachers' questionnaire, (88%) for the students' questionnaire, and (80%) for the parents' questionnaire. These ratios were considered efficient for the purposes of the study.

## 11. Statistical Treatment

To analyze the items of the questionnaire, the researcher entered the results in special diagrams and found out the arithmetic averages and standard deviations for each of these diagrams, in addition to using the test T as is indicated in the part related to the findings of the study.

## 12. Results and discussion:

12.1. **Results Related to the First Question and Their Discussion:** what is the status of corporal punishment in the first three classes from the perspective of male and female teachers.

In answering this question, the arithmetical means and the standard deviations of teachers' responses have been calculated. Table (2) presents the results of this question:

Table (2): means and the standard deviations of teachers' responses

Number	Paragraph	mean	standard deviation
<b>The first dimension: tendency toward corporal punishment</b>			
1.	I think corporal punishment is important in student educating and upbringing	2.06	0.90
2.	I think that corporal punishment shouldn't be banned in schools	2.10	0.80

3.	Corporal punishment is a motive for the student's commitment to a good behavior	1.95	0.90
4.	If the student fails in the exam, he must be beaten	2.60	0.71
5.	The use of corporal punishment is important to control class and maintain order	2.06	0.87
6.	Corporal punishment leads to reducing and correcting the student's mistakes	1.89	0.89
7.	If the student neglects his/ her homework, he/ she deserves corporal punishment	2.31	.82
8.	If the student attacks his/ her colleague, he she deserves corporal punishment	1.92	0.89
9.	If the student misbehaves with his/ her teacher, he she deserves corporal punishment	1.90	0.86
10.	I think using corporal punishment reforms the student and doesn't complicate the problem	2.08	0.80
11.	The student should be beaten if he/ she insists on lying	2.10	.090
12.	Student's fear of corporal punishment helps him keep away from misbehaving	1.60	0.82
13.	I think corporal punishment neither makes the student lazy nor reduces his achievement	2.08	0.82
14.	In my opinion corporal punishment is required to deter the student from repeating his/ her mistake	2.45	0.82
15.	I think corporal punishment is the most effective means of punishment and the most influential in reforming the student	2.34	0.77
16.	Corporal punishment is a successful means in increasing the student's achievement	2.26	0.79
17.	Corporal punishment reformed adults and created a good generation from them	2.03	0.87
18.	The teacher should not be subjected to legal accountability when punishing the student physically	2.29	0.80
19.	If the student runs away from class or school, he/ she should be punished	1.97	0.87
20.	Behavioral problems decrease in schools which use corporal punishment	2.10	0.82
21.	In my opinion , corporal punishment may push the student not to neglect study and school	1.92	0.84
22.	I think corporal punishment makes students abide by rules of the school	1.82	.84
23.	I think corporal punishment does not make the student violent and aggressive	1.63	0.77
24.	I think corporal punishment does not deprive the student from his/ her self confidence and self respect	1.69	0.78
25.	Corporal punishment does not make the student introverted	1.90	0.86

26.	Corporal punishment does not lead the student to form a lying habit to avoid punishment	1.61	0.80
27.	Corporal punishment that the teacher practices does not make the student feel humiliated	1.77	0.80
28.	I think corporal punishment makes the student coward and afraid	1.82	0.80
Over all domain		2.01	1.00
<b>The second dimension: Alternative Punishment</b>			
29.	To have a dialogue with the student and understand his/her problems will save the teacher from punishment	2.01	1.00
30.	Verbal punishment is more useful to reform the student than corporal punishment	3.31	0.78
31.	To use corporal punishment is preferable with those students with whom other methods failed	3.45	0.78
32.	I prefer to use other methods rather than corporal punishment to correct the student's behavior	3.68	0.59
33.	I think that rewarding is more capable of reform than corporal punishment	3.69	0.59
34.	that tolerance with the student makes him/ her feel I think the fault and correct his or her behavior.	3.29	0.78
35.	To blame and reproach the student in front of his or her from his/ her mistake more than colleagues deter him/ her corporal punishment	3.25	0.81
36.	It is better to decrease the student's grades when he /she misbehaves as a punishment instead of corporal one	3.23	0.82
37.	Preventing the student from class is necessary to maintain order	3.60	0.82
Total domain		3.44	0.10
<b>The third dimension: the impact of corporal punishment on the r student – teacher relationship</b>			
38.	Students do not respect the teacher who uses corporal punishment	3.77	0.84
39.	Corporal punishment does not preserve the teacher's dignity and prestige among students	.773	0.84
40.	I think corporal punishment leads to a negative relationship between the student and his/ her teacher	3.15	0.79
41.	In my opinion, beating the student sometimes leads him to attack the teacher	.593	0.73
42.	Corporal punishment leads the student to hate the teacher and the course he/ she teaches	3.53	0.09



	Domain total	3.77	0.07
43.	The teacher uses corporal punishment when he / she is incompetent in the educational course that he / she teaches	3.58	0.71
44.	The teacher uses corporal punishment whenever he / she is unable to keep the student busy in class	3.76	0.84
45.	He / she uses corporal punishment when he/ she is unable to create an interactive educational atmosphere between him/ her and the students	3.76	0.80
46.	The teacher uses corporal punishment in order to improve the students' achievement	3.97	0.83
47.	The teacher uses corporal punishment to impose his/ her control on class	3.03	0.89
48.	The teacher uses corporal punishment more if posters were displayed in the school to reduce the corporal punishment phenomenon	2.50	.72
	Domain total	3.77	0.07
	Total	3.09	0.09

Table (2) shows that the arithmetical means to the paragraphs of the questionnaire of the tendency toward corporal punishment ranged between (1, 60) to (2, 60). The highest average was the paragraph "if the student failed exams, he should be beaten." The lowest average was for the paragraph "the student's fear from corporal punishment helps him keep away from wrong actions." In general, the arithmetical average to all paragraphs was less than (3.00). The total arithmetical average for the domain was (2.01), which signals that male and female teachers' tendencies toward corporal punishment are negative, and they prefer not to use it.

This clearly reflects that the Jordanian educational system succeeded in changing the teachers' perspective toward the use of corporal punishment which was dominant and acceptable for long periods. The results in this domain show that there are negative tendencies with teachers toward corporal punishment.

Table (2) shows the arithmetical means of the paragraphs of the questionnaire about corporal punishment ranged between 3, 23 to 3, 23. The highest average was for the paragraph "I think that rewarding is more capable to reform than corporal punishment." The lowest average was to the paragraph "it's better to decrease the student's grades when he / she misbehaves as a punishment instead of corporal punishment." In general, the arithmetical average of all paragraphs is higher than (3.00), and the total arithmetical average of the domain (3.44) indicates that tendencies of female and male teachers toward alternative punishment are positive.

The results of this domain show that male teachers prefer to follow alternative punishment methods, such as dialogue and understanding, verbal punishment, reward and punishment or reproaching student in front of his/ her colleagues, decreasing the student's grades when he/she misbehaves instead of corporal punishment, or denying the student of class. As teachers think adopting tolerance with the student makes him/ her feel the fault and correct his/ her behavior.

Adopting alternative punishment methods is considered a good one instead of for corporal punishment. The Ministry of Education should enhance these methods of teachers, because they are less harmful to students than corporal punishment.

Table (2) shows that the arithmetical averages of the questionnaire paragraphs about the teacher- student relationship ranged between 3,53 to 3,82, and the highest average was to the paragraph "corporal punishment does not preserve the teacher's dignity, prestige and position among his students."

The least average was given to the item: "corporal punishment leads to the student's hatred of teacher and of his/her course." In general, the arithmetic average for the above articles was high above 3.00, and the total average was 3.13, which tells that the relationship between the student and the teacher who uses corporal punishment is not a good one, according to teachers themselves. Results showed that teachers believe that students do not respect the teachers who carry out corporal punishment, and that this punishment does not restore the respectability and position among the students who might respond negatively or even attack the teacher, and this may result in the student's hatred for the teacher and for his/her course.

Table (2) also shows that the arithmetic average of the questionnaire which deals with the factors leading to the corporal punishment range to (2.50-3.97), and that the highest average was given to the item: the teacher uses

corporal punishment to improve the students' level of education." While the lowest average was given to the item: "the teacher uses more corporal punishment if posters against that punishment phenomenon were found." The arithmetic average for most of the items ranges above 3.00, while the overall arithmetic average is 3.77; this indicates that the items in this part constitute the factors for corporal punishment. The factors are summarized as follows: corporal punishment is used when the teacher is academically unfit, or when he is unable to keep the students, or when he is unable to create an interactive educational atmosphere among students, and when he uses it to improve the educational level, to easily control the class.

The results in this study agree with the studies of AlShehab (2006) and Al-Sourti (2003), but it disagrees with AlZayoud and Al-Khawaldeh (2007).

**12.2.Results Related to the second Question and Their Discussion:** What is the viewpoint of students on the corporal punishment in the first three classes?

To answer this question, here is a calculation of the arithmetic mean and standard deviations of the students' responses, as seen in Table (3):

Table (3): The arithmetic means and the standard deviations of the students' answers:

Item Number	Item Description	mean	Standard Deviation
<b>Dimension 1: Causes of corporal punishment</b>			
1.	Corporal punishment is necessary in education	2.44	0.83
2.	Corporal punishment must be banned in schools	1.51.	0.77
3.	Corporal punishment is an incentive to good conduct	2.11	0.90
4.	Corporal punishment is a must if one fails	2.39	0.84
5.	Corporal punishment is necessary to discipline in classroom	1.82	0.74
6.	Corporal punishment leads to less faults and more reformation	1.62	0.78
7.	Corporal punishment is deserved if homework is neglected	1.56	0.83
8.	Corporal punishment is deserved if I offend my colleagues	1.51	0.77
9.	Corporal punishment is deserved if I am impolite with my teacher	1.33	0.65
10.	Corporal punishment does not reform, it rather complicates my problems	1.97	0.82
11.	Corporal punishment is a must if I tell lies	1.43	0.69
12.	Corporal punishment helps keep me out of faulty behavior	1.32	0.62
13.	Corporal punishment leads to laziness and less performance	2.21	0.80
14.	Severe corporal punishment is necessary to stop repeating the mistake	2.51	0.74
15.	Corporal punishment is most effective in correcting me	1.97	0.86
16.	Corporal punishment is a good remedy to increase performance	2.08	0.94
17.	Corporal punishment reformed the elders and made a good generation of them	1.67	0.75
18.	Corporal punishment must not go without legal investigation	2.00	0.89
19.	Corporal punishment is deserved if I run away from class	1.43	0.70
20.	Corporal punishment makes schools free of behavioral problems	1.82	0.87
21.	Corporal punishment may lead me to leave school completely	2.11	0.90
22.	Corporal punishment teaches me to conform to school regulations	1.77	0.78
23.	Corporal punishment makes me offensive and aggressive	1.82	0.90
24.	Corporal punishment causes me to lose my self confidence and respect	1.84	0.92
25.	Corporal punishment makes me feel lonely	1.87	0.92
26.	Corporal punishment makes me tell lies to avoid it	2.03	0.91
27.	Corporal punishment makes me feel subjugated	1.70	0.90
28.	Corporal punishment makes me feel cowardly and terrified	1.84	0.86
Partial Average:		1.85	0.09
<b>Dimension 2: Alternative Punishment</b>			
29.	Discussing and understanding my problems is better than punishment	3.85	0.40
30.	Verbal punishment is better and more capable than corporal punishment	2.75	0.85
31.	corporal punishment is better used with those who fail other means	3.60	0.69

32	There are other means of behavior correction than corporal punishment	3.75	0.57
33	Reward and punishment is a more reforming agent than corporal punishment	3.51	0.77
34	Forgiveness makes me more lenient toward reforming my behavior.	3.70	0.64
35	Blaming and reproaching in front of students is more reforming	3.41	0.82
36	Score reduction for me is better than corporal punishment	2.69	0.78
37	Dismissing me from class is necessary to keep discipline	2.57	0.81
Partial Average:		3.31	0.15
<b>Dimension 3: The effect of corporal punishment on the teacher – student relationship :</b>			
38	No respect for the teacher who uses corporal punishment	3.18	0.70
39	corporal punishment does not preserve the teacher's respect and position among students	3.22	0.84
40	corporal punishment leads to a negative relationship	3.40	0.84
41	corporal punishment may sometimes result in attacking the teacher	3.03	0.70
42	corporal punishment leads to hate the teacher and the course he teaches	3.13	0.91
Partial Average:		3.19	0.10
<b>Dimension 4: Causes of Corporal Punishment</b>			
43	Corporal punishment is used when the teacher is academically unprepared	3.62	0.70
44	Corporal punishment is used when the teacher is unable to engage students	3.53	0.88
45	Corporal punishment is used when the teacher is unable to create an interactive academic environment	3.03	0.91
46	Corporal punishment makes students perform better	3.28	0.80
47	Corporal punishment is used to keep class under control	3.21	0.86
48	Corporal punishment is used more whenever anti-violence posters are found in school.	2.56	0.78
Partial Average:		3.22	0.08
Total Average:		2.89	0.11

Table (3) shows that the arithmetic means of the corporal punishment items range between 1.32 to 2.51, and that the highest mean was given to the item "Severe corporal punishment is necessary to stop repeating the mistake", while the lowest mean was given to the item "Corporal punishment helps keep me out of faulty behavior"; while the arithmetic average for all the items show less than (3.00), the total average is 1.85 which indicates that the students' directions go negative towards the corporal punishment.

The responses of the students reflect their awareness of their rights, and that their behavior might be dealt with through different means.

Table (3) shows that the arithmetic mean of the items of the questionnaire about alternative punishment ranges between 2.57 and 3.85, and that the highest mean was given to the item "Discussing and understanding my problems is better than punishment", and that the lowest mean was given to the item "Dismissing me from class is necessary to keep discipline". On the whole, the partial mean of the items was high above 3.00, and the total arithmetic mean was 3.31, which indicates the positive direction of the students toward alternative punishment.

Results showed that the students prefer alternative punishment types like: discussion with students, understanding their problems, reproaching and blaming them in front of the class and, above all, forgiveness which directs the students to change their wrong behavior.

Table (3) shows that the arithmetic means of the questionnaire items about teacher students relationship range between 3.03 and 3.40, and the highest mean was given to the item "corporal punishment leads to a negative relationship," and the lowest mean was given to the item "corporal punishment may sometimes result in attacking the teacher". The total arithmetic mean of the items was above 3.00, and the overall average for the dimension was 3.19, and this gives a clear indication of the fact that the relation between the teacher who uses corporal punishment and the student is not very good.

The results also showed that the teacher who uses corporal punishment does not secure respect from students, and that the corporal punishment leads to a negative relationship with them, and may sometimes result in attacking the teacher by students who may also hate him and the course he/she teaches.

Table (3) also shows that the arithmetic mean of the items about the factors leading to corporal punishment ranges between 2.56 and 3.62, and that the highest mean was given to the item "Corporal punishment is used

when the teacher is academically unprepared", and the lowest mean was given to the item "Corporal punishment is more used if anti-violence posters are found in school." The total arithmetic average for the whole dimension was 3.22, and this leads us to say that the items of this dimension are the factors that lead to corporal punishment. These factors are summarized in: Corporal punishment is used when the teacher is academically unprepared, corporal punishment is used when the teacher is unable to engage students, corporal punishment is used when the teacher is unable to create an interactive academic environment, corporal punishment makes students perform better, and corporal punishment is used to get control over class.

**12.3.Results Related to the Third Question and Their Discussion:** what are the directions of parents toward the violence in education in the first three primary classes?

This question has been responded to through answers of the questionnaire, divided into (strongly agree, agree, neutral, disagree, strongly disagree). The researchers divided the answers into two main categories: (agree, disagree) where each category contains the repetitions and the percentage, as in Table 4.

**Table (4) Repetitions and Percentage of the Directions toward Violence in education**

Number	Items	Agree		Disagree		Total	
		Rept.	Per.	Rept.	Per.	Rept.	Per.
1	Violence is unnecessary in education	66	63	38	37	104	%100
2	Corporal and psychological punishment must be banned in schools	92	92	28	28	120	%100
3	Children deserve to be punished if they fail	72	58	52	42	124	%100
4	Children deserve punishment if they don't do their homework	74	90	8	10	82	%100
5	Children who attack their peers deserve punishment	106	90	12	10	118	%100
6	Kids deserve punishment if they misbehave toward their teachers	110	92	10	8	120	%100
7	All types of punishment complicate the problem	76	79	20	21	96	%100
8	Corporal punishment is a good means to increase the children's performance	28	24	90	76	118	%100
9	Teachers must be questioned when they punish children	84	78	24	22	108	%100
10	Punishment makes children conform to school discipline	66	66	34	34	100	%100
11	Corporal and psychological punishment makes children aggressive	106	83	22	17	128	%100
12	Corporal punishment makes children unconfident	110	82	24	18	134	%100
13	Corporal punishment makes children cowardly and fearful	98	83	20	17	118	%100
14	Discussing and understanding the children's problems saves punishment	118	98	2	2	120	%100
15	A good and convenient word is better than punishment	114	95	6	5	120	%100
16	Students do not respect the teachers without punishment	72	69	32	31	104	%100
17	Children's dismissal from class maintains discipline	40	34	78	66	118	%100
18	The teachers resort to punishment when they cannot engage the students	50	52	46	48	96	%100
19	Teachers use punishment as deterrent for others	34	29	84	71	118	%100
20	Punishment by using bad words may sometimes modify the student's behavior	16	13	110	87	126	%100

Table 4 enabled the researchers to find out the items which reject violence in education. According to the survey; these items are: 1.2.7.9.11.12.13.14.15.16. Then, the researchers found out that the repetitions of these items ranged 0.61. This means that %61 of the sample of the survey reject violence in education, and showed that the result corresponds to that of Al-Harithi's ( 1410 H<sub>j</sub> ), which amounted to %65.

It also shows that the percentage of those who reject violence against students is %61, in opposition to that of those in favor of violence (%39). This result corresponds with that of Younes (2012) which showed that the percentage of those against violence in schools was %42.1 against violence while %33.8 were in favor of

violence. This indicates that %98 of the parents agree that discussion with the children and understanding their problems is better than punishment. Only %2 disagree with this result (as in item 14). This also conforms with Younes (2012) that %90 of parents agree that discussing the problems of the students makes a better outcome than punishment, while only %3 disagree.

**12.4.Results Related to the Fourth Question and Their Discussion:** Are there statistical differences between the directions of female and male parents toward violence in education in the first three primary classes?

This question is treated by calculating the arithmetic mean and standard deviations of the items according to the responses of mothers and fathers toward violence in education. To show these statistical differences among the arithmetic mean a T-test is used as in Table 5 below.

**Table (5)**

**The Arithmetic Mean and Standard Deviations of the items according to the responses of the mothers and fathers and T-test for gender variable:**

Gender	Number	Arithmetic Mean	Standard Deviation	T-value	Statistical Significance
Female	82	57	10.1	0.006	0.995
Male	52	56	13.7		

Significance rate: ( $\alpha=0.05$ )

Table 5 shows that there are no statistically significant differences in the light of the responses of mothers and fathers attributed to the variable of gender. As such, there is no sure positive or negative result, as the responses of the parents might have been governed by pity and over-compassion for little children (less than 9 years). On the other hand, some negative childhood experiences might have been behind the parents' responses. This result does not agree with that of Al-shehab (2006) which showed that mothers are more aptly refusing violence than fathers with modest experience.

**12.5.Results Related to the Fifth Question and Their Discussion:** Is there any statistically significant relation in the sample responses attributable to the educational standard?

This question is presented in the following table which tackles the arithmetic mean and standard deviations of the items according to mothers' and fathers' responses to violence in education. T-test is used to show the statistical differences among the arithmetic means, as shown in Table 6 below:

**Table (6): The Arithmetic Mean and Standard Deviations of the items according to the responses of the mothers and fathers and T-test for educational standard variable:**

Academic Qualifications	Number	Arithmetic Mean	Standard Deviation	T-value	Statistical Significance
University or above	72	59	10.84	3.66	2.03
High school or below	62	56	11.46		

Significance rate: ( $\alpha=0.05$ )

Table 6 shows that there is no statistically significant differences in the light of the responses of mothers and fathers attributed to the variable of educational standard or qualification. This result agrees with the study of Al-Sa'di (1998) which showed that there are no statistically significant differences attributable to the educational standard variable, which might be due to the proximity of the members of the sample in terms of education (the education average was 56-59), and possibly because both mothers and fathers were university graduates who must have taken courses in educating and dealing with children in their colleges or programs of study, as much as in different mass media. That constituted for them the cultural bases of how to deal with their children, especially little ones.

**12.6.Results Related to the Sixth Question and Their Discussion:** Is there any statistically significant relation in the sample responses attributable to the age variable?

This question is presented in the following table which tackles the arithmetic mean and standard deviations of the items according to mothers' and fathers' responses to educational violence. T-test is used to show the statistical differences of the arithmetic means, as shown in Table 7 below:

**Table (7): The Arithmetic Mean and Standard Deviations of the items according to the responses of the mothers and fathers toward violence in education, and to the T-test for Age variable:**

Age	Number	Arithmetic Mean	Standard Deviation	T-value	Statistical Significance
44 years or above	68	52	7.13	0.998	0.322
33 years or below	66	35	6.20		

Significance rate: ( $\alpha=0.05$ )

Table 7 shows that there are no statistically significant differences in the light of the responses of mothers and fathers toward violence in education attributed to the variable of age. This result is best explained in the ever stable manner in which parents deal with kids, even when they grow old. The way they have been used to, the behavioral and the cultural pattern which they used with their children remain the most definite about this part. This result agrees with the study of Al-assal (2003) which showed no effect for age in using violence against children. But this result disagrees with what Abu Sarhan (2005) had shown that there was an effect of the variable of age on the matter of violence against children.

### 13. Recommendations

In the light of the above results, the researchers recommend the following:

- Conducting more studies on using corporal punishment in other stages of schooling.
- Conducting studies on other aspects of punishment and its effects on students.
- Setting up sessions and training for teachers on how to modify the behavior of students, and on the methods of alternative punishments .
- Emphasis on the programmed meetings between parents and school teachers, mothers and teachers, for exchanging information on students' behavior and how to satisfy , their desires and skills in dealing with students, especially at the primary level . Studies have also shown that expertise and information gained by parents always decrease chances of punishing students.

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