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## **Administrators' Perceptions of Corporal Punishment in Hamilton County Elementary Schools**

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To the Graduate Council:

I am submitting herewith a dissertation written by Kathryn Hunt Hawkins entitled "Administrators' Perceptions of Corporal Punishment in Hamilton County Elementary Schools." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration.

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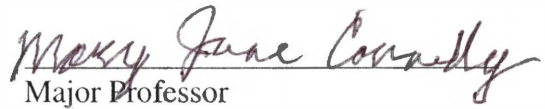
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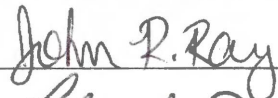

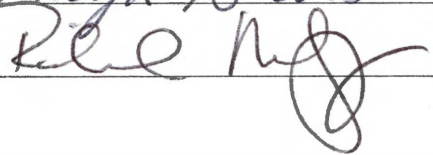
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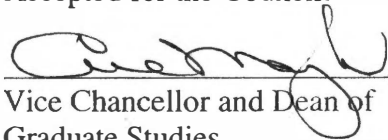
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Major Professor

We have read this dissertation  
and recommend its acceptance:

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Vice Chancellor and Dean of  
Graduate Studies

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**ADMINISTRATORS' PERCEPTIONS  
OF CORPORAL PUNISHMENT IN  
HAMILTON COUNTY ELEMENTARY SCHOOLS**

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**A DISSERTATION PRESENTED FOR THE DOCTOR OF EDUCATION  
DEGREE  
THE UNIVERSITY OF TENNESSEE, KNOXVILLE**

---

**KATHRYN HUNT HAWKINS  
May, 2006**

## ABSTRACT

Katie Hawkins

Corporal punishment is probably one of the single most controversial and enduring issues in American education. Though more and more states continue to outlaw the practice, it still continues in certain regions of the country, primarily in the South is used most frequently in the elementary grades and used on black males more than on any other students.

Some teachers believe corporal punishment is the only deterrent in an overcrowded, chaotic classroom. Studies show, however, that the use of corporal punishment in the schools has steadily declined.

Opponents of corporal punishment have linked the term to child abuse. Such means of discipline remains a national concern. Individual states are resolving the issue through legislative action.

The purpose of this study was to determine administrators' perceptions of corporal punishment determined by the number of years they had been an administrator, whether they had experienced corporal punishment as a child, and whether they used corporal punishment. A survey entitled Corporal Punishment Scale was sent to 77 administrators. Four constructs, religion, legal, culture, and effectiveness, were used in the determination of the administrators' perception of corporal punishment.

The main findings of this study were that administrators with 0-10 years experience impacted the belief in the constructs of religion, culture and effectiveness as important in extinguishing undesirable student behavior; the administrators who used corporal punishment agreed more strongly with the legal issues related to corporal punishment, perceived culture/society as supportive of corporal punishment, and showed stronger agreement with the effectiveness of corporal punishment. Those administrators who experienced corporal punishment as a child perceived it to be related to religious beliefs more strongly than those who did not experience corporal punishment as a child.

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## CHAPTER 1

### INTRODUCTION

Shelly Gaspersohn, an honor student, considerate, well-behaved flutist at Dunn High School in North Carolina, cut school with some fellow classmates to “goof-off” one day. When they were caught they were given the choice of in-school suspension or a paddling from the assistant principal and football coach. Shelly tried in-school suspension for several days but did not receive her assignments and became afraid she would get behind in her work. The paddling she received resulted in menstrual hemorrhaging and left welts so large on her buttocks that her physician filed child abuse charges against the coach. At the subsequent trial, Coach Varney was found not guilty (Hembree and Water, 1988).

The story of Shelly Gaspersohn is repeated over two million times per year in the United States. Corporal punishment, the purposeful infliction of pain on the body for the purposes of punishment, is probably one of the single most controversial and enduring issues in American education. Though more and more states continue to outlaw the practice (28 to date) (Appendix A), the practice still continues in certain regions of the country, primarily in the south (Flynn, 1994). Corporal punishment is used most frequently in the elementary grades and used on black males more than on any other students (The National Coalition to Abolish Punishment in Schools, 1997).

Corporal punishment remains an old ingrained disciplinary method in American homes and schools. The use of such discipline is both a practice and a choice with deep

historical roots. The use of corporal punishment is rationalized by childhood experiences and those of previous generations.

The educational use of such discipline dates back to colonial times when school children were subjected to a variety of corporal punishment methods. One method was used in Sunderland, Massachusetts, 1793, where whipping posts were built into the schoolhouse floor. Students who broke the rules were securely tied to the post and whipped in the presence of their classmates by the school master. During the seventeenth and eighteenth centuries corporal punishment was the traditional method used to discipline children. Paddling devices were displayed in the classroom, reminders of the ages of sin (Cryan & Smith, 1981; Hyman & Wise, 1979).

Eventually the whipping posts disappeared from the classrooms, but corporal punishment has remained. In the middle of the 19th century, concerns arose about the use of corporal punishment. In the 1830's Johann Pestalozzi was one of the first to question the wisdom of attempting to control behavior through the use of corporal punishment. He viewed children as basically good and believed they needed a secure learning environment (Harris, 1981; Hogan, 1990).

Advocates for corporal punishment have often followed the wisdom of Solomon in the proverb "He that spareth his rod hateth his son: but he that loveth him chastiseth him betimes" (Proverbs 13:24). This religious belief has been one of the major influences for support of corporal punishment not only implying a right, but also an obligation. The concept of original sin in Christian theology also lent its support to corporal punishment.

Satan's presence has been credited with the misbehavior of children and therefore needed to be beat out of them (Hyman, 1990).

The need for orderly, disciplined classrooms is an essential factor in the schools today. Some teachers believe that corporal punishment is the only deterrent in an overcrowded, chaotic classroom (Hembree & Waters, 1988). Studies show, however, that the use of corporal punishment in the schools has steadily declined (Hyman, Zelikoff, & Clark, 1988). Alternative disciplinary actions are being implemented in the schools which include both proactive and reactive strategies (Evans & Richardson, 1995). More teachers and administrators are willing to select and implement innovative disciplinary programs and procedures to maintain discipline though not disregarding corporal punishment altogether (Jeffries, 1990).

Opponents of corporal punishment have linked the term to child abuse. Advocates to abolish the practice used this issue to further their cause (Johns & MacNaughton, 1990). Other disadvantages of this disciplinary method include: the punishment is not always related to the misbehavior; it is difficult for the recipient to engage in desirable behavior to terminate the punishment; physical punishment often models socially inappropriate behavior; and there is the possibility of accidents and litigation.

To many educators and parents, corporal punishment as a means of disciplining students remains a national concern. Individual states are resolving the issue through legislative action. New Jersey was the first state to abolish corporal punishment in the schools in 1967 (Raichle, 1979). Others were slow to follow suit, the next state was Massachusetts in 1972. Now twenty-eight states have abolished corporal punishment

(EPOCH-USA, 2004). Corporal punishment is still legal in 22 states (Appendix A) with states in the south and the southwest leading in the reported number of paddlings in the United States (National Center for the Prevention of Corporal Punishment, 2004).

While the practice of corporal punishment has declined nationally, regional differences do exist, with the highest rate being in the South. A 1990 study by Donna Clark Jeffries revealed that 50% of Tennessee principals or teachers use corporal punishment for disruptive behavior, repeated offenses, fighting and showing disrespect. Other student offenses include disobedience, rule violations, profanity, smoking, being destructive, stealing, being tardy, lying, cheating, or not completing assignments.

#### STATEMENT OF THE PROBLEM

There is little research conducted in Hamilton County, Tennessee concerning administrators' beliefs about the use of corporal punishment in Hamilton County, Tennessee elementary schools. While corporal punishment is being used in Hamilton County, TN schools, there is little evidence to determine if it is an effective

#### PURPOSE OF THE STUDY

The purpose of the study was to determine administrators' perceptions of corporal punishment, their exposure to corporal punishment, and their use of corporal punishment in the 44 public elementary schools in Hamilton County, TN, and to determine if this relationship differs according to years of experience as an administrator, religious beliefs,

legal reasons, cultural beliefs, effectiveness as a disciplinary measure, personal experience with corporal punishment, and personal use.

The ultimate goal of this study was to examine elementary administrators' perception of corporal punishment to determine if they perceive it as an effective method of discipline. This study may also provide information for educators, as well as law makers, when deciding whether to abolish the practice, information that might possibly encourage them to seek alternative methods of discipline.

## RESEARCH QUESTIONS

The research questions guiding this study are:

1. Do administrators with different years of experience believe corporal punishment is used because of religious beliefs?
2. Do administrators with different years of experience believe corporal punishment is used for legal reasons?
3. Do administrators with different years of experience believe corporal punishment is used because of cultural beliefs?
4. Do administrators with different years of experience believe corporal punishment is used because of its effectiveness as a disciplinary measure?
5. Do administrators using or not using corporal punishment believe corporal punishment is used because of religious beliefs?
6. Do administrators using or not using corporal punishment believe corporal punishment is used for legal reasons?

7. Do administrators using or not using corporal punishment believe corporal punishment is used because of cultural reasons?

8. Do administrators using or not using corporal punishment believe corporal punishment is used because of its effectiveness as a disciplinary measure?

9. Do administrators who experienced corporal punishment as a child believe corporal punishment is used because of religious beliefs?

10. Do administrators who experienced corporal punishment as a child believe corporal punishment is used for legal reasons?

11. Do administrators who experienced corporal punishment as a child believe corporal punishment is used due to cultural reasons?

12. Do administrators who experienced corporal punishment as a child believe corporal punishment is used because of its effectiveness as disciplinary measure?

## **HYPOTHESES**

1. There will be no significant difference between religious belief scores concerning the use of corporal punishment of administrators with ten or less years experience as compared to those who have served more than ten years.

2. There will be no significant difference between scores concerning the legal use of corporal punishment of principals with ten or less years experience as compared to those who have served more than ten years.

3. There will be no significant difference between cultural belief scores concerning the use of corporal punishment of administrators with ten or less years experience as compared to those who have served more than ten years.

4. There will be no significant difference between belief scores concerning the effectiveness of the use of corporal punishment of administrators with ten or less years experience as compared to those with more than ten years.

5. There will be no significant difference between religious beliefs scores concerning the use of corporal punishment of administrators using corporal punishment as compared to those who do not use it.

6. There will be no significant difference between scores concerning the legal use of corporal punishment of administrators using corporal punishment as compared to those who do not use it.

7. There will be no significant difference between cultural belief scores concerning the use of corporal punishment of administrators using corporal punishment as compared to those who do not use it.

8. There will be no significant difference between belief scores that corporal punishment is an effective disciplinary measure of administrators using corporal punishment as compared to those who do not use it.

9. There will be no significant differences between religious belief scores concerning the use of corporal punishment of administrators who experienced corporal punishment as a child as compared to those who did not experience it.

10. There will be no significant difference between scores concerning the legal use of corporal punishment of administrators who experienced corporal punishment as a child as compared to administrators who did not experience it.

11. There will be no significant difference between cultural belief scores concerning the use of corporal punishment of administrators who experienced corporal punishment as a child as compared to those who did not experience it.

12. There will be no significant difference between belief scores that corporal punishment is an effective disciplinary measure of administrators who experienced corporal punishment as a child as compared to those who did not experience it.

#### SIGNIFICANCE OF THE STUDY

Some studies show that the use of corporal punishment can be harmful to those on the receiving end of the paddle, however, the practice continues within certain Hamilton County public elementary schools. Hamilton County Board policy states: "Corporal punishment must be approved as policy for the school by the principal, and students must be notified what misconduct could result in this type of discipline. It is not intended to be used as the first line of discipline, but after several other methods have been used to modify a student's behavior. Corporal punishment must be witnessed by a second school official or teacher. A parent can then request a written explanation of the reasons for the punishment and the name of the witness" (Code of Acceptable Behavior and Discipline, Hamilton County, TN, 2000-2001).



Most educators at the elementary level condone the use or threat of corporal punishment. Educators in lower socioeconomic schools believe that corporal punishment is necessary to maintain discipline, and the community also favors the use of corporal punishment in the schools. Those educators using corporal punishment believe it is strongly effective, many times having been spanked themselves as children. However, those who witness corporal punishment often disagree that corporal punishment is an effective way to discipline.

Cook (1991) reported the following trends: There is (1) a move away from schools' unquestioned authority granted by *in loco parentis*; (2) a move from abusive corporal punishment (with no teacher liability) to reasonable physical punishment (with teacher liability for unreasonable use); (3) the recognition of children's rights, (4) the abolishment of corporal punishment in the northern states while still practiced in the southern states, (5) an increase in number and type of organizations to endorse abolition of corporal punishment such as World Corporal Punishment Research Website, Project No-Spank-Parents and Teachers Against Violence in Education (PTAVE), The Center for Effective Discipline, National Association for the Education of Young Children (NAEYC), and the National Center for the Study of Corporal Punishment and Alternatives (NCSCPA), and (6) an increase in teachers associations nationally to oppose corporal punishment while administrator organizations endorse it.

Policies should be posted and known to all employees, parents, and students in the system. The issue of assault and battery will continue to be decided by state courts. Each case will be decided on its own merits leaving teachers and school administrators

susceptible to deceptive tort claims. The doctrine of “in loco parentis” has not been firmly established by the courts in cases where parents deny the schools permission to use corporal punishment. The argument that schools are acting on behalf of the parent is negated when schools use a form of punishment contrary to parental wishes. If school boards examine the evidence that will be presented in this study along with the review of literature, they may conclude that corporal punishment is not essential in maintaining an educational environment conducive to learning.

School administrators in the Southeastern United States continue to use corporal punishment more frequently than administrators in other national geographic regions. Elementary schools in Hamilton County, TN permit the use of corporal punishment as a disciplinary measure. This study will examine the administrators’ perceptions of corporal punishment to determine if they perceive it as an effective method of discipline. This study might provide information for educators as well as lawmakers that might possibly encourage them to continue to explore the merits of corporal punishment as well as alternative methods of discipline

## ORGANIZATION OF THE STUDY

The study is organized and presented in five chapters. Chapter one includes an introduction, statement of the problem, purpose of the study, research questions, significance of the study, a description of the methods and procedures used, delimitations, and definitions. In chapter two a critical review of the literature is presented. Chapter three provides an explanation of methods and procedures as well as statistics used in this

study. The findings and summary of this study are presented in chapter four organized by the research questions. Chapter five includes the findings, a discussion of the findings, conclusions, and recommendations for further study.

## CHAPTER 2

### REVIEW OF THE RELATED LITERATURE

#### HISTORICAL BACKGROUND

Corporal punishment, once a standard practice of punishment in the school systems, is probably one of the single most controversial and enduring issues in American education. Corporal punishment in the schools can be defined as the purposeful infliction of pain on the body for purposes of punishment and includes slapping, hitting with objects, pinching, shaking, and forcing to stand for long periods of time (EPOCH -USA, 1999). Certainly it is the most controversial topic in the area of school discipline (Johns and MacNaughton, 1990). In America, the use of corporal punishment goes back to colonial times. In Puritan New England, children were viewed as 'creatures of sin' who were 'born evil as well as ignorant' (Ryan, 1994). It was the parents' responsibility to introduce the child to the principles of religion so that the child could be 'led away from the evil to which he was naturally prone.' This mission of instruction was continued by the schools, especially by emphasizing the social and religious necessity of conformity and restraint through rote memorization and recitation (Ryan, 1994). Part of the Puritan regard for conformity and restraint included the use of corporal punishment. Colonial American literature alludes to the use of corporal punishment in the classroom with stories telling about floggings, beatings, humiliations, and sadism. In 1793, one such story tells of a schoolhouse in Sunderland, MA that had a whipping post built into the floor for those children who misbehaved (Ryan, 1994). Ironically, not everyone during this time

advocated corporal punishment. Some Puritan clergymen and educators believed that excessively harsh punishment was cruel and educationally counterproductive (Ryan, 1994).

The American Revolution, while granting liberty to citizens, did not grant those liberties to children in the schoolhouse. Such punishment during the nineteenth century consisted of rather sophisticated repertoires of degradation such as placing students in windowless closets, tying them up for hours at a time, twisting an ear or thumping a head, or even flogging (Ryan, 1994).

The physical conditions of the American schools were punishment in themselves. Backless benches so high many students' feet could not reach the ground caused additional pain that some teachers may have overlooked.

Acknowledging the effects of these conditions, one educator of that time remarked that 'a more complete rack of torture and machine for making cripples could hardly be invented.' Moreover, 'the benches for little children were always closest to the fire, so that in addition to boredom, cramped muscles, and demands for silence, they had to contend with waves of heat radiating from the stove . . . Drowsiness was a constant tendency' (Ryan, p. 73).

J. Marion Sims, a famous American surgeon, wrote about his school days in South Carolina in 1819. "... 'last appeal to force' seems the only one to which they will attend; but it is plainly the duty of the master to attempt to win them over by other means; and it is plain that the charm of the rod loses its power in proportion to the frequency of its use" (Wilson, 2001). The importance of this passage is that it is the first attempt to discover which concrete evidence was used to support or oppose the use of corporal punishments opposed to a personal opinion. In most of the school's Sims observed, where corporal punishment is used frequently, behavior and achievement were poor; in most of the

schools where it was not in use, behavior and achievement were good. The reasons for using corporal punishment during this time were for moral offenses only and not to stimulate learning.

Reformers of capital punishment in America looked to Europe for support. Western European countries such as France had reduced, and in some places even eliminated, the use of corporal punishment by the early 19th century. As English-speaking countries became conscious of the need for improved systems and methods, they developed after 1830 one of the most interesting phenomena that contributed to educational improvement in England and North America: The educational grand tour of Europe. From this followed some important reports resulted. In 1837 there was, from the United States, Dr. Bache of Philadelphia who compiled a 600 page report; in 1838 a Professor Stowe, and in 1843, perhaps the most influential, Horace Mann, the Secretary of the Massachusetts Board of Education (Wilson, 2001).

In the 1830's and 1840's, controversy over the use of corporal punishment became heated in some parts of the United States. Henry Barnard, who had studied the works of Pestalozzi's disciples in Europe and who was at the time the first Secretary of the Connecticut Board of Commissioners for Common Schools had offended teachers by talking out publicly against corporal punishment in 1838. In the same year a petition was presented to the school committee of Boston, urging that it be prohibited for girls. A resolution was passed "to strictly enjoin upon the several instructors of the public schools never to make use of corporal punishment until every other means of influencing the pupil shall have failed" (Wilson, 2001). The following year the teachers were required to

administer corporal punishment only in the presence of witnesses, and to keep a record of these incidents (Wilson, 2001). The controversy reached a high point in the clash between Horace Mann and the teachers of Boston. After visiting Europe in 1843, Mann, in his Seventh Annual Report, made a number of recommendations based on what he believed to be superior in European schools. Four of these recommendations were reacted to strongly by thirty-one masters and principals, who published a pamphlet opposing him. Mann had written, "... I indulged the hope of seeing corporal punishment more and more disused in our schools, as its necessity might be gradually superseded, by substituting the pleasures of knowledge and high motives of action in its stead..." (Wilson, p. 17).

A "silent" curriculum reform antebellum movement urged teachers to use moral persuasion instead of corporal punishment and believed that more regimented procedures in schools would shape appropriate behavior. This "silent" curriculum reform was made more vocal by Mann who believed that all children should be treated with tenderness and affection. Mann was speaking against the violence to children in Massachusetts where, in one week, there were 328 floggings to 250 children and in another school 18 boys were flogged within two hours (Ryan, 1994). Mann, as well as others, emphasized the need for methods of instruction that would actively engage students in the learning process. "Such activities, they argued, would simultaneously inculcate specific habits of mind and behavior and thereby diminish the need for all forms of harsh punishment" (Ryan, p. 74).

Nevertheless, despite efforts to put an end to corporal punishment, reports of flogging, paddling, and boxed ears continued throughout the century in both the cities and

rural areas. New Jersey was the only state during the nineteenth century to pass legislation prohibiting paddling in the classroom (Ryan, 1994).

By the 1920's Mann had changed the way many school boards, administrators, and teachers thought about corporal punishment. The educational ideology was child-centered and focused on citizenship, democracy, and psychology. J.D. Edmondson, author of *The Nation's Schools* (1920), wrote that such a new approach to discipline demanded new teachers whose degree of preparation will cause children to have a genuine respect for learning. Students will be better prepared and more effective citizens in a democracy than would have been possible through the older type of discipline (Ryan, 1994).

Following Edmondson's *The Nation's Schools* was a report written by Harry Shulman in *The Journal of Sociology* (1929) in which he addressed the issue of bad behavior in children as indicating the need for psychiatric and psychological clinics in the schools in order to study behavior problems and truancy and the importance of adapting the new curriculum to meet the mental capacities of the students (Ryan, 1994). Thus began a new approach to classroom discipline and to understanding student misconduct. However, an increase in delinquency during World War II caused some school administrators to resort to corporal punishment despite the shift toward a more therapeutic approach to discipline (Ryan, 1994).

Moelis (1989) reported that the first formal conference held to promote the abolition of corporal punishment was in 1972. He relates that in that same year the American Psychological Association's symposium and the National Education Association's Task Force took a stand against the use of corporal punishment.



Between 1974 and 1977 the American Psychological Association (APA) became a leading promoter for the ban of corporal punishment. During these years the APA passed a resolution against its use and formed a Task Force on Children's Rights, which led to the establishment of the National Center for the Study of Corporal Punishment and Alternatives in the Schools at Temple University under the leadership of Irwin Hyman (Moelis, 1989).

In 1987 the National Coalition to Abolish Corporal Punishment in Schools was organized. Professional groups were involved, thereby increasing credibility to the effort to ban the practice (Moelis, 1989).

#### LEGAL PERCEPTIONS ABOUT CORPORAL PUNISHMENT

There are two landmark Supreme Court corporal punishment cases: *Baker v. Owen* and *Ingraham V. Wright*. Both cases made significant steps toward defining the modern judicial view of corporal punishment as a school discipline technique.

In *Baker v. Owen*, a mother and her son, Russell Carl Baker, sued W. C. Owen, principal of Gibsonville High School, after Baker, a sixth grader, had been paddled for having thrown a kickball during a non-recess portion of the school day. Prior to this incident, Mrs. Baker had contacted Gibsonville school officials and had requested that Russell Carl not be paddled in the event of a disciplinary infraction on his part. She stated that she was opposed to corporal punishment 'on principle' (Doverspike, 2001).

Despite the mother's request, Baker was paddled by a teacher. The paddling took place in the presence of other students as well as a second teacher. Upset by this action,

Mrs. Baker and Russell Carl sued in federal district court. Mrs. Baker alleged that the paddling violated her parental right to dictate appropriate techniques to be used by school officials when disciplining her son. Russell Carl alleged that his procedural due process rights had been violated during the incident. Carl Russell also alleged that the paddling in itself constituted “cruel and unusual punishment” in violation of his Eighth Amendment rights. The mother and son also charged that the North Carolina statutes which gave school officials the discretion to use corporal punishment as a means of maintaining school discipline did not meet federal constitutional standards.

Judge Craven of the North Carolina federal district court agreed with Mrs. Baker’s initial point that the Fourteenth Amendment recognizes parental rights over their children’s welfare, citing the historic *Meyer v. Nebraska* and *Pierce V Society of Sisters* holdings. But he disagreed with her argument that the right to select preferred methods of punishment for her son and her right to dictate those preferences to school officials were so “fundamental” that the state would have to show a “compelling interest” to be able to employ corporal punishment against her wishes.

We agree with Mrs. Baker that the Fourteenth Amendment concept of liberty embraces the right of a parent to determine and choose between means of discipline of children, but few constitutional rights are absolute. Our inquiry does not end with the conclusion that Mrs. Baker has such a right, but we must go on to consider the nature and extent of the state’s interest in school discipline. Sometimes the rights of citizens that find protection within the Constitution are overborne by a countervailing and greater state interest. We think that is the situation here - whether the test to be applied is of a compelling state interest, or simply that of a rational and legitimate interest in maintaining order and discipline in the public schools . . . We reject Mrs. Baker’s suggestion that this right is fundamental, and that the state can punish her child corporally only if it shows a compelling interest that outweighs her parental right. We do not read *Meyer* and *Pierce* to enshrine parental rights so high in the hierarchy of constitutional values. (Doverspike, 2001).

Judge Craven went on to write finding that Mrs. Baker's right to dictate punishment preferences to school officials would lack "reason" and "common sense." Acknowledging that corporal punishment faces increasing criticism as a means of maintaining school discipline, Judge Craven nevertheless found that the state did have a "legitimate and substantial" interest in maintaining order in the schools, citing *Tinker* and *Goss* in support of his argument (Doverspike, 2001).

Next the court addressed Russell Carl's Fourteenth Amendment claims. Citing *Goss v. Lopez*, Judge Craven stated that the "initial inquiry" was whether the boy had a sufficient liberty or property interest in avoiding the infliction of corporal punishment. *Goss v. Lopez* (1975) was the result Ohio public high school students being suspended for misconduct for up to ten days without a hearing reasoning that they were denied due process of law in violation of the Fourteenth Amendment because they were suspended without hearing prior to suspension or within a reasonable time thereafter. The court held that Russell Carl did have such an interest. Judge Craven went on to say that the liberty concept "must include, in appropriate instances, personal security in the seemingly small things in life." Noting that the courts had become less tolerant of physical forms of punishment, Judge Craven found it significant that the law did not recognize any degree of corporal punishment as appropriate for adults. Citing *Goss v. Lopez* again, Judge Craven stated that it was now a well-recognized proposition that children have constitutionally protected rights as well (Doverspike, 2001).

Judge Craven also agreed with the Bakers that North Carolina law provided no procedural protection for students who were to be paddled by school officials, and that

some form of procedural protection was necessary since a liberty interest had been found. The “full panoply” of procedural due process protections, however, would clearly be inappropriate in a corporal punishment situation, but some “minimal procedures” were called for (Doverspike, 2001).

Initially, Judge Craven stated, corporal punishment should never be used as a first line of punishment, and if it is used, it should only be used after the student is “informed beforehand that specific misbehavior” might result in its use. These two practices in themselves serve as due process protections for the student.

Second, the corporal punishment must take place in the presence of a second school official, either a teacher or a principal. This second person must be informed “beforehand” and “in the student’s presence” of the reason for the punishment.

Thirdly, the school official who has administered the punishment must, upon the request of the parent of the punished child, supply a written explanation of the reasons for the punishment and the identity of the second official who witnessed it.

Finally, Judge Craven looked at the Bakers’ Eighth Amendment “cruel and unusual punishment” claim which had, as yet, not been addressed by the Supreme Court. (However, Judge Craven referred to the *Ingraham v. Wright* case being litigated concurrently in another federal court at the same time.) Judge Craven handled the issue by stating that even if we assume that the Eighth Amendment prohibition against cruel and unusual punishment does apply, we find that the punishment received by Russell Carl did not approach the level of cruel and unusual. His teacher administered two licks to his buttocks with a wooden drawer divider a little longer and thicker than a ruler. Russell

Carl testified himself that he only felt a little stinging sensation and claimed no lasting discomfort or disability from the paddling. Judge Craven said that this picture does not even begin to present a picture of punishment comparable to that in *Ingraham* which we believe indicate the kinds of beatings that could constitute cruel and unusual punishment if the Eighth Amendment is applicable (Doverspike, 2001).

The North Carolina statute giving school officials the discretionary authority to use corporal punishment as a means of maintaining student discipline was constitutional on the face of it, concluded Judge Craven. To implement the statute by permitting students to be paddled without any procedural due process protection at all, however, would be a violation of the Fourteenth Amendment. Judge Craven asked that the North Carolina legislature undertake “further elaboration” of the three procedural due process protections he had set out in his opinion so that ‘fairness in administration’ could be further enhanced. On October 20, 1975, the Supreme Court affirmed Judge Craven’s district court decision without opinion (Doverspike, 2001).

The second landmark corporal punishment case reached the United States Supreme Court in 1977 after a complaint was filed on behalf of James Ingraham, a Dade County Florida junior high student, against Principal Willie Wright in the federal district court. James Ingraham, fourteen years old, had been paddled for allegedly not responding to a question quickly enough. He was held face down on a table by two assistant principals, both known to patrol the halls while carrying brass knuckles and a large wooden paddle, while principal Willie J. Wright hit him on the buttocks at least twenty times with a paddle. Ingraham suffered swelling which filled with blood and required

medical attention. Ingraham was not the only student injured at his school. Roosevelt Adams was paddled about ten different times during the year, one time he was whacked by Barnes, an assistant principal, on the leg, arm, back and neck and on another occasion, hit on the wrist which resulted in a visit to the doctor (Flygare, 1978).

Ingraham and Adams filed suit in U.S. District Court on January 7, 1971, seeking compensatory and punitive damages for personal injuries caused by the unconstitutional infliction of corporal punishment. They also included a class action suit seeking declarative and injunction relief against the use of corporal punishment on Dade County public school children (Flygare, 1978). On February 23, 1973, the district court dismissed the suit, stating that the students had failed to present evidence sustaining the alleged constitutional violations. However, in a two to one decision, a panel of the Fifth Circuit Court of Appeals reversed the decision and remanded the case for further proceedings. Although the panel would not rule that corporal punishment was per se cruel and unusual punishment, it did find that the paddling at the school was “excessive in a constitutional sense” (Flygare, 1978). The panel also agreed that the Dade County school system’s policies regarding corporal punishment did not give the students adequate procedural safeguards as required by the due process clause. The Fifth Court reconsidered the case en banc and rejected the decision of the panel. The majority of the eighteen circuit judges who heard the case held that the Eighth Amendment’s proscription against cruel and unusual punishment did not apply to the administration of discipline, through corporal punishment, to public school children by public school teachers and administrators (Flygare, 1978). The majority believed that “the purpose of the cruel and unusual

punishment clause was to prevent the imposition of unduly harsh penalties for criminal conduct” (Flygare, p. 30). Applying such a clause to school discipline would distort the scope of the clause. “The administration of corporal punishment on a student does not require due process safeguards because paddling a student is so common place and considered trivial in the public school system that there is no deprivation of the student’s property interests or loss to reputation” (Flygare, p. 30).

On April 19, 1977, the Supreme Court, in a five to four decision, upheld the en blanc decision of the Fifth Circuit. At this time only two states had banned the use of corporal punishment, Massachusetts and New Jersey, and Mr. Justice Powell, writing for Chief Justice Burger and Justices Stewart, Blackmun, and Rhenquist, could not find any case outside of the criminal process in which the Eighth Amendment was ruled applicable. Justice Powell believed that the Eighth Amendment, therefore, should not be taken beyond the realm of criminal punishment (Flygare, 1978). He further ruled that teachers needed to be able to administer corporal punishment without such action rejected at a hearing or he or she would not be able to maintain discipline in the classroom. If teachers then felt they had to abandon the use of corporal punishment, less effective measures might exacerbate the already serious discipline problems in the nation’s schools (Flygare, 1978).

A large part of the court’s ruling came from the fact that corporal punishment in the schools has historic precedents both in social practice and in common law and heritage that cannot be tampered with. The court’s ruling came from its’ conservative values as seen in the following four beliefs: (1) The historically close relationship of the community to the schools with an emphasis on the local control and influence by the community; (2)

respect for established institutions of government, i.e., teachers need to be thought of as effective in providing control in the classroom; (3) respect for traditional authority figures such as the teachers and their concern with maintaining control within the classroom; and (4), minimizing the intrusion of government into areas traditionally thought of as a state and local concern (Piele, 1979).

Not everyone agreed with Powell's decision. Mr. Justice White and Justices Brennan, Marshall and Stevens challenged the majority's interpretation of the Eighth Amendment, stating that no where does it state that it applies only to criminal punishment. White believed that the Eighth Amendment applied, not to whether the act was criminal or not, but to whether the act was intended as punishment, if so, the sanctions are subject to the Eighth Amendment's prohibition against cruel and unusual punishment. "White made clear that he does not believe corporal punishment is per se cruel and unusual, but only that when corporal punishment becomes so severe as to be unacceptable in a civilized society . . . does it become unconstitutional" (Flygare, p. 32).

Hyman (1978) took issue with Judge Powell's ruling which was based on social and educational research of that time. Hyman stated that Powell made a major assumption that corporal punishment is an accepted form of discipline and that there is no trend toward its elimination. Hyman disagreed. He also believed the court made another erroneous assumption that corporal punishment is an effective form of discipline to maintain an orderly learning environment for students. Hyman, in 1977, conducted a study to discover if these two assumptions held true. His findings indicated them to be wrong. His data indicated that many school districts had eliminated corporal punishment at the



time of the *Ingraham vs. Wright* decision which clearly indicates a trend towards the elimination of corporal punishment. Second, Hyman's (1977) data indicated that districts which had eliminated corporal punishment found many alternatives to this form of discipline without an increase in lack of classroom control. Hyman (1977) concluded that his data suggested that there are basic fallacies inherent in the social and educational evidence used by Justice Powell in making his decision in the case of *Ingraham vs. Wright*.

The *Ingraham* case, not surprisingly, served to intensify the debate over corporal punishment. Adah Maurer, a critic of the ruling, observed that the

Eighth Amendment to the Constitution applies only to adjudicated criminals in prison, not to infants in schools. Law breakers, including murderers, are protected against beating by their keepers; school children live in a free fire zone where teachers and principals may with impunity inflict any damage short of death or permanent physical deformity (Ryan, p. 71).

In March, 1988, the United States Supreme Court declined to review the case of *Mera, Sanchez, and Duran vs. Garcia*. By doing so, the Supreme Court let stand a Tenth District Appeals Court decision that gave parents the right to sue school officials for "grossly excessive" corporal punishment. In this case, a paddle broke during the administering of the punishment and cut the leg of the nine-year old child. Despite a small victory, the *Garcia* case affects only Rocky Mountain states and refers to cases of excessive corporal punishment (Johns and MacNaughton, 1990). "Given the appointments of an increasing number of judges who purport to hold strict constructionist philosophy and who are unwilling to make changes in social policy or infringe on traditional state prerogatives, the inclination of the courts to overturn the *Ingraham* case in the years ahead is problematic" (Johns and MacNaughton, p. 389).

Recent success for the banning of corporal punishment has spurred reformers to greater efforts. One way is the linking of corporal punishment to the broader issue of child abuse, including sexual abuse. The National Coalition to Abolish Corporal Punishment in Schools (1997) lists eight reasons why this is not an effective form of discipline: It perpetuates a cycle of child abuse by teaching children to hit someone smaller and weaker when angry; injuries occur, bruises are common, broken bones are not unusual, and children's deaths have occurred in the United States due to corporal punishment; corporal punishment is used more often on poor children, minorities, children with disabilities, and boys; schools are the only institutions in the United States in which striking another person is legally sanctioned, it is not allowed in prisons, in the military, or in psychiatric hospitals; educators and school boards are often sued when corporal punishment is used in their schools; schools that use corporal punishment often have poorer academic achievement, more vandalism, truancy, pupil violence, and higher drop out rates; corporal punishment is not used as a last resort, but as the first resort for minor misbehaviors; many alternatives to corporal punishment have proven their worth. Alternatives teach children to be self-disciplined rather than cooperative only because of fear (National Coalition to Abolish Corporal Punishment in Schools, 1997).

Marilyn Gootman (1988), a professor at the University of Georgia, believes students should not obey adults because they fear adults. Good behavior should be rewarded and being good for fear of being good is not a good reason to behave. Students will often times seek alternatives to being paddled such as skipping school or vandalizing the school, or even attacking a teacher. Another undesirable effect of corporal

punishment, says Richard Nelson, a former principal of the G. C. Hawley School in Creedmore, North Carolina and a former advocate of corporal punishment but now one of its critics, is that students may feel left out if not being paddled and deliberately misbehave so they can be spanked. "Here we see that corporal punishment teaches children not only to accept violence but, in some cases, actually seek it out" (Gooten, 1988). Gooten (1988), who teaches early childhood classes to college students, teaches that discipline should leave a child's dignity intact. Training teachers is the key to ending corporal punishment in the classroom.

Irwin A. Hyman (1990), in a paper presented before the United States House of Representatives, believes strongly in the abolishment of corporal punishment. He states that inflicting pain through corporal punishment is an outmoded, ineffective, and counterproductive method of punishment. An outsider who views the treatment of school children and schools might wonder what is really going on in one of the most advanced societies ever to exist on the face of the earth. He questions why are American school children among the minority of students in the industrialized world that are still corporally punished. Research has shown, stated Hyman (1990), that "the use of fear and pain are antithetical to the development of internal controls and to the acquisition of the traits of honesty, integrity, and respect for others which we as Americans value in a democracy" (Hyman, p. 3). He also pointed out the misuse of corporal punishment in certain areas of the country and believes where a child lives in America should not determine whether he/she may be hit or legally abused by educators. However, such abuse is protected under state and local laws.

## CULTURAL PERCEPTIONS ABOUT CORPORAL PUNISHMENT

More and more professional literature on school discipline policies is full of emotional appeals to ban corporal punishment. Many professional organizations, ranging from the American Bar Association to the American Medical Association, have official policies denouncing corporal punishment (Shaw and Braden, 1990). Despite this, however, corporal punishment still exists in many of the states (Appendix A) with support from the community. The majority of school board members, building administrators, and teachers most often support corporal punishment as a last resort (Shaw and Braden, 1990). As mentioned by the National Coalition to Abolish Corporal Punishment in Schools, one major issue is that this type of punishment is used more frequently with minority students and with males and not solely on the basis of a student's behavior. Rather, a student's misbehavior, race, sex and age, as well as the sex of the punisher, all help to determine whether and to what degree corporal punishment is administered (Slate, Perez, Waldrop, & Justen, 1991). Slate, Perez, Waldrop, and Justen (1991) outlined some of the findings about the administration of corporal punishment in the schools. According to a 1988 civil rights survey boys were paddled more often than girls at a rate of twenty-five to one. Males accounted for 80 percent of paddling incidents. Eighty-nine percent of the school principals and teachers in a study by Rose (1984) reported paddling five or fewer female students per month; only 45 percent reported paddling male students that infrequently. In a study by Wooldrige and Richman (1985) teachers were asked to recommend appropriate punishment for fabricated situations. The study found a significantly greater number of teachers who recommended a more severe punishment for

males than females even when the misbehavior was identical. A study by Williams (1983) found that teachers were more likely to send black students to the office than white, even for minor offenses (Slate, Perez, Waldrop, and Justen, 1991). Black students were far more likely than white students to be disciplined and are involved in more than twice as many incidents of corporal punishment. Data indicated that black students were involved in 31 percent of the 1.1 million instances of corporal punishment in American public schools in 1986, yet they represented only 16.1 percent of enrollment. White students were involved in only 60 percent of instances of corporal punishment, yet they made up 73.3 percent of the student population (Slate, Perez, Waldrop, and Justen, 1991). "If a student who misbehaves is male or black, he is more likely to be paddled than a student who misbehaves and is female or white, even if they do the same thing. There is no evidence, however, that blacks break school rules more often than whites" (Slate, Perez, Waldrop, and Justen, p. 363). Why, then, are black students paddled more often? Frahm (1983) speculated that academic frustrations, cultural differences in behavior, inconsistent rule enforcement, and teacher racism are some of the reasons. Frahm (1983) believed that the problem was in the classroom setting where teachers who are less tolerant of minority students usually overact to their behavior. Ciminillo (1980) argued that the ones giving out the punishment are subjective in their judgment and attitudes toward individuals. If the individual who misbehaves is perceived in a negative way, then the punishment is likely to be more severe than if the student is perceived in a more favorable light (Slate, Perez, Waldrop, and Justen, 1991).

One theory argues that African-American families rely more heavily on physical methods of punishment due to the legacy of slavery. Seemingly small incidents could mean the difference between life and death. African-American parents did not have the luxury of explaining situations to their children, rather, children who did not obey were usually physically punished, no questions asked. Grier and Cobbs (1968) suggested in their book *Black Rage* that the harsh treatment of children represented a kind of psychological continuation of past oppression. The beating of children has its psychological roots in slavery and black parents will feel that, just as they have suffered beatings as children, so it was right their children be treated the same (Schaefer & Barglow, 1999).

The child is placed in the teacher's hands to do with as she sees fit, with the sole requirement that she teach him. The meaning of this gift is not lost on the teacher, who is alternately touched by the parent's trust and staggered by the responsibility, for the teacher knows best if all that much has gone on before she gets the child and knows that, even as the parent urges her not to spare the rod, that same parent is telling volumes about the life that child has led up to this moment. The parent tells of a child both beloved and beaten, for a child taught to look for pain even from those who cherish him most, of a child that has come to feel that beatings are right and proper for him, and of a child whose view of the world, however gently it persuades him to act towards others, decrees for him that he is to be driven by the infliction of pain (Grier & Cobbs, pps. 137-138).

Interestingly, however, Jordan Riak (1999), who is seeking to ban spanking from the city of Oakland, CA, found that spanking was not more common among African-Americans, as perceived by many, but that the latest research on this subject was that poor white Protestant Southerners are the worst on spanking (Schaefer & Barglow, 1999).

The justification in defense of slavery in the nineteenth century and in defense of spanking today are parallel stated Tise (1988) in Proslavery: A History of the Defense of

Slavery in America Both proslavers and prospankers use the argument of property to defend what they do: "They are my slaves/children and I'll do what I want with them!" Both have argued that African American children are in some ways different from the rest of humanity and that this justifies treating them in ways which would be unacceptable for anyone else. Both argue that there are famous, important people that argue for slavery and for the use of spanking, and both argue that slavery/spanking is for the victim's own good, believing that life as a slave was better than freedom in Africa, since as a slave the African would be exposed to "Christian influences."

A study by Rust and Kinnard (1983) found, after studying the personality traits of educators who use corporal punishment, that these educators tended to be comparatively closed minded; were most likely to have been punished themselves while in school; tend to have fewer years of experience; displayed less of a variety of disciplinary techniques; and tended to be more anxious, emotional, and impulsive (Diamantes, 1992). Hyman (1990) adds to this list of teacher personality traits authoritarian and neurotic.

A study by Naomi Lennox (1982) found five factors which correlated significantly with the use of corporal punishment by teachers: (1) the severity of corporal punishment observed in school by the teacher when a student; (2) a belief in the effectiveness of corporal punishment; (3) the type of community in which the teacher is employed; (4) grade level taught; and (5) geographical location. Lennox (1982) concluded from her study that teachers who never received corporal punishment during childhood tended not to use it themselves. Teachers who received corporal punishment themselves at home tended to use it the least or the most. Those teachers who received corporal punishment

in the schools as a student tended to use corporal punishment the least or the most while those who never received corporal punishment in childhood tended not to use it in the classroom at all. Teachers who observed corporal punishment being used in their schools tended to use it with the most frequency and those who used it believed in its effectiveness. Lennox (1982) also found that those teachers who taught in a rural community were more likely to use corporal punishment than those in suburban or urban communities. Corporal punishment was more likely to be used in elementary grades starting with kindergarten through second grade and diminishing in correspondence with grade levels with the least amount used in grades ten through twelve. Teachers from Southern states used corporal punishment more frequently than those from northern states. Flynn (1994), who completed a study which revealed this regional difference, says it was not surprising that Southerners' support for corporal punishment exceeded all other regions. He said the South has long been a distinctive culture, whose conservative citizens value tradition, order, and authority. The South holds more traditional views on moral or religious issues, race, the status of women, politics and, as some scholars (Gastil, 1971; Hurlbert, 1989; Reed, 1971) have suggested, the southern culture includes an approval of violence (Flynn, 1994). Such a belief systems comes from the fact that Southern culture is a byproduct of an agrarian, slave-labor economy that produced a hierarchical social structure with a small number of elite. This history has made parents value respect for authority and more likely to support the belief to ensure appropriate behavior in their children (Flynn, 1994). Flynn noted that one may need to look at other regional subcultures of the United States to explain differences in views on corporal punishment.



“Perhaps social stability, a historical wage-based economy, industrialization, and urbanization have all combined to promote greater individualism and equality among its citizens (in the north). If so, then parents might value these traits in their children, and see spanking as counterproductive to achieving them” (Flynn, p. 322 - 323).

Hyman (1990) found that corporal punishment, contrary to popular belief, is not used as a last resort, in fact, studies suggested that corporal punishment was often the first punishment used for nonviolent and minor misbehaviors. Hyman (1990) found as well evidence that corporal punishment was associated with school vandalism. In descending order of support for corporal punishment are school board members, school administrators, teachers, parents, and students.

In a national survey of principals’ use of corporal punishment, male principals reported they paddled black students more than did female principals. Though more female principals reported having the use of corporal punishment in their school, male principals indicated that they paddled students much more frequently than did female principals (Slate, Perez, Waldrop, and Justen, 1991).

Reasons for being paddled included fighting, being disruptive in class, showing disrespect for authority, and disobedience (Slate, Perez, Waldrop, and Justen, 1991).

“Principals of smaller schools appear more likely to administer corporal punishment when the misbehavior is disobedience and fighting, whereas principals of larger schools appear more likely to do so when students show disrespect, are truant, or, to a lesser extent, engage in disruptive behaviors. Thus, even the size of the school the student attends

seems to influence whether or not he or she receives corporal punishment” (Slate, Perez, Waldrop, and Justen, p. 363).

Corporal punishment has also been found to go hand in hand with low test scores and poor graduation rates. The ten states with the highest rates of corporal punishment (Appendix B) all had academic test scores below the national average. Six of the ten had high school graduation rates that are among the worst in the nation (Hembree and Waters, 1988).

A study by Grasmick, Morgan, and Kennedy (1992) concluded there was a relationship between a person’s socioeconomic status and that person’s support for physical punishment. There was a greater use of corporal punishment in the working-class than in the middle-class families. Their study revealed that socioeconomic status was important, but only in the form of the person’s level of education, “suggesting that socioeconomic status functions not in terms of occupational experiences or financial resources, but rather in terms of attitudes and beliefs that are linked to educational attainment” (Grasmick, Morgan, and Kennedy, p. 184).

Hawkins (2000) stated that studies by Straus (1991) found that corporal punishment was related to increased aggression and incidents of violence. Adults who were spanked as children had a higher rate of hitting their spouses and a higher probability of assaulting someone outside of their family. Straus, Gelles, and Steinmetz (1980) found that children who received corporal punishment had a higher incidence of hitting siblings or other children. Welsh (1976) and Button (1973) found that delinquency had high correlation with high amounts of corporal punishment. Gil (1970), Owens and Straus

(1975), Piele (1979) and Welsh (1979) all found relationships between corporal punishment and aggression. Furthermore, the severity of the aggression correlated with the severity of punishment (Hawkins, 2000).

Though many might argue that there were no advantages to using corporal punishment, Vockell (1991) stated that even the most ardent opponents should be willing to acknowledge there are at least superficial benefits to the technique. "Even if corporal punishment is usually harmful, it must be admitted that a very large number of well-adjusted, normal adults have received corporal punishment during their formative years, and nearly all these people can identify at least some occasion when it did them some good" (Vockell, p. 278). Another argument for the use of corporal punishment is that it is very likely to be perceived by the student as quite unpleasant. It can work for that reason for some students in some circumstances (Johns and MacNaughton, 1990).

Corporal punishment, when administered judiciously, can be far less harmful than suspension. Vockell (1991) states that it can be administered quickly and be over with quickly and can work because it's a clear and obvious consequence to unwanted behavior. "Corporal punishment is immediate, concrete, clears the air, and terminates the event. Aside from proper guidelines in its use, corporal punishment is simple and easily understood . . . does not require training and lengthy, time-consuming efforts to bring about changes in pupils' behavior" (Johns and MacNaughton, p. 390).

Most likely the biggest argument for corporal punishment is that it's supported by a great many parents. In such cases, corporal punishment is consistent with discipline supported in the home. An article in the Chattanooga NewsFree Press, January 18, 1998,

illustrates this way of thinking. Lora Jobe, president of the Memphis Board of Education, hoped her colleagues would ban paddling in the schools because of studies showing spanking children could cause more harm than good and make them more aggressive. But the vote was 6 to 3 in favor of allowing Memphis educators to retain the power of paddling unruly children. Perry Kopansky, president of the Nashville-based citizens group called Tennesseans Against Paddling, said the results of the vote were not surprising. Tennessee still allows paddling in its schools, though 28 other states have banned it (Appendix A). "Where we see corporal punishment being used the most and where it has a stronghold is in the South, where it's pretty well entrenched in tradition and rooted in fundamental religious beliefs" (Baird, p. B7). A school board member and retired teacher said he voted for paddling because it's needed as a last resort to discipline unruly students. He remarked, "I've been there. I've used a paddle on a number of youngsters and I don't know any that have been harmed by it. I've never heard anyone say, 'You've ruined my life by paddling me in school'" (Baird, p. B7). Dan Tollet, Director of the Tennessee School Boards Association, said some teachers stay clear of paddling for fear of lawsuits. Kopansky wants schools to look to other methods of discipline. "'Schools need to be safe havens for children,' he said. 'And we need to teach children to be in control of their behavior as opposed to just behaving out of fear of physical threats'" (Baird, p. B7).

Jan Hunt (2000), Director of the National Child Project, believed that the argument "I was spanked and I'm fine!" is not as logical as it appears. Hunt (2000) says that some children are less affected by spanking, just as some smokers are less affected by smoke, by a natural emotional resiliency. As there are many survivors of smokers, so are

there survivors of spankings, yet we can never really know how much happier and more fulfilled they might have been had they been gently guided instead of being physically punished.

## RELIGIOUS PERCEPTIONS ABOUT CORPORAL PUNISHMENT

The case to use corporal punishment often bases its argument on religious references. This type of punishment is recommended in the Bible; spare the rod and spoil the child, however, this phrase is often incorrectly attributed to the Bible. It was first written in a poem, "Hudibras," by Samuel Butler in 1664 (Hyman, 1990). Other Biblical references to the advocating of corporal punishment are in the book of Proverbs in the King James Version of the Bible. They were written by King Solomon and seemingly reflect his beliefs about parenting his son Rehoboam. The following are examples of passages acknowledging the use of corporal punishment: Proverbs 13:24: "He that spareth his rod hateth his son: but he that loveth him chasteneth him betimes (diligently);" Proverbs 19:18: "Chasten thy son while there is hope, and not let thy soul spare for his crying;" Proverbs 22:15: Foolishness is bound in the heart of a child; but the rod of correction shall drive it far from him;" Proverbs 23:13: "Withhold not correction from the child; for if thou beatest him with the rod, he shall not die;" Proverbs 23:14: "Thou shall beat him with the rod, and shalt deliver his soul from hell (Shoel);" Proverbs 29:15: "The rod and reproof give wisdom: but a child left to himself bringeth his mother to shame." (Religious Tolerance, org, 1999).

In addition, a verse from the New Testament is often cited as justification for corporal punishment by parents. However, it is not clear whether the discipline, referred to at the end of the verse, refers to corporal punishment or some other form of punishment such as the removal of privileges. Hebrews 12:6-7: "... the Lord disciplines those he loves, and he punishes everyone he accepts as a son. Endure hardship as discipline; God is treating you as sons. For what son is not disciplined by his father?"

The Bible records the negative effect that Solomon's parenting style had on his son Rehoboam. He became widely hated after the death of his father and had to make a hasty retreat to avoid assassination by his own people.

Kings 12:13-14 states: "And the king (Rehoboam) answered the people roughly, and foresook the counsel of the old men which they had given him, and spake to them after the counsel of the young men, saying, My father made your yoke heavy, but I will add to your yoke: my father chastised you with whips, but I will chastise you with scorpions." There are religious liberals who interpret this behavior as the devastating consequence of corporal punishment while rejecting the concept that this passages, and other similar ones, are God's intent for parents. In 1891 Robert Ingersoll, a well known 19th century free-thinker, wrote "To me it has always been a matter of amazement why civilized people, living in the century of Darwin and Humbolt, should quote as authority the words of Solomon, a murderer, an ingrate, an idolater, and a polygamist . . ."

(Religious Tolerance, org, 1999).

On the other hand, religious fundamentalists and other Evangelicals believe such passages place upon them a religious obligation to physically punish rebellious children.

“A common theme among the most conservative Evangelical sources is that discipline of children is important from an early age, and that corporal punishment is the only effective method to be used. Discipline and spanking are often closely linked” (Religious Tolerance, org.). Conservative Christians still advocate for corporal punishment, however, more liberal religious perspectives do not generally recommend spanking.

A minister in New London, Connecticut, who went on trial for spanking two children in his parish, defends his actions by calling such behavior as “holy spanking” (Scarponi, 2003). They were beatings in Jesus’ name and were carried out with love according to the adage ‘spare the rod and spoil the child’ (Scarponi, 2003). He denies leaving marks on the boys, though the prosecutors say otherwise. The boys told the jurors that the beatings with the belt left them swollen and bruised. Oliver, who is 66, said he is doing what was done to him as a child growing up with strict parents.

The Superior Court jury decided that Oliver had not committed a crime after deliberating for an hour and half on charges of two counts of third-degree assault and risk of injury to a minor. Oliver, after the verdict, stated again the ‘spare the rod and spoil the child’ philosophy and said he had raised his own two boys with ‘the holy rod’ and had never been arrested (Tuccitto, 2003). (Middleton Press, November 2003) He also stated he would not hesitate to do it again should a parent seek his help (Missakian, 2003) New Haven Register Nov 12). Nadine Block, executive director of the Center for Effective Discipline, an Ohio-based organization that opposes spanking, responded “you would never see a case like this brought to trial in a southern state. The culture is different” (Missakian, 2003).

While many Evangelical ministers have rallied behind Oliver, other theologians say he has taken Scripture literally and out of context. Vance Taylor, a student at the Yale Divinity School, says he doesn't believe God wants his children, his people, to be physically hurting each other. It is inconsistent with the way most Christians would view God and Jesus (Missakian, 2003). Taylor adds that in the case of 'spare the rod, spoil the child', maybe the rod means talking assertively to children or is some other way of disciplining other than forceful means. Oliver disagrees. He says those individuals who believe in the New Age, no spanking at all, have missed the mark (Missakian, 2003).

A questionnaire designed by Mariann Pokalo in 1986 linked religious beliefs with the punishment of children. Those who described themselves as Baptist with a fundamental orientation were by far the most likely to use severe punishment for almost all behaviors than would Catholics, Jews, and other Protestants who said they were either Methodists, Lutherans, or Presbyterians (Hyman, 1990).

A study by Vernon Wiehe (1989) at the University of Kentucky focused on religion and attitudes toward corporal punishment and found that respondents who belonged to church groups which claimed literal belief in the Bible valued the use of hitting as a disciplinary tool more so than those whose religious beliefs were not based on literalism (Hyman, 1990). A study by Wiehe (1990) found that those states considered to be in what is often termed "the Bible Belt" show strong support for corporal punishment, even impacting people in that region who do not hold a literal belief in the Bible (Flynn, 1994).



Hyman (1990) believes another factor which makes the abolishment of corporal punishment slow is the belief in the macho image. Male students believe they have to be strong and show they “can take it” to their peers. Hyman equates corporal punishment with other evidences of our country’s acceptance to use violence to solve its problems. He gives as an example the efforts to revive and increase the use of the death penalty, despite evidence that it is not a deterrent.

#### BELIEFS OF EFFECTIVENESS OF CORPORAL PUNISHMENT AS A DISCIPLINARY MEASURE

Included in an administrator’s role as an instructional leader of the school is the task of creating a disciplined climate conducive to learning. Lenell Davis-Young, a school psychologist and professional counselor, supports the abolishment of corporal punishment. She promotes a modeling program that emphasizes positive and effective conflict resolution strategies. She contends that the most likely victims of corporal punishment are poor male African Americans who live in urban areas and are often in special education programs. These students find it hard to understand school success and the “American Dream” when they have been taught by educators to resolve conflict in a violent manner. Davis-Young promotes an emphasis for schools “Spare the rod and teach the child!” She believes that people are not for hitting and students are people, too (Diamantes, 1992).

Proponents of corporal punishment advocate strict guidelines for its use. These include a clear explanation of the undesired behavior, brief punishment administered immediately, withdrawal of positive reinforcement, and consistent application following each occurrence of the undesired behavior (Bauer et al, 1990). Students experiencing

punitive conditions at school tend to withdraw from the situation. This develops into a problem with truancy, placing the student at risk. The strain on the teacher-student relationship has been found to be negatively correlated with school achievement (Bauer et al, 1990).

Elrod and Terrell (1991), professors of education, reported on two studies conducted in different geographic regions of the country. They concluded that corporal punishment has been used as a “quick fix” for too long. Teachers need to examine classroom methods and educate themselves, with student self-discipline being the desired outcome (Vockell, 1991).

Edward L. Vockell (1991) of Purdue University cites three major advantages: First, this type of discipline is perceived as unpleasant and may in fact deter students from misbehaving. Next, the punishment can be administered quickly and therefore, could be over quickly. Finally, Vockell states it is a clear, specific, and obvious consequence.

Vockell also cites five disadvantages of using corporal punishment. Two related theoretical disadvantages are that often the punishment is not related to the misbehavior and the child cannot perform the desired behavior to terminate the corporal punishment. A third disadvantage is that this type of punishment models socially inappropriate behavior for students. The most serious disadvantage is that corporal punishment may cause injury. The act is seductive in that it can trick the person administering it into believing that it was more effective than it really was. The administrator of the punishment may be glad that the behavior has disappeared without realizing the resentment harbored by the student. The final disadvantage is the problem of accidents and litigation. A student may move or

attempt to block the blows, or the administrator could hit the student too hard (Vockell, 1991).

According to Johns and MacNaughton (1990), corporal punishment is more effective when it is consistent with the practices at home. Teachers supported studies that favor retaining it as a discipline practice because denying the right to choose implies a lack of judgment by the teacher.

In a study by Rose (1988), principals were asked their opinion of the effectiveness of corporal punishment in terms of the overall discipline level of the school, reduction of unwanted behavior, sustenance of teacher morale, and demonstrated support of the teachers. In response to the general effectiveness of corporal punishment maintaining an acceptable level, 59.1% responded that they did believe in its effectiveness. Regional differences were noted, the South being the most affirmative. An overwhelming 73.9% of the principals responded positively to the question concerning corporal punishment being a factor in the reduction of certain behaviors. An interesting finding, as the grade-level of the respondent's school increased the less likely they were to think that corporal punishment reduced undesirable behavior.

The study revealed 61.3% of the principals believed the use of corporal punishment had a positive effect on teacher morale. Female principals did not respond positively to the degree that male principals did. In addition, 62.2% of the principals viewed corporal punishment as an effective way to demonstrate support for teachers. Both male and female teachers saw corporal punishment as a sex specific technique, used primarily on boys.

## RECENT TRENDS IN CORPORAL PUNISHMENT

The 1990 National Longitudinal Study of Youth-Child Supplement found that 61 percent of the 3-5 year olds were spanked in the week preceding the interview at an average of three times. After measuring the children's antisocial behavior scores through interviews with the mothers, researchers found that children who were spanked even once during the week prior to the base interview, showed an increase in antisocial behavior two years after the base interview. Interviews also showed that two of three adolescents reported having been hit by their parents or other adults at least once while in their teens. Yet, this kind of violence, which would bring misdemeanor or felony charges if inflicted upon an adult, occurs hundreds of millions of times every year in the lives of America's children and is not reflected in child abuse statistics (Males, 1996).

Organizations which favor the use of corporal punishment, such as various fundamental churches, the National Association for Secondary School Principals, and the American Federation of Teachers, provide the undercurrent in the United States for the acceptance of such discipline. These advocates see corporal punishment as effective in controlling children who will learn appropriate appreciation for authority, develop better social skills as well as improved moral character, and learn to better discipline themselves (Nospark, 2000). Without corporal punishment teachers are without order in the classroom and that, for many students, physical punishment is the only technique to preserve academic control. Removing this form of discipline will result in greater disciplinary difficulties and reduced teacher security in schools. Both legal and popular opinion support the idea that it is all right for parents to physically punishment their

children, it is thus fully acceptable for school officials, acting in the absence of the parent, to exercise this method as well. Schools tend to argue that corporal punishment is used only as a 'last resort' when all other methods of discipline have failed (Nospank, 2000).

Ironically, with the decline in corporal punishment, Adams County/Ohio Valley Schools' task force assigned to study the possibility of re-establishing corporal punishment voted in its favor during a school board meeting. The task force was made up of such groups as counselors, medical professionals, teachers and parents. The task force reported 120 members in favor of the reestablishment of corporal punishment while 17 voted against the measure (Beckham, 1998). The interim Superintendent Al Porter said that corporal punishment had been banned by Ohio state law several years prior to this decision, but that local districts could choose to keep the policy if they met certain provisions and completed the proper paperwork. At that time Adams County did not follow the proper guidelines and thus had corporal punishment dropped from its allowable types of punishment. Several groups approached Porter in the subsequent year wanting a reconsideration of the policy, however districts could not reinstate the policy until September 1, 1998. Though the task force recommended corporal punishment, several on the board, while wanting to back the task force's decision, wanted to look at alternatives as well.

The board President, Christine Armstrong, however, voted against the re-establishment of corporal punishment in the school system. She felt that it perpetuates a cycle of child abuse. She said that injuries can occur and no matter how strict the school policy is lawsuits can be filed (Beckham, 1998). She cited a lawsuit against South

Webster School District in Scioto County in which a 17-year-old student was spanked and suffered internal bleeding for 27 days. She also backed her argument with the fact that 27 states now ban corporal punishment in their school systems (Beckham, 1998).

Porter points out that, even if corporal punishment is approved by the school board, other options will still be considered both by the schools and by the parents. One option is that parents would have the right to sign a form stating that he or she does not want to have corporal punishment administered to his or her child. Other options include character education and alternative school (Beckham, 1998).

Many schools, which still allow corporal punishment, rarely use it, or only as a last resort, say officials in Jefferson and Shelby County schools in Birmingham, Alabama. Andy Rowell, superintendent of the Midfield School System believes corporal punishment can be more effective than other types of discipline for some children, while not so for others. While parents of students in Midfield schools can request their child not be spanked, some encourage the teachers to spank them. However, the trend appears to be that the use of corporal punishment is on the decline (Niolet, 1998).

In an article entitled Students' worst weapon? Their mouths, which appeared in the Atlanta Journal & Constitution School Watch section, January 21, 1999, Harry Werner, principal of Henry County's Locust Grove Elementary School, said the biggest problem with students is their disrespect for teachers and school administrators. Up until 1998 corporal punishment was allowed in the schools; since its demise, discipline problems have increased 75 to 80 percent. Werner said that each week he has to discipline 12 to 20 of his 750 students for misbehaving in class or on the school bus. He

said now students do not take the teachers and administrators seriously because they “are not afraid of punishment because they know they are not going to get anything (for misbehaving)” (Atlanta Journal & Constitution, 1999).

Senator Daryl Tows of Montana believes a little pain in the classroom won't hurt. He is urging the Senate Education Committee to approve his bill to give teachers the authority to dispense corporal punishment that does not cause 'prolonged pain' (Anez, 1999). Currently a teacher is forbidden from intentionally inflicting punishment on a student. He wanted teachers to be encouraged to handle discipline problems in the classroom because sending troublesome students to the principal only draws attention to them, which is something many disruptive students seek. The bill, however, was opposed by the State Office of Public Instruction. Gail Gray, assistant superintendent for curriculum services, says the agency agrees with Tows' objective to improve discipline in the schools, but disagrees with his solution. It is quite unclear what constitutes 'prolonged pain' that the law could invite quite a bit of litigation against the school districts. Tows' response was, “We intend for teachers to be in charge. If it causes a little bit of pain, OK” (Anez, 1999). The Office of Public Instruction committee did not act on the bill (Anez, 1999).

In Meridan, Mississippi, February, 2004, Ralph McClaney, assistant principal at Carver Middle School, was ordered by his principal to paddle one of his students who had acted up in his class. Mr. McClaney's response was “the idea of a big white guy hitting an 80-pound black girl because she talked back to the teacher did not set well with me” (Washington Post, 2004). Mr. McClaney resigned his post rather than carry out the

principal's instructions. Mr. McClaney said he did not go to college to get his master's degree to spend his time hitting students (Washington Post, 2004). "The principal Ernest Ward's response was that the point is to get the student's attention, not to inflict pain. Just holding up the paddle might scare the student to death, he said, though others are not afraid of it all" (Washington Post, 2004).

Struggling with the same question of whether to reinstate corporal punishment, a task force studying the issue in North College Hill, Ohio, voted to recommend that the district not reinstate the policy. The board will make the final decision with some saying, while they were in favor of corporal punishment, they listened to the input from the community and recognized the potential problems for faculty and the administration. A few parents argued that now the teachers do not have control of the classroom without the use of spanking, however, the majority of parents urged greater parent responsibility and working with the teachers to solve the discipline problems in the classroom (Mixon, 1998).

In April of 1999 the city of Oakland, California proposed to declare Oakland a "no spanking zone." Though the proposal was defeated by the Oakland City Council, it gained national attention and created a multitude of rumors such as Oakland was creating a "spanking police" which would snoop into people's homes and make spanking arrests. The resolution was drafted by Jordan Riak, who does not live in Oakland, but in the town of Alamo in Contra Costa. Riak says he made the proposal because he is a social welfare activist who for three decades has opposed physical punishment both in schools and in



families. He wrote the law against corporal punishment in California schools that was passed in 1987 (Shaefer & Barglow, 1999).

Riak (1999) saw a parallel between current attitudes about spanking and former attitudes about spousal abuse, which is not permitted today. Riak believes that spanking, like wife beating, should not be permitted because, as he sees it, it was an assault against a weaker, less powerful person (Shaefer & Barglow, 1999).

Riak (1999) defended his position by stating that the no-spanking resolution before the Oakland City Council read that the practice of corporal punishment was not recommended and that the City encourages all of its residents to refrain from hitting their children. There was no legal force to the resolution, no mention of a law against spanking, and nothing to curtail the legal rights of parents to spank their children. The intent, said Riak (1999) was strictly educational, meant to encourage parents to think about and develop disciplinary alternatives to spanking them. "In twenty years," predicted Riak, "there will be a law against spanking in every state of the Union. People will look back and will wonder at all the fuss. For them it will be as obvious that children shouldn't be spanked as it is to us that blacks and whites have equal rights to sit at lunch counters" (Schaefer & Barglow, 1999).

In the summer of 2003 two systems, one in Nashville, Tennessee and one in Mobile, Alabama, joined a growing number of schools systems across America banning corporal punishment. Corporal punishment has been banned in every large city in Texas except for Dallas. Kindergarten teacher Ruth Henderson of Cambridge Elementary School in Florida was let go after 44 years of service when she was observed spanking a student

with her sandal and shaking two others. She was one of nine children out of twelve in her family to become a teacher, had earned her masters degree and had taught for 44 years. She was dismissed by an administrative law judge, though she is appealing his decision (Neal, 2004).

In September, 2003, Principal Steve Harris of City View Junior/Senior High School often punished students for such offenses as untucked shirts and midriff-showing shirts with spankings without calling parents first. Several parents have moved their children from the school for that reason (Work, 2003) Times Record News, Wichita Falls, Texas). Harris argued that when students dress right, their grades go up. He said he doesn't have a \$500 vocabulary, there is nothing fancy about it, his philosophy is simple, the school is trying to get the kids ready for the real world, these students will not be able to hold down a job if they cannot present themselves properly (Work, 2003). He continues that "there's actually one rule: the Do It Right Rule. If you do right, you will okay, if you don't, it can be rough on you" (Work, 2003). He said there were too many students to contact a parent each time he spanks and agrees the dress code violations prompt many spankings in the school. Not all parents, such as Diane Hargis, agreed with the policy. She said both she and her husband signed a statement that the school was not allowed to spank her two children and her son got a whipping. She left the school. School counselor Cindy Leaverton defended Harris. She has worked under him for six years and admired his discipline and consistency. She believed it was better to administer the spanking and get the student back into class than to have the student sit in ISS (in-school-suspension) (Work, 2003). Harris believed the progress made in the students' grades and the passing

rate rocketing to 92% speaks for the use of the discipline. He contended that some parents just don't like discipline but the results spoke for themselves (Work, 2003).

Sixty-six year old Bud Lathrop, Raytown (MO) South High School basketball coach had a shining record of 800 victories and was sought after by major colleges. However, all of that came to a halt in January of 2003 when he was accused of what he stated was verbal abuse. But players said he used paddles on them during practice, which caused him a five-day suspension. He contended he has used the paddle intermittently over the past 41 years of his career. He felt that if you put the words "paddle," kids," "discipline," and "high school" all into the same sentence, trouble happens (Dodd, 2003). People knew about the paddlings in the 80's, but nothing was said. Now it has become an issue in the 21st century. Lathrop stated, "To me, swatting them is what we did in the 60's, now it's a little love tap on a guy's butt you couldn't even feel probably" (Dodd, 2003). Some players said, however, that the paddlings did leave red marks on them. The community continued to support him and was not outraged by the paddlings, but by the suspension. A parent complaint 20 years ago was dismissed (Dodd, 2003). Kansas City Star, January 17, 2003.

Several school districts in Tennessee have recently banned corporal punishment in their school systems. Knox County School System realized what they call the importance of phasing out corporal punishment in the seventies. Walter Mencer, Administrative Assistant to the Director of Schools, remembered that as a teacher it made the child angry and made him angry whenever he paddled a student (Leaders in Tennessee, 2004). He has since found that there were a lot more positive and more effective ways to discipline kids.

The Maryville School System in Blount County, Tennessee, consisted of four elementary schools, one middle school, and one high school. It has not used corporal punishment in its schools in the past ten years. The school system attributed high test scores in all areas of academics to the banishment of corporal punishment (Leaders in Tennessee, 2004).

Murfreesboro City Schools became the third school system in the state to adopt an official policy prohibiting the use of corporal punishment in February, 2001. This decision came after a suggestion was made by a board member to evaluate the policy and upon the advice of Director of Schools Marilyn Mathis (Leaders in Tennessee, 2004). The school system consisted of ten schools and during the 1999-2000 school year 33 students received corporal punishment. Director Mathis felt that a change would be in keeping with the school system's mission to bring children academic and personal success (Leaders in Tennessee, 2004).

On January 9, 2002, the Nashville/Davidson County Metro Board of Education voted unanimously to end paddling in its school system. The Director of schools Pedro Garcia along with other school officials of the Metro School System in Nashville agreed that paddling sent mixed messages to students. Students, who learn to respect each other and resolve conflicts nonviolently, were subject to a practice many considered humiliating and violent. A committee was soon formed to search for and recommend alternatives to corporal punishment (leaders in Tennessee, 2004).

Opponents of corporal punishment see such action as one of the top remaining human-rights violation involving any group in this country. Hyman (1988) called such a

practice “legalized child abuse.” Hembree and Waters (1988) comment, “You beat a dog to make it mean and to teach it to attack. Do we want to do the same to our children?”

Hyman (1990) recommended several steps for stopping corporal punishment such as advocacy groups continuing their efforts at the state and local levels, requiring all public schools to include curricula on non-violent solutions to problems, teaching the reality of violence to students through history courses, and increasing media involvement with the promotion of non violent solutions to misbehaviors. “Until we educate a generation of parents about prevention and effective discipline without the use off corporal punishment, we will not completely solve the problem. We must convince the public that hitting children is a bad idea” (Hyman, p. 33).

In America, it used to be a common-sense belief that flogging was necessary to operate navel vessels or to control prisoners. We abandoned those beliefs by the end of the nineteenth century. Perhaps, by the end of the twentieth century, we will finally stop hitting children in the name of good discipline (Hyman, p. 230).

Dr. Susan Bitensky, professor of law at Detroit College of Law at Michigan State University stated that the average adult would not hit a neighbor with offensive behavior, so why a child? She believed we as a society are functioning on assumptions regarding corporal punishment that are so ingrained and long-standing that they are almost never questioned. She believed this to be true due to the role of our laws: on one hand parents have a federal constitutional right to rear their children in accordance with their own beliefs; on the other, there is no legal prohibition in the United States against parents

spanking their children. In fact, states usually permitted parents to use “reasonable” corporal punishment on their offspring.

Johns and MacNaughton (1990) made two predictions about the future of corporal punishment. First, the use will slowly decline as state-by-state legislative action and the risk of lawsuits make it unwise. Now that corporal punishment has been successfully made synonymous with child abuse, it has the drive of a moral crusade with political clout. Two, it is clear that the use of corporal punishment will continue to be an issue of contention among educators for many years to come. There was still sufficient support for the practice from those who believe corporal punishment was a viable alternative for maintaining classroom control. Many teachers who continue the practice of paddling on a regular basis do so because the larger community expected and approved of such behavior (Ryan, 1994). Even those educators who do not use corporal punishment often felt any effort to abolish the practice represented an attack on the professional authority of the teacher reminiscent of the civil disobedience and turbulent times of the late sixties and early seventies (Johns and MacNaughton, 1990).

The necessity for an orderly learning environment in the school is recognized as essential to pupil achievement. Teachers need and should receive all kinds of assistance in this task. However, the attainment of the goal of an orderly school must be accomplished without the destruction of an equally important goal - the development of a positive ethos that encourages intellectual and psychological well-being. Maintenance and even encouragement of a practice that permits the remediated infliction of pain for breaking school rules is widely perceived as a violation of human rights. Such a policy is fraught

with possibilities for abuse, and is neither consistent nor appropriate to the achievement of a positive ethos in which students can learn effectively (Johns and MacNaughton, p. 392).

## CHAPTER 3

### METHODS AND PROCEDURES

This chapter contains a description of the study, the methods and procedures used to collect the data, and the selection of subjects used in the study. It also provides a description of the instruments used and a summary of the statistical analysis of the data.

#### SUBJECTS

The subjects for this study consisted of all the practicing principals and assistant principals in the 44 Hamilton County, TN elementary schools. Names of individual subjects were not needed for the study, school names and addresses were provided by the Hamilton County Board of Education (Appendix B).

#### PROCEDURES

The study will be quantitative in design in that data on the use of corporal punishment was collected from a total of 44 elementary schools which are in the Hamilton County, TN Public School System. Elementary schools were chosen because the research of the literature showed corporal punishment occurred more frequently in these schools than in the middle or high schools. Straus and Cohn (1993) asked 270 students from two New England colleges to tell them about the year they received the most corporal punishment. The mean age was eight and the mean number of times they remembered receiving corporal punishment was six (Hawkins, 2000). Corporal punishment is more likely to be used in elementary grades starting with kindergarten through second grade



diminishing in correspondence with grade levels with the least amount used in grades ten through twelve. Teachers from Southern states used corporal punishment more frequently than teachers from Northern states.

## COLLECTION OF DATA

An application was submitted to the Tennessee Human Subjects Review Board at the University of Tennessee, Knoxville for approval (Appendix B). Permission to send a questionnaire to the 44 elementary schools was requested and granted by Dr. Jessie Register, Superintendent of the Hamilton County, TN Board of Education (Appendix C & D). A list of the 47 Hamilton County, TN elementary schools was obtained through the Personnel Office of the Hamilton County Board of Education (Appendix E). A cover letter (Appendix F) was sent to each principal and assistant principal asking for his or her assistance along with a copy of the Corporal Punishment Scale survey instrument (Appendix G). Procedures for completing the scale and a self-addressed, stamped envelope for returning the survey instrument were included. Mail-outs were coded for the purpose of determining which principal or assistant principal might need a second mail out. Each school was assigned a number, each principal's envelope had the school number and an "A"; each assistant principal's envelope had the school number and a "B." A total of 77 survey instruments were mailed out as some schools had one assistant principal, several had two, and others had none based on the population of the school. Two weeks later a second mail-out was sent which consisted of the same materials but a different cover letter for those who had not returned the first survey (Appendix H).

Assumptions were made about the administrators. An assumption was that some experienced corporal punishment as a child and others did not. It was assumed that some used corporal punishment, some did not, and all respondents had beliefs about its use as an effective disciplinary measure.

A 100% return rate would have been ideal however, of the 77 survey instruments mailed, 55 were returned, 71.4 % of the total population.

## **INSTRUMENTATION**

The survey instrument used in this study was the Corporal Punishment Scale. This survey instrument, which is in questionnaire format, was used to measure administrators' perceptions of corporal punishment. Permission for the use of this instrument (Appendix I) and the Individual Scale Items Divided into the Four Identified Constructs chart (Appendix J) was acquired from the developer, Dr. Susan Keirnan, who used it in a similar study.

Constructs for the survey were developed based on the review of literature. From these constructs research questions were formed and hypotheses were developed from the research questions. From further study, a pool of attitudinal statements was developed for each construct.

## **RELIABILITY AND VALIDITY OF THE CORPORAL PUNISHMENT SCALE**

The validity of content was established through examination by a judgmental process using experts. Three individuals from across the nation with background

knowledge in the study of corporal punishment considered the instrument. The experts were attending the sixth National Conference to Abolish Corporal Punishment in Schools in Nashville, Tennessee, November 1993. The panel consisted of Irwin Hyman, Director of the National Center for the Study of Corporal Punishment and Alternatives in the Schools at Temple University, Patrick Stearn, associate Professor of Pediatrics, University of Arkansas for Medical Services, and Nanine Block, Director of the Center for Effective Discipline. Each person was asked to validate the instrument by responding to its clarity, completeness, appropriateness, and accuracy to measure the given constructs. Only those items with a 75% agreement were left in the instrument for the pilot. These experts were encouraged to suggest additional constructs that might be used concerning the topic of corporal punishment. None were suggested, the original four constructs and items were used (Kiernan, 1993).

Prior to its use, the instrument was examined for content validity. The questionnaire was field-tested (Kiernan, 1993) for reliability on a group of twenty principals and not considered as a part of any group to be surveyed. The analysis of the pilot study was accepted by the researcher as a statistical basis for the final construction of the instrument.

To establish reliability Cronbach's Coefficient Alpha was administered. It is defined as the level of internal consistency or stability of the measuring device over time (Borg & Gall, 1989). This test gave a measure of internal consistency. The revised instrument consisted of 23 attitudinal statements with an alpha equal to or greater than .8766.

## DELIMITATIONS

The delimitations included the following:

1. The study is delimited to the 2000-2001 school year.
2. The study is delimited to the current principals and assistant principals in 44 elementary schools in the Hamilton County Public School system in Tennessee.
3. The study is limited to the variables of administrators' perceptions of corporal punishment according to years of experience as an administrator, religious beliefs, cultural beliefs, effectiveness as a disciplinary measure, personal exposure to corporal punishment, and personal use.

## DEFINITIONS

The following definitions are provided in order to assist the reader in understanding the terms used in this study:

Administrator - Both the principal and the assistant principal of the elementary school.

Age - An individual's development in years in terms of how old they are.

Child Abuse - Any nonaccidental physical injury inflicted on a child by a caretaker.

Christian - One who professes belief in the teachings of Jesus Christ.

Corporal punishment - The premeditated policy of infliction of pain on a student, usually with a paddle, by a teacher or school administrators as a regular consequence for breaking a rule.

Culture - The disciplinary practices used by a particular society

Discipline - The process or result of directing or subordinating immediate wishes, impulses, desires, or interests for the sake of an ideal or for the purpose of gaining more effective, dependable action (Good, 1973).

Effectiveness as a Disciplinary Measure - Measured by reoccurrence of habitual offenders.

Gender- Sexual identification of an individual as male or female.

Highest Degree Earned - Highest degree earned: Master's, educational specialist, or doctorate.

Likert Scale - A common item format where the item is presented as a declarative sentence, followed by response options that indicate varying degrees of agreement with, or endorsement of, the statement (DeVellis, 1991).

Perceptions- Awareness, insights, and beliefs about corporal punishment.

Personal Use - Measured by personal preference.

Personal Exposure - Measured by the number of participants that experienced corporal punishment as a child.

Race - Categorization of individuals as Caucasian, African American, Hispanic, Asian, or other.

Religious Beliefs - Advocating the use of corporal punishment by religious affiliation.

Years of Experience - Number of years served as an administrator.

## CHAPTER 4

### PRESENTATION OF DATA AND ANALYSIS OF FINDINGS

The data collected from this study were obtained from questionnaire sent to 77 principals of the 44 elementary schools in Hamilton County, TN. The questionnaire consisted of eight demographic questions and 23 attitudinal statements related to beliefs about the use of corporal punishment.

Seventy-seven questionnaires were sent out. Fifty-five were returned representing 71.4% of the total population. Thirty-six responses were received within the first two weeks of the original mailing. Nineteen additional responses were received during the next two weeks after the second mailing.

Information regarding years of experience as an administrator was divided into respondents with 0-10 years and those with greater than 10 years of experience. Thirty-five returns indicated experience between 0-10 years, representing 63.6%. Twenty (36.3%) administrators indicated greater than 10 years of administrative experience.

The highest level of education attained by the administrators is shown in Table 1. Information was gathered regarding the respondents' interaction with corporal punishment. The administrators responded to statements regarding if they experienced corporal punishment as a child, if their school board policy allowed corporal punishment, and if they personally used corporal punishment as a disciplinary measure. The results are shown in Table 2.

**Table 1**

**Highest Educational Level Attained by Respondents**

Highest Degree	Number of Administrators	Percentages
Bachelor	0	0
Masters	25	45.5
Masters +	15	27.2
Ed. S.	8	14.6
Ed. D.	7	12.7
Ph. D.	0	0
Total	55	100.0

**Table 2**

**Frequency and Percentages of Respondents' Experience with Corporal Punishment**

**School Board Policies, and Use as a Disciplinary Measure**

Subgroup	Yes	% Yes	No	% No
Experienced Corporal Punishment as a Child.	44	80	11	20
Personally Uses Corporal Punishment as a Disciplinary Measure.	21	38	34	62
School Board Allows Corporal Punishment.	55	100	0	0

Forty-four of the respondents had experienced corporal punishment as a child which reflects 80% of the group. Eleven of the group indicated no experience with corporal punishment as a child. This number represents the remaining 20 %. Each of the elementary schools are within the same county system whose board policy allows for the use of corporal punishment. Twenty-one of the administrators indicated they used corporal punishment as a disciplinary measure which reflected 38% of the 55 who responded. Thirty-four administrators, or 62%, indicated no use of corporal punishment in their schools.

A review of the frequency percentages of responses for the 23 attitudinal statements by construct for all respondents is represented in Table 3.

Respondents were asked to read a statement and respond using the following formats:

Strongly Disagree (1), Moderately Disagree (2), Neither Agree Nor Disagree (3), Moderately Agree (4), Strongly Agree (5).

## ANALYSIS OF RESEARCH QUESTIONS

The research question subgroups were as follows: (1) administrators with 0-10 years experience and administrators with more than 10 years experience; (2) administrators who used corporal punishment as a disciplinary measure and those who did not, and (3) administrators who experienced corporal punishment as a child and those who did not. Each table represents the statistical information for four research questions.



Table 3

Frequency Percentages of Responses for 23 Attitudinal Statements By Construct for AllAdministrators Responding

## Percentages

Religious Construct	SD	MD	N	MA	SA
Corporal punishment is used because of religious beliefs.	36.3	21.8	25.5	10.9	5.5
The use of corporal punishment is related to religious obligation.	36.3	9.1	38.2	12.7	3.6
Religiosity effects principals' beliefs about the use of corporal punishment.	25.6	25.6	40.3	7.3	1.2
Religious beliefs promote the use of corporal punishment.	20.1	14.5	30.9	34.5	0.0
The use of corporal punishment is related to religious beliefs.	31.0	25.4	25.4	16.4	1.8

## Percentages

Legal Construct	SD	MD	N	MA	SA
Because of the law, it is appropriate to use corporal punishment.	27.0	14.5	16.4	33.0	9.1
Corporal punishment does not deny a student's property rights to education.	14.5	3.6	27.4	40.0	14.5
Corporal punishment does not violate the Eighth Amendment (Cruel and Unusual Punishment) of the United States Constitution.	4.5	7.1	14.5	42.0	22.1
Court decisions support the use of corporal punishment.	9.0	14.5	53.0	20.0	3.5
The law gives the right to use corporal punishment.	7.2	0.0	30.9	33.0	28.9

Table 3 continued

Cultural Construct	Percentages				
	SD	MD	N	MA	SA
Appalachian culture supports the use of corporal punishment.	5.4	7.1	42.9	28.6	14.3
Corporal punishment is a societal preference	17.9	10.7	32.1	33.9	3.6
Corporal punishment is used because of family traditions.	5.4	21.4	14.3	46.4	10.7
Parents support the use of corporal punishment.	5.4	5.4	57.1	25.0	5.4
Society supports the use o of corporal punishment.	7.1	14.3	32.1	39.3	5.4

Effectiveness Construct	Percentages				
	SD	MD	N	MA	SA
Conduct improves with the use of corporal punishment	31.5	17.9	18.5	29.7	2.4
Corporal punishment helps to maintain a well-disciplined environment	28.9	18.3	16.4	32.6	3.8
Corporal punishment is an effective intervention for student misbehavior.	32.6	16.4	12.7	38.3	0.0
Corporal punishment is effective in extinguishing undesirable student behavior.	34.5	16.4	10.9	38.1	0.0
Corporal punishment is important in maintaining appropriate student behavior.	36.6	18.1	18.1	23.6	3.6
Corporal punishment is effective in modifying the negative behavior of students.	30.7	16.4	16.4	34.6	1.9
Improper conduct decreases with the use of corporal punishment.	23.8	18.1	10.9	43.6	3.6
School discipline is better with the use of corporal punishment.	36.4	5.2	27.4	27.4	3.6

\*Highest Response Strongly Agree

SD = Strongly Disagree, MD = Moderately Disagree, N = Neither Agree Nor Disagree, MA = Moderately Agree, SA = Strongly Agree

The responses by percentage for research questions 1, 2, 3, and 4 combined follow in Table 4.

One question per construct was posed for each of the three subgroups making a total of 12 questions. The following analysis was divided into the subgroups for the purpose of putting the information into tables. The first subgroups analyzed were based on two categories of years experience as a principal.

1. Do administrators with different years of experience believe corporal punishment is used because of religious beliefs? (Question #18)

The subgroups, based on years of experience an administrator, showed a rather large discrepancy in their responses. Those administrators with 0-10 years of experience had only a 22.2% response in the “strongly disagree” category while 63.2 % of respondents with greater than ten years of experience “strongly disagree.” The greater than ten years group had a higher percentage of responses in the “moderately agree” category with 21.1% versus 11.1%. In the “neither agree nor disagree” category the 0-10 years of experience group had a 36.1% response, the greater than ten years, 5.3%. Both the “moderately agree” and “strongly agree” categories were higher for the group with 0-10 years of experience

Five items were designated as indicators of religious beliefs regarding the use of corporal punishment. The strongest indicator on the scale was “neither agree nor disagree” with an average of 13 administrators, or 36.1%, of the 36 administrators with 0-10 years experience choosing this category. The next strongest indicator was “strongly disagree” with an average of 8 (22.2%) administrators choosing this category.

Table 4

Percentage of Respondents Rating Agreement Regarding the Use of Corporal Punishment for the Constructs of Religious Beliefs, Legal Perspectives, Cultural Beliefs, and Beliefs in Effectiveness as a Disciplinary Measure Based on Years of Experience

Construct	Percent of Administrators with 0-10 yrs. Experience	Percent of Administrators with >10 yrs. Experience
Religion	15.3	5.3
Legal	16.7	26.3
Cultural	21.8	18.5
Effective	22.3	15.8

The third highest scored category was “moderately agree” with an average of 8 (22.2%) administrators choosing this. “Moderately disagree” and “strongly agree” were the categories ranked the lowest.

Nineteen respondents indicated greater than 10 years experience. The five items of the religious beliefs scale were rated “moderately agree” or “strongly agree” by only 2 administrators. This number represents 24% of those with greater than 10 years experience. “Strongly disagree” was ranked the highest with an average score of 57.8% as scored by 11 of the 19 administrators. The category of “neither agree nor disagree” was scored by an average of 4 administrators, reflecting 4.75%. An average of three administrators chose the “moderately disagree category representing 6.3 % of this subgroup.

2. Do administrators with different years of experience believe corporal punishment is used for legal reasons?

Both groups, based on years of experience as an administrator, had the highest percentage of responses in “moderately agree” category. The second highest responses for both groups was in the “neither agree nor disagree” category. The “strongly disagree” category was much higher for the administrators with less than ten years of experience. The “strongly agree” category was slightly higher for the administrators with more than ten years of experience.

Five items were designated as indicators of legal perspectives regarding the use of corporal punishment. An average of 12 administrators (33.3%) of the 36 with less than ten years experience chose “moderately agree” making that category the strongest. “Neither agree nor disagree” received a response from an average of 10 administrators, or 27% of the administrators. A response of “strongly disagree” was chosen an average of 6 times, reflecting a 16% of administrators with 10 or less years experience. “Strongly agree” and “moderately disagree” were chosen by an average of 4 administrators reflecting 11 % for each category.

Nineteen respondents indicated more than ten years experience. Seven of these administrators chose “moderately agree” the most, reflecting 37%. A much smaller percentage of the group rated “strongly disagree” and “moderately disagree.” An average of 6 administrators chose “neither disagree or agree”(32%). Five administrators chose “strongly agree,” or 26%.

Do administrators with different years of experience believe corporal punishment is used because of cultural beliefs?

Both groups, administrators with 0-10 years experience and those with more than 10 years experience, had the highest percentage of responses in the “neither agree or disagree” and “moderately agree” categories with the “moderately agree” response being just a bit higher in the administrators with less experience. Both groups had quite low percentages in the “strongly agree” and “strongly disagree” categories.

The five statements regarding cultural beliefs and the use of corporal punishment were rated by the same groupings, thirty six respondents with less than ten years experience and nineteen respondents with more than ten years. The two strongest indicators on the scale were “moderately agree” and “strongly agree.” An average of 15 administrators chose the “moderately agree” category representing 53% of the population for those administrators with less than ten years experience. The category “strongly agree” was chosen by only 2 (less than 1%) of the administrators. The category “strongly disagree” was chosen on an average of 5 times, reflecting 15 % of the respondents. The “moderately disagree” category was chosen by only 3 administrators, or less than 1% of the respondents. “Neither agree or disagree” was chosen an average of 14 times reflecting 39% of the respondents.

Nineteen respondents indicated greater than ten years experience. The five items of the cultural beliefs scale were rated “neither agree nor disagree” most frequently by 7 of the 19 administrators with greater than ten years experience. This number represents 37% of this group.

Ten percent (2) of the administrators rated the item “strongly disagree” and 3 (16%) chose the “moderately disagree” category for these questions. “Moderately agree” was chosen by 5 administrators, or 26%, and “strongly agree” was chosen by an average of 2 administrators, or 10%. Do administrators with different years of experience believe corporal punishment is used because of its effectiveness as a disciplinary measure?

Eight items were designated as indicators of the final construct, beliefs of effectiveness as a disciplinary measure. Not one administrator in the greater than ten years experience chose the “strongly agree” category, and only 2 of the 36 (6%) with less than ten years experience chose that category. Both groups had a larger number of responses in the “strongly disagree” category.

Of the thirty-six administrators with less than ten years experience, 12 administrators, or 33%, chose “strongly disagree.” An average of 7 chose “moderately disagree” which represented 20% of those administrators. “Neither agree nor disagree” was chosen an average of 4 times, or 11%. “Moderately agree” was chosen most often by 14 of the thirty-six administrators, or 39%.

Nineteen respondents indicated greater than ten years experience. The eight items of effectiveness beliefs scale were rated “strongly disagree” by an average of five respondents, or 26%. Only 2 respondents, representing 10% of the administrators, chose the “moderately disagree” category. Six (32%) administrators chose the “neither agree nor disagree” category, making that the most chosen category. An average of 4 respondents (21%) chose the “moderately agree” category and only one (5%) administrator chose the “strongly agree” category.

Questions 5, 6, 7, and 8 are categorized into two subgroups by principals who used corporal punishment and those who did not use corporal punishment as a disciplinary measure. Twenty administrators indicated that they used corporal punishment. The remaining thirty-five denoted that they did not use corporal punishment as a disciplinary measure. The data was divided into four constructs which religious beliefs, legal perspectives, cultural beliefs, and beliefs in effectiveness. The statistical percentages for these four research questions are found in Table 5.

5. Do principals using and not using corporal punishment believe corporal punishment is used because of religious beliefs? These subgroups were based on use of corporal punishment as an administrator. Both groups had a larger percentage of responses in the “strongly disagree” and “moderately disagree” categories. The subgroup of those who use corporal punishment had a higher percentage of responses in the “moderately agree” and “strongly agree” categories.

Of the 20 respondents who used corporal punishment, 7 (35%) chose the category “strongly disagree.” An average of 5 of them chose “moderately disagree,” representing 25% of the administrators in this subgroup. “Neither agree nor disagree” was chosen only 3 times (15%). Five (25%) of the administrators chose the “moderately agree” category and only 1 chose the “strongly agree” category making it the least chosen of the five categories. Thirty-five respondents indicated they did not use corporal punishment. The strongest indicator of the five categories was “strongly disagree” as it was chosen by ten of the administrators, reflecting 28.5% of the group.



**Table 5**

**Percentage of Respondents Rating Agreement Regarding the Use of Corporal Punishment for the Constructs of Religious Beliefs, Legal Perspectives, Cultural Beliefs, and Beliefs in Effectiveness as a Disciplinary Measure Based on Personal Use**

<b>Construct</b>	<b>Percent of Administrators Who Use Corporal Punishment</b>	<b>Percent Of Administrators Who Do Not Use Corporal Punishment</b>
<b>Religion</b>	10.0	10.0
<b>Legal</b>	30.0	3.6
<b>Cultural</b>	25.0	15.8
<b>Effective</b>	40.0	2.9

“Moderately disagree” was chosen by 5 (14.2%) of the respondents, the “neither agree nor disagree” category an average of 13 times (37.1%). “Moderately agree” was chosen four times representing 11.4% of the twenty respondents. “Strongly agree” was not chosen by one administrator.

6. Do administrators using or not using corporal punishment believe corporal punishment is used because of legal reasons?

Whether an administrator used corporal punishment determined these two subgroups. “Moderately agree” was the category chosen most often by both subgroups. The subgroup of administrators who do not use corporal punishment had the highest percentage of responses in the “strongly disagree” category.

Five items were designated as indicators of legal perspectives regarding the use of corporal punishment. Twenty of the administrators fell into this group. The two strongest indicators on the scale were “moderately agree” and “strongly agree.” “Moderately agree” was chosen by administrators who use corporal punishment 11 times, or 55%. “Strongly agree” was chosen 4 times, representing 20% of the administrators. “Neither agree nor disagree” was also chosen 4 times, or by 20% of the administrators, “strongly disagree” was chosen 1 time, or only by 5% of the administrators.

Thirty-five administrators indicated that they did not use corporal punishment. The strongest indicator on the scale, “strongly agree,” was chosen by only 2 of the administrators, or 5.7% of the group. The next strongest indicator, “moderately agree,” was chosen the most by 12 administrators representing 34.2% of the group. The category “neither agree nor disagree” was chosen by 10 (28.5%) administrators. Only 3

administrators chose the “moderately disagree” category for the five items, representing 8.5%. The last category, “strongly disagree,” was chosen by an average of 8 administrators, or 22.8%.

7. Do administrators using or not using corporal punishment believe corporal punishment is used because of cultural reasons?

Those administrators who did not use corporal punishment had a higher percent of responses in the “strongly disagree” category than those who do use corporal punishment. Those administrators that did not use corporal punishment had a higher percentage of responses in the “strongly agree” category than those administrators who did not use corporal punishment. Both groups had a relatively high percentage of responses in the “neither agree nor disagree” category.

Five items were designated as indicators of cultural beliefs regarding the use of corporal punishment. The two strongest indicators on the scale were “moderately agree” and “strongly agree.” An average of 8 respondents chose “moderately agree” of those who used corporal punishment, representing 40% of the respondents in that group of twenty administrators. Only 2 chose “strongly agree,” or 10% of the group. “Neither agree nor disagree” was chosen by 6 (30%) of the respondents. “Moderately disagree” was chosen by 2 as well, or 10%. Only 1 (5%) chose the category “strongly disagree” by those who used corporal punishment.

The strongest indicator category of “strongly agree” was chosen by 5%, or one respondent, in the group of thirty-five administrators who did not use corporal punishment. The next strongest indicator, “moderately agree,” was chosen by 10 (28.5%)

of the respondents. "Neither agree nor disagree" was chosen most often by 15 of the respondents, representing 42.8% of the group of administrators. Four (11.4%) respondents chose the category "moderately disagree," and 5 (14.2%) chose the category of "strongly disagree."

8. Do administrators using or not using corporal punishment believe corporal punishment is used because of its effectiveness as a disciplinary measure?

There was a notable difference in responses between the group who used corporal punishment and the group who did not. The group who did use corporal punishment had a much higher percentage of responses in the "moderately agree" category and not one in the "strongly disagree" category. Interestingly, though, those who did use corporal punishment did not have one response in the "strongly agree" category either. The group that did not use corporal punishment had a much higher percentage of responses in the "strongly disagree" category and the "moderately disagree" category, though there was one response in the "strongly agree" category, one more than those who did use corporal punishment.

Eight items were designated as indicators of beliefs of effectiveness regarding the use of corporal punishment. The two strongest indicators on the scale were "strongly agree" and "moderately agree." Of the twenty administrators who used corporal punishment, none chose "strongly agree" but a high 70%, or fourteen, chose "moderately agree." Four of them chose "neither agree nor disagree" representing 20%, and only 2 (10%) chose "moderately disagree." None of the respondents in this group chose "strongly disagree."

The group of administrators who did not use corporal punishment had only 1 (2.8%) chose “strongly agree” and only 4 (11.4%) chose “moderately agree.” Four (11.4%) chose the “neither agree nor disagree” category. Seven (20%) of the 35 respondents chose the category “moderately disagree” and the most, 12 (34%), chose “strongly disagree.”

Table 6 shows the calculated percentages for research questions 9, 10, 11, and 12 for the final subgroup, experience with corporal punishment.

9. Do administrators who experienced corporal punishment as a child believe corporal punishment is used because of religious beliefs? These groups were determined by responses of the administrators who had experienced corporal punishment as a child and those who had not. Both the groups had larger percentages of responses in the “strongly disagree” or “moderately disagree” categories.”

The subgroup of administrators who did experience corporal punishment as a child had a slightly higher percentage of responses in the disagree categories. The “neither agree nor disagree” category was higher for those administrators who had experienced corporal punishment. Five items were designated as indicators of religious beliefs regarding the use of corporal punishment. The two strongest indicators on the scale were “strongly agree” and “moderately agree.” Only 6% of the 44 administrators who had experienced corporal punishment as a child chose the “strongly agree” category. Fifteen, or 34% chose the “moderately agree” category. Fifteen (34%) also chose the “neither agree nor disagree” category. Seven respondents representing 15.95%, chose the “moderately

Table 6

Percentage of Respondents Rating Agreement Regarding the Use of Corporal Punishment for the Constructs of Religious Beliefs, Legal Perspectives, Cultural Beliefs, and Beliefs in Effectiveness as a Disciplinary Measure Based on Experience with Corporal Punishment as a Child

Construct	Percent of Administrators Who Experienced Corporal Punishment as a Child	Percent of Administrators Who Did Not Experience Corporal Punishment as a Child
Religion	42.3	48.9
Legal	80.7	93.15
Cultural	79.5	44.3
Effectiveness	6.9	47.8

disagree” category and 12, or 27.25%, chose the “strongly disagree” category. Eleven of the fifty-five administrators indicated they had not received corporal punishment as a child. Of these eleven, none chose the “strongly agree” category for any for any of these sets of questions. Only 1, or 9%, chose the “moderately agree” category. two of the respondents, representing 18.1% of the respondents, chose the neither agree nor disagree” category. In the ‘moderately disagree” category there were 4 respondents, or 36.3 % and the highest percentage of responses were in the “strongly disagree” category with 4 responses, or 36.3%.

10. Do administrators who experienced corporal punishment as a child believe corporal punishment is used for legal reasons?

Those administrators who had experienced corporal punishment as a child had a much higher percentage of responses in the “strongly agree” and “moderately agree” categories than those who had not experienced corporal punishment as a child. Those who did not experience corporal punishment as a child had the highest percentage of responses in the “neither agree nor disagree” category and “moderately disagree.” The “strongly disagree” category had the highest percentage of responses from the subgroup of those who had experienced corporal punishment as a child.

Five items were designated as indicators of legal perspectives regarding the use of corporal punishment. The two strongest indicators on the scale were “moderately agree” and “strongly agree.” Nine (20.4%) of the forty-four administrators who had experienced corporal punishment as a child chose the “strongly agree” category, while 12 (27.2%) chose the “moderately agree” category. The “neither agree nor disagree” category was

chosen by 12 (27.2%), while only 2 (4.5%) chose the “moderately disagree” category. The “strongly disagree” category had 11.3% respondents chose it or 5 respondents.

Eleven respondents indicated they had not experienced corporal punishment as a child. Only one (9%) chose the “strongly agree” category while 5 (11.3%) chose the “moderately agree” category. Three respondents chose the “neither agree nor disagree” category, representing 6.8% of the administrators, and one chose the “moderately disagree” category, leaving one also to chose the “strongly disagree category, or 9%.

11. Do administrators who experienced corporal punishment as a child believe corporal punishment is used because of cultural reasons?

These subgroups were based on having experienced corporal punishment as a child. Those who had experienced corporal punishment had a higher percentage of responses in the “strongly agree” and “moderately agree” categories. Those who did not chose the “strongly disagree” category more often than those who did experience corporal punishment as a child.

Five items were designated as indicators of cultural beliefs regarding the use of corporal punishment. The two strongest indicators were “strongly agree” and “moderately agree.” Of the forty-four administrators who did experience corporal punishment, five chose the “strongly agree” category representing 11.3%. Fourteen of the respondents (31.8%) chose the “moderately agree” category while the “neither agree nor disagree” category was chosen by the highest percentage, 17 respondents (38.6%). Six of the forty-four administrators chose the “moderately disagree” category (13.6%) and only 3 (6.8%) chose “strongly disagree.”



Eleven respondents indicated they had not experienced corporal punishment as a child. The “strongly agree” category on the scale was rated by not one administrator. The “moderately agree” category was by 4, representing 36.3% of the eleven administrators. The “neither agree nor disagree” category was also chosen by 4 (36.3%), and the “moderately disagree” was chosen by 1, or 9%. Two of the administrators chose the “strongly agree” category representing 18.1%.

12. Do administrators who experienced corporal punishment as a child believe corporal punishment is used because of its effectiveness as a disciplinary measure?

These subgroups were based on having experienced corporal punishment as a child. The two subgroups showed some similarities in their responses. However, only the subgroup having experienced corporal punishment as a child chose the “strongly agree” category.

Eight items were designated as indicators of beliefs of effectiveness regarding the use of corporal punishment. The two strongest indicators on the scale were “moderately agree” and “strongly agree.” Only one of the fifty-five respondents chose the “strongly agree” category.

Eighteen of the forty-four who had experienced corporal punishment as a child chose the “moderately agree” category, or 40.9%. Seven chose the “neither agree nor disagree” category representing 15.9% and 6 (13.6%) chose the “moderately disagree” category. “Strongly disagree” was chosen by 12 (27.2%).

Eleven respondents indicated they had not experienced corporal punishment as a child. The “strongly agree” category on the scale was not rated by one administrator.

Two chose the “moderately agree” category (18.1%) and two also chose the “neither agree nor disagree” category (18.1%). The “moderately disagree” category was chosen by 3 (27.2%) leaving 4 who chose the “strongly disagree” category, the highest percentage at 36.3%.

## ANALYSIS OF THE NULL HYPOTHESIS

Twelve hypotheses were developed from the research questions and tested for significant differences. These hypotheses were established to investigate administrators’ beliefs regarding the use of corporal punishment in Hamilton County, TN 47 elementary schools. Using the SPSS computer program, the Mann-Whitney U test was used to determine whether there was a significant difference in the subgroups responses on the four constructs; religious beliefs, legal perspective, cultural beliefs, and belief of corporal punishment’s effectiveness as a disciplinary measure. The first four hypotheses were tested against data representing ten years or less years of experience as an administrator. Hypotheses 5, 6, 7, and 8 were categorized using subgroups of administrators who used corporal punishment as a disciplinary measure and those who did not. The final four hypotheses were divided into subgroups of administrators who experienced corporal punishment as a child and those who had not experienced it.

### Hypothesis 1

There will be no significant difference between scores concerning religious beliefs of corporal punishment of administrators with 10 or less years experience as compared to those who have served more than 10 years.

Calculated scores for the individual items in the religious construct were computed. The Mann-Whitney test of significance was used to test this hypothesis. Results can be found in Table 7. The null hypothesis was rejected with a two tailed p score of less than .05 for all five questions concerning the religious construct. Therefore the data indicated that there is a significant difference between those who have been an administrator ten years or less and those who have been an administrator for more than 10 years. The less experienced administrators scored all five of the religious construct questions higher than did those with more than ten years of experience. The computed z score did not exceed the critical value and the calculated p value did not exceed the critical value of .05.

### Hypothesis 2

There will be no significant differences between scores concerning the legal perspectives of corporal punishment of administrators who have less than ten years of experience and those with greater than ten years. Findings relative to the legal perspective of corporal punishment indicated no significant difference to reject the null hypothesis. The results are presented in Table 8.

Table 7

Mean Rank, Mann-Whitney U, and Probability Results of Individual Items of  
Administrators' Beliefs About Religion Regarding the Use of Corporal Punishment of  
Administrators with 0-10 Years Experience and Administrators With More Than 10  
Years

Religion	Mean Rank 0-10 Years (a)	Mean Rank > 10 Years (b)	U	p	z
* Corporal punishment is used because of religious beliefs.	32.90	21.67	220.000	-2.664	.008
* The use of corporal punishment is related to religious obligation.	33.48	20.92	202.000	-3.018	.003
* Religiosity effects administrators' beliefs about the use of corporal punishment.	33.65	20.71	197.000	-3.102	.002
Religious beliefs promote the use of corporal punishment.	31.90	22.96	251.000	-2.135	.033
* The use of corporal punishment is related to religious beliefs.	31.65	23.29	259.000	-1.990	.047

0-10 yrs (a) = 0-10 years experience as an administrator

>10 yrs (b) = more than 10 years experience as an administrator

\*p < .05

Table 8

Mean Rank, Mann-Whitney U, and Probability Results of Individual Items of  
Administrators' Beliefs About Legal Perspectives Regarding the Use of Corporal  
Punishment of Administrators With 0-10 Years Experience and Administrators with More  
Than 10 Years.

Legal	Mean Rank 0-10 Years (a)	Mean Rank > 10 Years (b)	U	z	p
Because of the law, it is appropriate to use corporal punishment.	26.98	29.31	340.500	-.554	.579
Corporal punishment does not deny a student's property rights to education.	28.02	27.98	371.500	-.009	.993
Corporal punishment does not violate the Eighth Amendment (Cruel & Unusual Punishment) of the United States Constitution.	27.44	28.73	354.500	-.312	.755
Court decisions support the use of corporal punishment.	30.31	25.02	300.500	-1.271	.204
The law gives the right to use corporal punishment.	30.47	24.81	.500	-1.375	.169

0-10 yrs (a) = 0-10 years experience as an administrator

>10 yrs (b) = more than 10 years experience as an administrator

\*p < .05

### Hypothesis 3

There will be no significant difference between cultural belief scores concerning the use of corporal punishment of administrators with ten or less years experience and those with more than ten years of experience. Two questions showed significant differences in cultural belief scores, one, "Parents support the use of corporal punishment" which scored a p score of .007, and the second, "Society supports the use of corporal punishment" which scored a p score of .010. Both questions were scored significantly higher by administrators with ten or less years of experience. Results are presented in Table 9.

### Hypothesis 4

There will be no significant difference between effectiveness scores concerning the use of corporal punishment of administrators with ten or less years experience and those with more than ten years.

The total number of administrators returning the survey indicated only one question which rejected the null hypothesis with a p score of .036, the question being "Corporal punishment is effective in extinguishing undesirable student behavior." Administrators with ten years or less experience believed this to be true by scoring this question higher than administrators with more than ten years of experience. Results for these questions are in Table 10.

Table 9

Mean Rank, Mann-Whitney U, and Probability Results of Individual Items of

Administrators' Beliefs About Culture Regarding the Use of Corporal Punishment of

Administrators with 0-10 Years Experience and Administrators With More Than 10 Years

Cultural	Mean Rank 0-10 Years (a)	Mean Rank > 10 Years (b)	U	z	p
Appalachian culture supports the use of corporal punishment.	26.90	29.42	338.000	-.618	.536
Corporal punishment is a societal preference.	27.19	29.04	347.000	-.446	.656
Corporal punishment is used because of family traditions.	31.37	23.65	267.500	-1.879	.060
*Parents support the use of corporal punishment.	32.68	21.96	227.000	-2.687	.007
*Society supports the use of corporal punishment.	32.60	22.06	229.500	-2.592	.010

0-10 yrs (a) = 0-10 years experience as an administrator

>10 yrs (b) = more than 10 years experience as an administrator

\*p < .05

Table 10

Mean Rank, Mann-Whitney U, and Probability Results of Individual Items ofAdministrators' Beliefs About Effectiveness Regarding the Use of Corporal Punishment ofAdministrators with 0-10 years Experience and Administrators With More Than 10 Years

Effectiveness	Mean Rank 0-10 Years (a)	Mean Rank > 10 Years (b)	U	z	p
Conduct improves with the use of corporal punishment.	30.73	24.48	287.500	-1.507	.132
Corporal punishment helps to maintain a well-disciplined environment.	30.98	24.15	279.500	-1.627	.104
Corporal punishment is an effective intervention for student misbehavior.	30.73	24.48	287.500	-1.507	.132
*Corporal punishment is effective in extinguishing undesirable student behavior.	41.48	19.68	74.000	-5.168	.000
*Corporal punishment is important in maintaining appropriate student behavior.	41.00	19.97	84.000	-4.986	.000
Corporal punishment is effective in modifying the negative behavior of students.	29.95	25.48	311.500	-1.099	.272
Improper conduct decreases because of the use of corporal punishment.	29.15	26.52	336.500	-.653	.514
School discipline is better with the use of corporal punishment.	31.05	24.06	277.500	-1.694	.090

0-10 yrs (a) = 0-10 years experience as an administrator

&gt;10 yrs (b) = more than 10 years experience as an administrator

\*p &lt; .05



### Hypothesis 5

There will be no significant difference between scores concerning religion regarding the use of corporal punishment by administrators who used corporal punishment as compared to those who did not.

The statements regarding religious beliefs and the use of corporal punishment by administrators who used corporal punishment and those who did not showed no significant difference to reject the null hypothesis. The computed p scores were above the .05 value needed to reject the null hypothesis. The results are in Table 11.

### Hypothesis 6

There will be no significant difference between scores concerning the legal perspectives of corporal punishment of administrators who used corporal punishment and those who did not use it.

Findings relative to the legal perspectives of corporal punishment indicated a significant difference to reject the null hypothesis. Three of the five questions scored below the acceptable p score of .05. The statements exhibiting significant differences were as follows: "Because of the law, it is appropriate to use corporal punishment;" "Corporal punishment does not deny a student's property rights to education;" and "Corporal punishment does not violate the Eighth Amendment of the United States Constitution." The first question scored a p score of .002. The second question scored a p score of .007, and the third question scored a p score of .005. Table 12 reflects the results of the individual item analysis.

Table 11

Mean Rank, Mann-Whitney U, and Probability Results of Individual Items of  
Administrators' Beliefs About Religion Regarding the Use of Corporal Punishment of  
Administrators Who Used Corporal Punishment and Those Who Did Not

Religion	Mean Rank Use (a)	Mean Rank Not Use (b)	U	z	p
Corporal punishment is used because of religious beliefs.	26.00	29.24	315.000	-.751	.452
The use of corporal punishment is related to religious obligation.	29.17	27.28	332.500	-.444	.657
Religiosity effects administrators' beliefs about the use of corporal punishment.	29.71	26.94	321.000	-.651	.515
Religious beliefs promote the use of corporal punishment.	32.69	25.10	258.500	-1.774	.076
The use of corporal punishment is related to religious beliefs.	27.38	28.38	344.000	-.234	.815

use (a) = personally used corporal punishment

not use (b) = did not use corporal punishment

\*p < .05

Table 12

Mean Rank, Mann-Whitney U, and Probability Results of Individual Items of

Administrators' Beliefs About Legal Perspectives Regarding the Use of Corporal

Punishment of Administrators Who Used Corporal Punishment and Those Who Did Not

Legal	Mean Rank Use (a)	Mean Rank Not Use (b)	U	z	p
*Because of the law, it is appropriate to use corporal punishment.	36.07	23.01	187.500	-3.046	.002
*Corporal punishment does not deny a student's property rights to education.	35.14	23.59	207.000	-2.721	.007
*Corporal punishment does not violate the Eighth Amendment (Cruel & Unusual Punishment) of the United States Constitution.	35.40	23.43	201.500	-2.831	.005
Court decisions support the use of corporal punishment.	29.12	27.31	333.500	-.426	.670
The law gives the right to use corporal punishment.	33.05	24.88	251.000	-1.945	.052

use (a)= personally used corporal punishment

not use (b) = did not use corporal punishment

\*p < .05

## Hypothesis 7

There will be no significant difference between cultural belief scores concerning the use of corporal punishment of administrators using corporal punishment compared to those who do not use it.

The null hypothesis was rejected with respect to the statistical analysis. The computed z score of  $-3.128$  exceeded the critical value of  $-1.96$  and a p value of  $.002$  was less than the specified level of  $.05$  for the statement "Appalachian culture supports the use of corporal punishment." The null hypothesis was also rejected for the statement "Society supports the use of corporal punishment" with a computed z score of  $-2.079$  and a p score of  $.038$ . In both cases administrators who used corporal punishment scored the items higher than did those who did not use corporal punishment. Indicators are that principals who did not use corporal punishment did not believe in the cultural influence for their school. Users of it as a disciplinary measure, however, revealed a belief in this cultural influence.

The remaining three questions did not indicate any significant differences between cultural belief scores of between those administrators who used corporal punishment and those who did not. These three questions are "Corporal punishment is a societal preference," "Corporal punishment is used because of family traditions", and "Parents support the use of corporal punishment."

An analysis of the five statements of the cultural construct relative to these two groups is exhibited in Table 13.

Table 13

Mean Rank, Mann-Whitney U, and Probability Results of Individual Items of  
Administrators' Beliefs About Culture Regarding the Use of Corporal Punishment of  
Administrators Who Used Corporal Punishment and Those Who Did Not

Cultural	Mean Rank Use (a)	Mean Rank Not Use (b)	U	z	p
*Appalachian culture supports the use of corporal punishment.	36.02	23.04	188.500	-3.128	.002
Corporal punishment is a societal preference.	32.90	24.97	254.000	-1.87	.061
Corporal punishment is used because of family traditions.	29.69	26.96	321.500	-.652	.515
Parents support the use of corporal punishment.	30.40	26.51	306.500	-.955	.339
*Society supports the use of corporal punishment.	33.33	24.71	245.000	-2.079	.038

use (a) = personally used corporal punishment

not use (b) = did not use corporal punishment

\*p. < .05

## Hypothesis 8

There will be no significant difference between belief scored that corporal punishment is an effective disciplinary measure of principals who have used corporal punishment as compared to those who have not used it.

The Mann Whitney U test yielded a strong 2- tailed p score of .000 for all 8 questions in this category as well as the z scores were all greater than the critical -1.96 value. Thus, the null hypothesis was rejected. Rejecting the null hypothesis led to the determination that the administrators who used corporal punishment rated this category, beliefs in its effectiveness, differently than administrators who did not use it. One respondent added the comment that corporal punishment is used only as a last resort.

Each individual item showed significant difference in responses by administrators who used corporal punishment and those who did not. The individual items are as follows: "Conduct improves with the use of corporal punishment;" "Corporal punishment helps to maintain a well-disciplined environment;" "Corporal punishment is an effective intervention for student misbehavior;" "Corporal punishment is effective in extinguishing undesirable student behavior;" "Corporal punishment is important in maintaining appropriate student behavior;" "Corporal punishment is effective in modifying the negative behavior of students;" "Improper conduct decreases with the use of corporal punishment;" and "School discipline is better with the use of corporal punishment." Administrators who used corporal punishment as a disciplinary measure rated each item higher for effectiveness than those who did not use corporal punishment. See Table 14.

Table 14

Mean Rank, Mann-Whitney U, and Probability Results of Individual Items ofAdministrators' Beliefs About Effectiveness Regarding the Use of Corporal Punishment ofAdministrators Who Used Corporal Punishment and Those Who Did Not

Effectiveness	Mean Rank Use (a)	Mean Rank Not Use (b)	U	z	p
*Conduct improves with the use of corporal punishment.	40.31	20.40	98.500	-4.620	.000
*Corporal punishment helps to maintain a well-disciplined environment.	41.60	19.60	71.500	-5.125	.000
*Corporal punishment is an effective intervention for student misbehavior.	40.36	20.37	97.500	-4.723	.000
*Corporal punishment is effective in extinguishing undesirable student behavior.	41.48	19.68	74.000	-5.168	.000
*Corporal punishment is important in maintaining appropriate student behavior.	41.00	19.97	84.000	-4.986	.000
*Corporal punishment is effective in modifying the negative behavior of students.	40.93	20.01	85.500	-5.034	.000
*Improper conduct decreases because of the use of corporal punishment.	39.98	21.22	126.500	-4.330	.000
*School discipline is better with the use of corporal punishment.	41.31	19.78	77.500	-5.115	.000

use (a) = personally used corporal punishment

not use (b) = did not use corporal punishment

\* $p < .05$

## Hypothesis 9

There will be no significant difference between scores concerning religious beliefs regarding corporal punishment of administrators who experienced corporal punishment as a child and those who did not.

Two of the five questions resulted in the rejection of the null hypothesis.

Administrators who experienced corporal punishment rated the following two questions higher than those who did not experience corporal punishment. The two questions were: "The use of corporal punishment is related to religious obligation," and "Religious beliefs promote the use of corporal punishment." The p scores were greater than the .05 critical value. The first question scored a p score of .025 and the second question scored a p score of .004.

Three of the five questions did not show a significant difference between scores concerning religious beliefs regarding corporal punishment of administrators who experienced corporal punishment as a child and those who did not. The question "Corporal punishment is used because of religious beliefs" scored a p score of .339. The second question of these three "Religiosity effects administrators beliefs about the use of corporal punishment" scored a p score of .060. The third question "The use of corporal punishment is related to religious beliefs" scored a p score of .068.

Table 15 shows the individual calculations for each of the five items considered in the religion construct.



Table 15

Mean Rank, Mann-Whitney U, and Probability Results of Individual Items of  
Administrators' Beliefs About Religion Regarding the Use of Corporal Punishment of  
Administrators Who Experienced Corporal Punishment as a Child and Those Who Did  
Not

Religion	Mean Rank Exp (a)	Mean Rank Not Exp (b)	U	z	p
Corporal punishment is used because of religious beliefs.	29.00	24.00	198.000	-.956	.339
*The use of corporal punishment is related to religious obligation.	30.32	18.73	140.000	-2.245	.025
Religiosity effects administrators' beliefs about the use of corporal punishment.	29.94	20.23	156.500	-1.879	.060
* Religious beliefs promote the use of corporal punishment.	30.98	16.09	111.000	-2.865	.004
The use of corporal punishment is related to religious beliefs.	29.90	20.41	158.500	-1.823	.068

exp (a) = experienced corporal punishment

not exp (b) = did not experience corporal punishment

\*p < .05

#### Hypothesis 10

There will be no significant difference between scores concerning legal perspectives of administrators who experienced corporal punishment and those who did not. The calculated scores can be found in Table 16. The null hypothesis was not rejected as the calculated p scores showed no significant differences between those who experienced corporal punishment as a child and those who did not.

The questions and were "Because of the law, it is appropriate to use corporal punishment," "Corporal punishment does not deny a student's property rights to education," "Corporal punishment does not violate the Eighth Amendment of the United States Constitution," "Court decisions support the use of corporal punishment," and "The law gives the right to use corporal punishment."

#### Hypothesis 11

There will be no significant difference between cultural belief scores concerning the use of corporal punishment of administrators who experienced corporal punishment as a child as compared to administrators who did not experience it.

The total number of administrators returning the survey showed no differences in cultural belief scores. Administrators who had experienced corporal punishment as a child rated the construct similar to administrators who did not experience corporal punishment. The null hypothesis was not rejected.

No significant difference was found for any of the items. Individual items analysis scores are reflected in Table 17.

Table 16

Mean Rank, Mann-Whitney U, and Probability Results of Individual Items of  
Administrators' Beliefs About Legal Perspectives Regarding the Use of Corporal  
Punishment of Administrators Who Experienced Corporal Punishment as a Child and  
Those Who Did Not

Legal	Mean Rank Exp (a)	Mean Rank Not Exp (b)	U	p	z
Because of the law, it is appropriate to use corporal punishment.	28.65	25.41	213.500	-.622	.534
Corporal punishment does not deny a student's property rights to education.	28.06	27.77	239.500	-.055	.956
Corporal punishment does not violate the Eighth Amendment (Cruel & Unusual Punishment) of the United States Constitution.	27.28	30.86	210.500	-.697	.486
Court decisions support the use of corporal punishment.	27.72	29.14	229.500	-.275	.783
The law gives the right to use corporal punishment.	28.91	24.36	202.000	-.892	.373

ex (a) = experienced corporal punishment

not exp (b) = did not experience corporal punishment

\*p < .05

Table 17

Mean Rank, Mann-Whitney U, and Probability Results of Individual Items of  
Administrators' Beliefs About Cultural Perspectives Regarding the Use of Corporal  
Punishment of Administrators Who Experienced Corporal Punishment as a Child and  
Those Who Did Not

Culture	Mean Rank Exp (a)	Mean Rank Not Exp (b)	U	z	p
Appalachian culture supports the use of corporal punishment.	29.03	23.86	196.500	-1.026	.305
Corporal punishment is a societal preference.	28.52	25.91	219.000	-.509	.611
Corporal punishment is used because of family traditions.	27.82	28.73	234.000	-.178	.858
Parents support the use of corporal punishment.	28.64	25.45	214.000	-.643	.520
Society supports the use of corporal punishment.	29.07	23.73	195.000	-1.060	.289

exp (a) = experienced corporal punishment

not exp (b) = did not experience corporal punishment

\*p < .05

## Hypothesis 12

There will be no significant differences between effectiveness scores concerning the use of corporal punishment of administrators who experienced corporal punishment as a child and those who did not.

The null hypothesis was not rejected as the total number of administrators returning the survey did not show any significant differences of those who had experienced corporal punishment and those who had not. Calculated p scores were not less than .05. Table 18 displays the individual analysis scores for each of the eight questions in the effectiveness construct.

## SUMMARY

In summary seven null hypotheses were rejected. There was a significant difference of administrators who had ten or more years of experience and those with less than ten years of experience in religious and cultural beliefs and beliefs of effectiveness. In addition, there was significant differences between administrators who use corporal punishment and those who do not in regards to religious, legal, cultural beliefs and beliefs of effectiveness.

Table 18

Mean Rank, Mann-Whitney U, and Probability Results of Individual Items ofAdministrators' Beliefs About Effectiveness Regarding the Use of Corporal Punishment ofAdministrators Who Experienced Corporal Punishment as a Child and Those Who DidNot

Effectiveness	Mean Rank Exp (a)	Mean Rank Not Exp (b)	U	z	p
Conduct improves with the use of corporal punishment.	28.17	27.32	234.500	-.163	.871
Corporal punishment helps to maintain a well-disciplined environment.	28.18	27.27	234.000	-.174	.862
Corporal punishment is important in maintaining appropriate student behavior.	28.53	25.86	218.500	-.521	.602
Corporal punishment is effective in modifying the negative behavior of students.	28.10	27.59	237.500	-.101	.919
Improper conduct decreases because of the use of corporal punishment.	27.78	28.86	232.500	-.217	.828
School discipline is better with the use of corporal punishment.	28.11	27.55	237.000	-.111	.911

exp (a) = experienced corporal punishment

not exp (b) = did not experience corporal punishment

\*p &lt; .05

## CHAPTER 5

### SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### SUMMARY

There was little research in Hamilton County, TN on administrators' perceptions concerning the use of corporal punishment. The purpose of this study was to obtain and analyze data about the perceptions of these administrators using the constructs of religious, legal, cultural and effectiveness beliefs. The study was designed to compare subgroups in the total population. Knowledge from this study may be added to the data base for use by educators and legislators for the future direction of this disciplinary measure in Hamilton County public elementary schools.

The population was 77 administrators in the Hamilton County, TN elementary schools. These administrators were sent a questionnaire. Fifty-five responses were received. Data from the respondents were organized and analyzed into three subgroups: Administrators with 0 – 10 years experience and those with greater than ten years experience; administrators who used corporal punishment as a disciplinary measure and those who did not; and, principals who experienced corporal punishment as a child and those who did not. Twelve hypotheses were tested using the Mann-Whitney U statistical test.

Female respondents outnumbered males 35 to 20. This was a 64% female population. All but 6 responses were from Caucasian administrators. The remaining six were African American. There was a wide range in educational backgrounds, though all

administrators had a degree higher than a bachelor's. Forty-five percent of the administrators had a Masters degree, the largest category, and 27.2 of the respondents had achieved a Masters degree with additional hours. Ed.S degrees had been achieved by 14.6 of the respondents and 12.7 had a Doctorate degree.

All schools reported a school board policy allowing the use of corporal punishment, as all schools are part of the Hamilton County Board of Education in Tennessee.

## FINDINGS

Findings for this study will be discussed concerning the 12 hypotheses. The research questions paralleled the hypotheses, the hypotheses were written in the null form for testing. Seven of the 12 null hypotheses were partially or totally rejected.

1. There will be no significant difference between scores concerning religious beliefs of corporal punishment of administrators with 10 or less years experience as compared to those who have served more than 10 years.

The null hypothesis was rejected demonstrating that administrators with ten or less years of experience believed corporal punishment is used because of religious beliefs. All five statements were scored higher by those administrators with ten or less years of experience than by those with more than ten years thus indicating a strong religious belief in those administrators with less than ten years of experience.

2. There will be no significant difference between scores concerning legal use of corporal punishment of administrators with ten or less years of experience and those



more than ten years.

The second hypothesis shows no significant difference in scores, both subgroups scored the statements very closely. Mean ranks were similar, showing little differences in the totals.

3. There will be no significant difference between cultural belief scores concerning the use of corporal punishment of administrators with ten or less years of experience and those with more than ten years.

Two statements showed a significant difference in the calculated p scores. They were "Parents support the use of corporal punishment," and "Society supports the use of corporal punishment." This indicates that administrators with ten or less years of experience viewed the influence of culture differently than those with more than ten years of experience.

4. There will be no significant difference between effectiveness scores concerning the use of corporal punishment of administrators with ten or less years of experience and those with more than ten years.

One statement was rejected by the null hypothesis, "Corporal punishment is effective in extinguishing undesirable student behavior." This statement was scored higher by those administrators with ten or less years of experience.

5. There will be no significant difference between religious scores concerning the use of corporal punishment of administrators using corporal punishment compared to those who did not use it.

Hypothesis five was not rejected by the null hypothesis showing no significant

difference in the groups based on use of corporal punishment as a school disciplinary measure.

6. There will be no significant difference between scores concerning the legal use of corporal punishment of administrators using corporal punishment compared to those who do not use it.

Hypothesis six was rejected by the null hypothesis as it revealed a significant difference in three of the five statements. The scores indicate a strong legal belief in those who practice its use.

7. There will be no significant difference between cultural belief scores concerning the use of corporal punishment of administrators using corporal punishment and those who did not.

The calculated z score exceeded the level of significance for the z scored for hypothesis seven. Based on the data, administrators who used corporal punishment viewed the cultural influence of its use differently than those who did not use it. Those who used corporal punishment scored the two states "Appalachian culture supports the use of corporal punishment" and "Society supports the use of corporal punishment" higher than those who did not use corporal punishment.

8. There will be no significant difference between belief scores that corporal punishment is an effective disciplinary measure of administrators who used corporal punishment and those who did not use it.

Hypothesis eight was rejected as scores were significantly different for users and nonusers concerning the beliefs about effectiveness of corporal punishment as a

disciplinary measure.

9. There will be no significant difference between religious belief scores concerning the use of corporal punishment of administrators who experienced corporal punishment as a child as compared to administrators who did not experience it.

The null hypothesis was strongly rejected for two of the five statements in this construct. These statements are "The use of corporal punishment is related to religious obligation," and "Religious beliefs promote the use of corporal punishment."

Administrators who experienced corporal punishment as a child showed a significant difference in scores than those who did not experience it.

10. There will be no significant difference between scores concerning the legal use of corporal punishment of administrators who experienced corporal punishment as a child and those who did not experience it.

The two subgroups scored the items in a similar fashion in this construct, no significant differences were noted.

11. There will be no significant difference between cultural belief scores concerning the use of corporal punishment of administrators who experienced corporal punishment as a child as compared with those who did not experience it.

No differences were found noted in the cultural belief scores of administrators who had experienced corporal punishment as a child and those who had not experienced it.

12. There will be no significant difference between belief scores that corporal punishment is an effective disciplinary measure of administrators who experienced corporal punishment as a child and those who did not experience it.

The results of the Mann-Whitney U test shows no significant differences in scores between those who experienced corporal punishment as a child and those who did not as to the effectiveness of corporal punishment.

## CONCLUSIONS

Through the administration of a reliable and valid survey instrument and the application of statistical analysis, conclusions can be drawn about administrators and their beliefs regarding the use of corporal punishment in the Hamilton County, Tennessee elementary schools.

The amount of professional experience did impact the beliefs concerning the constructs of religious beliefs, cultural beliefs, and beliefs in the effectiveness of corporal punishment. Those with ten or less year of experience scored the statements in these constructs higher than those with more than ten years of experience. Administrators with ten or less years of experience responded similarly to administrators with more than ten years of experience in regards to the legal beliefs construct.

The practice of corporal punishment reflects different beliefs of administrators regarding three of the four constructs. Scores for religious beliefs, legal beliefs and cultural beliefs regarding the use of corporal punishment showed a significant difference between those administrators who use corporal punishment and those who do not.

The following statements summarize the survey data on corporal punishment.

1. Corporal punishment is still used by administrators in the Hamilton County elementary schools.

2. There is sufficient belief that culture supports the use of corporal punishment.
3. Administrators believe corporal punishment has a legal basis in the Hamilton County elementary school system and it does not violate students' rights.
4. Administrators who use corporal punishment believe it is an effective form of discipline.

## RECOMMENDATIONS

This study was conducted for the purpose of determining to what extent, if any, certain selected variables were related to the perception of corporal punishment of Hamilton County, TN elementary school administrators. Based on the findings of this study, the following recommendations for additional study are made:

1. Research should be conducted to determine if there is a difference between school climates of schools whose administrators use corporal punishment and those who do not.
2. Research should be conducted to determine if there is a relationship between achievement levels of schools whose administrators use corporal punishment and those who do not.
3. Research should be conducted to determine if administrators perceive a need for alternative methods to corporal punishment.
4. Further research may be done to look at attitudinal differences among administrators of why some choose to use corporal punishment and others do not.

5. Research should be conducted to determine what specific alternative methods of discipline are most effective as replacements for corporal punishment.

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## APPENDICES

## **Appendix A**

### **States Having Banned Corporal Punishment**

<b>STATE</b>	<b>YEAR</b>
Alaska	1989
California	1986
Connecticut	1989
Delaware	2003
Hawaii	1973
Illinois	1993
Iowa	1989
Maine	1975
Maryland	1993
Massachusetts	1971
Michigan	1989
Minnesota	1989
Montana	1991
Nebraska	1988
Nevada	1993
New Hampshire	1983

New Jersey	1867
New York	1985
North Dakota	1989
Oregon	1989
Rhode Island	*
South Dakota	1990
Utah	1992
Vermont	1985
Virginia	1989
Washington	1993
West Virginia	1994
Wisconsin	1988

\*all local boards have banned  
by Center for Effective Discipline, 2004



# Appendix B

## FORM A

IRB # \_\_\_\_\_

### **Certification for Exemption from IRB Review for Research Involving Human Subjects**

#### **A. PRINCIPAL INVESTIGATOR(s) and/or CO-PI(s):** (For student projects, list both the student and the advisor.)

Student: Katie H. Hawkins

Advisor: Dr. Mary Jane Connelly

#### **B. DEPARTMENT:** Department of Educational Administration and Cultural Studies

#### **C. COMPLETE MAILING ADDRESS AND PHONE NUMBER OF PI(s) and**

**CO-PI(s):** Katie H. Hawkins  
6715 Water Acres Road  
Harrison, TN  
(423) 344-9304

Dr. Mary Jane Connelly  
A506 Claxton Complex  
Knoxville, TN 37996-2216  
(865) 974-6147

#### **D. TITLE OF PROJECT:**

Administrators' Perceptions of Corporal Punishment in Hamilton County, Tennessee Elementary Schools

#### **E. EXTERNAL FUNDING AGENCY AND ID NUMBER** (if applicable): Not applicable

#### **F. GRANT SUBMISSION DEADLINE** (if applicable): Not applicable

#### **G. STARTING DATE: (NO RESEARCH MAY BE INITIATED UNTIL CERTIFICATION IS GRANTED.)** April 15, 2002

#### **H. ESTIMATED COMPLETION DATE** (Include all aspects of research and final write-up.): April, 2003

#### **I. RESEARCH PROJECT:**

##### **1. Objective(s) of Project** (Use additional page, if needed.):

The purpose of this study will be to gather data to determine the relationship between elementary principals' perceptions of corporal punishment and their use of corporal punishment. This is a replication of a previous study (Principals' Beliefs Regarding the Use of Corporal Punishment in Tennessee's First District Public Schools by Susan Manley Kiernan, May, 1994). (See additional page attached.)

##### **2. Subjects** (Use additional page, if needed.):

The population under study include both principals and assistant principals in the 44 Hamilton County, TN elementary schools. The human subjects will be asked in April, 2002, to voluntarily complete a one time questionnaire. The estimated time to complete the questionnaire is fifteen minutes.

**3. Methods or Procedures (Use additional page, if needed.):**

Participants in this study will be provided an opportunity to voluntarily complete a survey questionnaire, the Corporal Punishment Scale. Participants who do not wish to participate in the study for any reason will incur no penalty. Potential risks to participants are little to none as all survey data will be kept confidential. Public knowledge of the principals' attitudes, a potential risk, will be controlled by keeping all records confidential. The survey questionnaire itself never asks for identifying information which would allow anyone to go back and identify who completed it, thus minimizing any possibility of risk to participants. The survey questionnaire will be coded with both a number to represent the school, and an A or B to represent the participant as an assistant principal or principal, for use in follow up purposes only. No list will ever be constructed of the names of the participants or of who returned the questionnaire. The coding of the envelopes will indicate the school by number only and the principal as either letter A or as letter B. The follow up survey questionnaire will be addressed by title only to which ever position has failed to return the questionnaire. No names are ever associated with the data in this study. After data collection procedures are completed, the code will be removed. Informed consent will be granted by the participant by completing and returning the questionnaire. Survey data will be kept confidential and used only to complete the study. The only one who will have access to the data will be Katie H. Hawkins, the researcher. These data will be stored on a disk which will be coded for confidentiality. The disk will be stored in a locked file at the University of Tennessee, Knoxville in Dr. Mary Jane Connelly's office at A506 Claxton Complex, Knoxville, TN. Data will be kept in locked storage for three years upon completion of the study, at that time all data will be destroyed.

**4. CATEGORY(s) FOR EXEMPT RESEARCH PER 45 CFR 46 (see reverse side for categories):** \_\_\_\_\_ Category 3, "Research involving the use of...survey procedures..."

**J. CERTIFICATION:** The research described herein is in compliance with 45 CFR 46.101(b) and presents subjects with no more than minimal risk as defined by applicable regulations.

Principal Investigator Katie Hawkins Katie Hawkins 5/6/02

	Name	Signature	Date
Student Advisor	<u>Mary Jane Connelly</u>	<u>Mary Jane Connelly</u>	<u>5/15/02</u>
	Name	Signature	Date

Department Review

	Name	Signature	Date
Comm. Chair	<u>JEFF APER</u>	<u>Jeff APER</u>	<u>5/15/02</u>
	Name	Signature	Date

**APPROVED:**

	Name	Signature	Date
Dept. Head	_____	_____	_____

Rev. 01/97

## Appendix C

6715 Water Acres Road  
Harrison, TN 37341  
Date

Dr. Jessie Register, Superintendent  
Hamilton County Board of Education  
6703 Bonnie Oaks Drive  
Chattanooga, TN 37421

Dear Dr. Register:

I am a doctoral student at The University of Tennessee, Knoxville. I would like to work on a doctoral study entitled "Administrators' Perceptions of Corporal Punishment in Hamilton County, Tennessee Elementary Schools." The study is to include the principals and assistant principals in the forty four Hamilton County elementary schools. With your permission, each principal and assistant principal will receive a questionnaire to complete. The questionnaire has been developed to determine each principal and assistant principal's perception of corporal punishment. Confidentiality will be maintained for the duration of the study. The names of the individuals will not be disclosed. Participation will be voluntary, participants may withdraw at any time without penalty.

Thank you for considering my request. I look forward to your response.

Sincerely,

Katie Hawkins

## Appendix D



423.209.8600  
Fax 423.209.8601

Hamilton County Department of Education  
6703 Bonny Oaks Drive  
Chattanooga, Tennessee 37421

Jesse B. Register, Ed.D.  
Superintendent

August 28, 2002

Ms. Katie Hawkins  
6715 Water Acres Road  
Harrison, TN 37341

Dear Ms. Hawkins:

I agree to your request to submit a questionnaire in support of your doctorate program to the administrative staff in our elementary schools as long as participation is completely voluntary.

Good luck on your doctoral program.

Sincerely,

A handwritten signature in black ink, appearing to read "Jesse B. Register".

Jesse B. Register  
Superintendent

## **Appendix E**

### **Hamilton County Elementary Schools**

21<sup>st</sup> Century Academy  
Allen Elementary  
Alpine Crest Elementary  
Barger Academy of Fine Arts  
Big Ridge Elementary  
Birchwood Elementary  
Chattanooga School for the Arts  
And Sciences  
Chattanooga School for the  
Liberal Arts  
Clifton Hills Elementary  
Daisy Elementary  
Dawn Elementary  
Donaldson, Calvin Elementary  
DuPont Elementary  
East Brainerd Elementary  
East Side Elementary  
Falling Water Elementary  
Ganns-Middle Valley Elementary  
Hardy Elementary  
Harrison Elementary  
Hillcrest Elementary  
Hixson Elementary

Howard Elementary  
Lakeside Academy of Math,  
Science & Technology  
Lookout Mountain Elementary  
Lookout Valley Elementary  
McBrien Elementary  
McConnell Elementary  
Nolan Elementary  
Normal Park Elementary  
North Hamilton County Elementary  
Ooltewah Elementary  
Orchard Knob Elementary  
Red Bank Elementary  
Rivermont Elementary  
Shepherd, Bess T. Elementary  
Smith, Wallace A. Elementary  
Snow Hill Elementary  
Soddy Elementary  
Spring Creek Elementary  
Thrasher Elementary  
Westview Elementary  
White Oak Elementary  
Wolftever Elementary  
Woodmore Elementary

## Appendix F

6715 Water Acres Road  
Harrison, TN 37341  
Date

Administrator  
School  
Address

Dear Administrator:

I am a doctoral student at The University of Tennessee, Knoxville. I am currently working on a doctoral study concerning administrators' perceptions of corporal punishment in Hamilton County, Tennessee elementary schools. In order to collect the data needed for my study I need your assistance. Enclosed is a Corporal Punishment Survey Instrument, a questionnaire I am asking you to complete and return in the enclosed envelope. Completion of the questionnaire constitutes your informed consent to participate in this study. However, you are not obliged to participate and you may withdraw at any time.

As an educator myself, I realize your time is valuable, however, your completion of the questionnaire will be an important part of the outcome for this study. This study has been reviewed and approved by the Human Subjects Review Board which ensures that studies involving human subjects follow federal regulations. Confidentiality will be protected for the duration of the study. Your identity will not be disclosed in any way and all data will be reported only in aggregate format. Each survey will be stored in a locked file cabinet in the office of Dr. Mary Jane Connelly at The University of Tennessee, Knoxville.

Thank you for taking your time to complete and return the survey. Should you have any questions feel free to contact my advisor, Dr. Mary Jane Connelly, at The University of Tennessee, A506 Claxton Complex, Knoxville, Tennessee 37996-2216, or call (865) 974-6147. You may also contact Ms. Brenda Lawson at The University of Tennessee, Office of Research, 404 Andy Holt Tower, Knoxville, TN 37996-2216, or call her at (865) 974-3466.

Sincerely,

Katie Hawkins

Enclosure

## Appendix G

### CORPORAL PUNISHMENT SCALE

#### Demographic Data

Please mark the appropriate response or fill in the blank.

1. Sex Male  
Female
2. Age of administrator \_\_\_\_\_
3. Race of administrator \_\_\_\_\_
4. Years of experience as an administrator \_\_\_\_\_
5. Highest degree or level of education earned:
 

Bachelor's	Masters	Masters+
Ed.S	Ed.D	Ph.D
6. I experienced corporal punishment as a child: Yes  
No
7. Our school board policies allow corporal punishment to be used: Yes  
No
8. I personally use corporal punishment as a school disciplinary measure: Yes  
No

#### CORPORAL PUNISHMENT SURVEY INSTRUMENT

Please circle the response that most closely matches your beliefs regarding the use of corporal punishment. Whether you currently use corporal punishment or not is immaterial. Use the following scale:

- |                            |   |
|----------------------------|---|
| Strongly Disagree          | 1 |
| Moderately Disagree        | 2 |
| Neither Agree Nor Disagree | 3 |
| Moderately Agree           | 4 |
| Strongly Agree             | 5 |

Strongly Disagree 1	Moderately Agree 4
Moderately Disagree 2	Strongly Agree 5
Neither Agree Nor Disagree 3	

- |   |           |
|---|-----------|
| 1. Appalachian culture supports the use of corporal punishment.   | 1 2 3 4 5 |
| 2. Because of the law, it is appropriate to use corporal punishment   | 1 2 3 4 5 |
| 3. Beliefs regarding religious duty and responsibility influence the use of corporal punishment.                    | 1 2 3 4 5 |
| 4. Christian beliefs advocate the use of corporal punishment.   | 1 2 3 4 5 |
| 5. Conduct improves with the use of corporal punishment.  | 1 2 3 4 5 |
| 6. Corporal punishment does not deny a student's property rights to education.                                      | 1 2 3 4 5 |
| 7. Corporal punishment does not violate the Eighth Amendment (Cruel & Unusual Punishment) of the U.S. Constitution. | 1 2 3 4 5 |
| 8. Corporal punishment helps to maintain a well-disciplined environment.  | 1 2 3 4 5 |
| 9. Corporal punishment is a Christian responsibility.   | 1 2 3 4 5 |
| 10. Corporal punishment is part of Christian childrearing.  | 1 2 3 4 5 |
| 11. Corporal punishment is a societal preference.   | 1 2 3 4 5 |
| 12. Corporal punishment is an effective intervention for student misbehavior.                                       | 1 2 3 4 5 |
| 13. Corporal punishment is effective in extinguishing undesirable student behavior.                                 | 1 2 3 4 5 |
| 14. Corporal punishment is important in maintaining appropriate student behavior.                                   | 1 2 3 4 5 |
| 15. Corporal punishment is used because of a "Spare the rod and spoil the child" philosophy.                        | 1 2 3 4 5 |
| 16. Corporal punishment is used because of family traditions.   | 1 2 3 4 5 |



Strongly Disagree 1	Moderately Agree 4
Moderately Disagree 2	Strongly Agree 5
Neither Agree Nor Disagree 3	

- |  |           |
|--|-----------|
| 17. Corporal punishment is used because of administrators' personal experiences.     | 1 2 3 4 5 |
| 18. Corporal punishment is used because of religious beliefs.                        | 1 2 3 4 5 |
| 19. Corporal punishment is used because other administrators use it.                 | 1 2 3 4 5 |
| 20. Corporal punishment promotes violent behavior.                                   | 1 2 3 4 5 |
| 21. Corporal punishment suppresses unwanted behavior.                                | 1 2 3 4 5 |
| 22. Corporal punishment is a form of child abuse.                                    | 1 2 3 4 5 |
| 23. Corporal punishment is effective in modifying the negative behavior of students. | 1 2 3 4 5 |
| 24. Corporal punishment is used because its legal.                                   | 1 2 3 4 5 |
| 25. Court decisions concerning corporal punishment promote its use.                  | 1 2 3 4 5 |
| 26. Court decisions support the use of corporal punishment.                          | 1 2 3 4 5 |
| 27. The use of corporal punishment is related to religious obligation.               | 1 2 3 4 5 |
| 28. Improper conduct decreases because of the use of corporal punishment.            | 1 2 3 4 5 |
| 29. It is legal to physically strike a child in the school setting.                  | 1 2 3 4 5 |
| 30. Legally, principals are afraid to use corporal punishment.                       | 1 2 3 4 5 |
| 31. Legally, principals are not afraid to use corporal punishment.                   | 1 2 3 4 5 |
| 32. Parents support the use of corporal punishment.                                  | 1 2 3 4 5 |
| 33. Peer pressure influences the use of corporal punishment.                         | 1 2 3 4 5 |

Strongly Disagree 1	Moderately Agree 4
Moderately Disagree 2	Strongly Agree 5
Neither Agree Nor Disagree 3	

- |   |           |
|---|-----------|
| 34. Personal experiences promote the use of corporal punishment.                                  | 1 2 3 4 5 |
| 35. Misbehavior s deterred by the use of corporal punishment.                                     | 1 2 3 4 5 |
| 36. Religiosity effects administrators' beliefs about the use of corporal punishment.             | 1 2 3 4 5 |
| 37. Religious beliefs promote the use of corporal punishment.                                     | 1 2 3 4 5 |
| 38. School discipline is better with the use of corporal punishment.                              | 1 2 3 4 5 |
| 39. Schools will experience increased discipline problems without the use of corporal punishment. | 1 2 3 4 5 |
| 40. The use of corporal punishment is related to religious beliefs.                               | 1 2 3 4 5 |
| 41. Society supports the use of corporal punishment.  | 1 2 3 4 5 |
| 42. Teachers support the use of corporal punishment.  | 1 2 3 4 5 |
| 43. The Bible influences administrators to use corporal punishment.                               | 1 2 3 4 5 |
| 44. The law gives the right to use corporal punishment.   | 1 2 3 4 5 |
| 45. The use of corporal punishment is a religious right.  | 1 2 3 4 5 |

## Appendix H

### SECOND MAIL-OUT TO ADMINISTRATORS

6715 Water Acres Road  
Harrison, TN 37341  
Date

Administrator  
School  
Address

Dear Administrator:

Two weeks ago I mailed you a questionnaire concerning your perceptions of corporal punishment. As of today, I have not received your response. It is important to my study to have a high rate of return to ensure accuracy of the data. For your convenience, I have enclosed another questionnaire and envelope to be returned within ten days.

Again, as an educator myself, I realize how valuable your time is, however, your participation in this study is also very valuable. The information you contribute is adding much needed information to the field of education.

Your promptness and cooperation in returning this questionnaire is deeply appreciated.

Sincerely,

Katie Hawkins

Enclosure

## Appendix I

6715 Water Acres Road  
Harrison, TN 37341  
April 20, 2000

Dr. Susan M. Kiernan, Principal  
Sulphur Springs School  
1518 Gray/SS Road  
Jonesborough, TN 37659

Dear Dr. Kiernan:

I am a graduate student at the University of Tennessee at Knoxville. I am currently preparing to conduct research for a dissertation on elementary school administrators' perceptions of corporal punishment in the Hamilton County schools in Chattanooga, Tennessee. I came across a copy of your Corporal Punishment Scale Survey Instrument in a dissertation written by Michael Tatum of Gulfport, Mississippi in 1997. I am interested in using your survey to collect the data for my research. Your permission to do so would be very much appreciated.

Thank you for considering my request. I am most willing to share my findings with you.

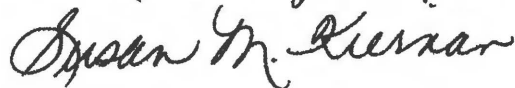
Sincerely,



Katie Poythress

Katie,

You have my permission to use  
the Corporal Punishment Scale  
Survey Instrument I developed. Good luck!



## **Appendix J**

### **Corporal Punishment Scale Constructs**

#### **Legal Construct**

- 2. Because of the law, it is appropriate to use corporal punishment.
- 6. Corporal punishment does not deny a student's property rights to education.
- 7. Corporal punishment does not violate the Eighth Amendment (Cruel & Unusual Punishment) of the U. S. constitution.
- 24. Corporal punishment is used because it is legal.
- 44. The law gives the right to use corporal punishment.

#### **Religion Construct**

- 18. Corporal punishment is used because of religious beliefs.
- 27. The use of corporal punishment is related to religious obligation.
- 36. Religiosity effects administrators' beliefs about the use of corporal punishment.
- 37. Religious beliefs promote the use of corporal punishment.
- 40. The use of corporal punishment is related to religious events.

#### **Culture Construct**

- 1. Appalachian culture supports the use of corporal punishment.
- 11. Corporal punishment is a societal preference.
- 16. Corporal punishment is used because of family traditions.
- 32. Parents support the use of corporal punishment.
- 41. Society supports the use of corporal punishment.

#### **Effective Construct**

- 5. Conduct improves with the use of corporal punishment.
- 12. Corporal punishment is an effective intervention for student misbehavior.
- 13. Corporal punishment is effective in distinguishing undesirable student behavior.
- 14. Corporal punishment is important in maintaining appropriate student behavior.
- 23. Corporal punishment is effective in modifying the negative behavior of students.
- 28. Improper conduct decreases because of the use of corporal punishment.
- 38. School discipline is better with the use of corporal punishment.

## VITA

### KATIE HUNT HAWKINS

I was born in Richmond, Virginia, but my home is now in Chattanooga, Tennessee. I received a B.A. degree in Sociology from Rhodes College in Memphis, Tennessee, my Masters in Early Education was completed at the University of Tennessee, Chattanooga. My Ed. D degree in Educational Administration and Policy Studies was earned at the University of Tennessee, Knoxville in May, 2006.

I have taught a variety of grade levels in the public school system and served for a brief period as the Assistant Director for the Center of Economic Education at the University of Tennessee, Chattanooga.

I have been a member of Phi Delta Kappan, have received various grants for classroom projects, and was awarded the Outstanding Social Studies of the Year Award from the Tennessee Council for the Social Studies in 1996. I have presented workshops on classroom curriculum ideas at several different national conferences and have directed the Summer School of Excellence program in the Chattanooga area.

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07/20/06 MAB