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Administrators' Conceptions of Corporal Punishment on Elementary School Students

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This is to certify that the doctoral study by

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Walden University
2020

Abstract

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by

Betty Jean Harris Marshall

EdS, Troy State University, 2010

MA, Troy State University, 2008

BS, Georgia State University

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

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Abstract

There is a considerable gap in practice between research on the negative aspects of

corporal punishment and its continued use by public school administrators on elementary

school students in educational settings. The purpose of this qualitative phenomenographic

study was to understand the conceptions of administrators' practices specific to the use of

corporal punishment in public elementary schools. The research questions addressed the

conceptions of administrators about the efficacy of corporal punishment and the infliction

of physical punishment in 4 elementary schools in the southeastern United States.

Bandura's social learning theory and Hirschi's social control theory were used to form

the conceptual framework of this study. Data were collected from semi-structured

interviews with 12 school leaders who were chosen because of their experience with

administering corporal punishment to public elementary school students. The data were

coded and analyzed using transcriptions of the audio-recorded interviews and ATLAS.ti.

8 to support thematic analyses. Key themes that emerged were immediate compliance,

short-term effect, policies, practices, and emotional and behavioral problems. Key results

included that the administrators have limited belief in the efficacy of corporal punishment

and that it has a short-term effect that only works for immediate compliance. One

significant concern was the future emotional and behavioral problems that could be

brought on by the use of corporal punishment. The primary recommendations are to

eliminate ineffective practices and enact training with effective practices for managing

student behavior. Positive social change may occur in the ways adults interact with

students in schools and the larger community.

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Dedication

This study is dedicated to all who helped make this research study a reality. Mrs. Carolyn Kelley, Mr. Thomas Hammonds, Corporal Adam Traylor, Coach Jason Abercrombie, Mr. Robert Watson, Ms. Terry Parker, Mrs. Stephanie Truitt, Ms. Brenda Sims, Mrs. Jewel Salter, Mr. Tony Cockerham, Mrs. Deborah Hunter, Mr. James Johnson, Ms. Yolanda Pujoue, Dr. Charles Corbitt, Mr. Robert Buchanan, Mr. Tim Whaley, and my sweet daughter, Brannette Leola Marshall, all played integral roles in the completion of this study; it is to them that I dedicate this body of work.

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Chapter 1: Introduction to the Study

The purpose of this qualitative phenomenographic study was to understand the conceptions of administrators' educational practices specific to the use of corporal punishment in public elementary schools. The problem is that there is a gap in practice between research on the negative aspects of corporal punishment and its continued use by public school administrators on elementary school students in educational settings (American Psychological Association, 2018). The use of corporal punishment at the K–5 level by public school administrators in the educational setting leads to negative outcomes for students (American Psychological Association, 2018). Statistics show that some children reared in a violent environment may become violent later in life (Sparks, 2016). Corporal punishment is defined as actions perpetrated to inflict pain rather than injury to control or correct the misconduct of children (Aras, Ozan, Timbil, Semin, & Kasapci, 2016). There is a strong relationship between corporal punishment and negative child outcomes (Alampay et al., 2017).

This study is needed for developing more awareness and understanding of administrators' conceptions and educational practices about the use of corporal punishment on public elementary school students even though deviant behavior persists. My aim with this study was to investigate the gap in practice between research findings and educational practices specific to the continued use of corporal punishment in public schools by administrators (Govender & Sookrajh, 2014; Malak, Sharma, & Deppeler, 2015). It is difficult to change the beliefs and culture of people who ascribe to the theory of physically disciplining students in schools (Sparks, 2016). A potential social

implication of this study is the generation of evidence supporting educational practitioners' efforts to influence local, state, and national policy reforms aimed at prohibiting corporal punishment in public education institutions.

In this chapter, I summarize the research literature specific to corporal punishment and its use in the U.S. public school system. Next, I provide a statement of the problem and purpose of the study, followed by the research questions and conceptual framework. I describe the nature of the study and provide definitions of key terms, a discussion of assumptions, scope and delimitations, and limitations of the study. Lastly, I address the significance of the study and provide a summary of the chapter.

Background

One of the states using paddling as a form of student discipline is in the southern region of the United States. This state was included in this research and served as a basis for data collection and established a foundation for the investigation of the gap in research of the discontinuity between the practice of corporal punishment on students by administrators and its negative consequences. There is also a need to investigate the gap in practice concerning the conceptions of administrators and educational practices specific to the use of corporal punishment in schools. Administrators in this state paddled over 18,000 students during one school year (Sparks, 2016). Many local school boards sanction the use of corporal punishments by school leaders and their assistants as a deterrent to deviant student behavior, and it has long been a southern tradition sanctioned by churches and schools (Gershoff, 2010).

Corporal punishment has a strong intergenerational tradition in the United States (Gershoff, 2010). According to Bandura (1977), there are a variety of reasons people adhere to the theory that the learning environment concerning parent discipline is a contributing factor to an offspring's' punishment of their children. The parent-child relations may replicate itself in future generations with religion being foremost in the reasoning of those buying into the intergenerational theory. Many studies on the intergenerational transmission of corporal punishment strategies support the intergenerational theory (Bandura, 1977). The intergenerational theory ties seem strongly attached to religion (Gershoff, 2010). Adults' support of corporal punishment is related to whether their traditions are based on the same practices and whether they were physically punished as children (Gershoff, 2010). Local customs and traditions often play a significant role in the administration of corporal punishment. The religious rhetoric of many southern protestant religions dictates the use of corporal punishment on children as a method of controlling deviant behavior (Fitz-Gibbon, 2017). Parents, educators, community stakeholders, and clergy adhere to the biblical reference of "sparing the rod and spoiling the child" as support for the explicit use of corporal punishment (Fitz-Gibbon, 2017, p. 86).

I collected data from four schools in the southeastern United States regarding corporal punishment and its method of administration, instrumentation, and use for dispensation as a corrective measure for deviant behavior and conceptions by administrators of its efficacy. The schools participating in this study were among the 25 schools in this area that administer corporal punishment according to the U.S.

Department of Education's Civil Rights Data Collection (Font & Gershoff, 2017). Of the total enrollment of the four schools in this study, 18% were corporally punished by administrators in one school year (Font & Gershoff, 2017). Following the provisions of Bill S.1003.32, corporal punishment of a public-school student may only be administered by a teacher or school principal within the guidelines of the school codes, and according to district school board policy Legislation passed in 1995. FindLaw (2016) allows for the use of corporal punishment in public schools. Still, the guidelines direct local school boards to adopt their codes of conduct and disciplinary procedures FindLaw (2016).

The statute prohibits excessive force or cruel and unusual punishment FindLaw (2016). School districts were given authority to write their policies, but many states imposed minimum requirements so that codes of conduct were standardized throughout states FindLaw (2016).

The local code required that punishment be reasonable and moderate but did not define behaviors that meet those standards FindLaw (2016).

A maximum of three strikes with a paddle, administered to a student's buttocks in a private setting with another adult witness, was reserved as a last resort before a student was suspended or expelled. Some school districts specified the exact dimensions of the paddles to be used for discipline FindLaw (2016).

For example, the Board of Education in one U.S. county recommended that schools use a "wooden paddle approximately 24 inches in length, 3 inches wide and ½ inch thick" that does not have holes, cracks, splinters, tape, or other foreign material (Font & Gershoff, 2017 p. 27). Parents may request their child not to be subjected to

corporal punishment, but a principal may use it without parental consent under some circumstances (Gershoff & Font, 2019). Refusal to be paddled can result in suspension or expulsion FindLaw (2016).

The American Academy of Pediatrics (2018), among other professional organizations, called for a ban on paddling nationwide, stating that findings indicated corporal punishment has adverse effects on children's self-esteem and academic achievement. This form of punishment also may contribute to, rather than prevent, violent or disruptive behavior (American Academy of Pediatrics, 2018).

Stakeholders need to be made aware of alternative methods for disciplining students, which may change their views on the use of corporal punishment as a deterrent to deviant behavior. First, management training can be used to train administrators in techniques that will assist with behavior modification of student behaviors that deviate from those accepted by the school system. Second, management training in behavior and stress management for administrators of corporal punishment could result in changes to ineffective methods mandated by local school boards and state laws. Lastly, management training can serve as a powerful tool for administrators who struggle with managing students. The existing laws enable ineffective administrative practices that the research suggests could result in behaviors that bring about physical and mental harm to students (FindLaw, 2016).

The results of this research study may help develop an understanding of school leaders' conceptions about the efficacy of corporal punishment as a deterrent to deviant student behavior. Exploration of other positive methods for managing students could help

resolve legal issues involving student punishment. Finally, the results may impact local and state policy reforms to better align with the research literature concerning the mandatory dispensation of corporal punishment.

Problem Statement

There is a considerable gap in practice between research on the negative aspects of corporal punishment and its continued use by public school administrators on elementary school students in educational settings. The purpose of this qualitative phenomenographic study was to understand the conceptions of administrators' educational practices specific to the use of corporal punishment on students in public elementary schools. I sought to investigate the gap in research concerning the conception of administrators and educational practices specific to the use of corporal punishment on students in public elementary school settings (American Psychological Association, 2018).

This problem is meaningful to the broader educational profession as well as the local setting. Even though researchers call for prohibiting corporal punishment in all schools (Global Initiative to End All Corporal Punishment of Children, 2018), this form of punishment continues to be used in U.S. public schools. More specifically, of the 19 states where corporal punishment is allowed in public schools, the state of interest in this study is among seven states with the highest incidence of physical discipline of students during the 2013–2014 school years (Sparks, 2016).

As front-line educational leaders dealing with the realities of student deviant behavior daily, many K–5 public school administrators are influenced by this gap

between knowledge derived from research and antiquated daily discipline practices. However, little is known about school leaders' varying experiences with corporal punishment and their conceptions about its effectiveness in deterring deviant behavior among students.

Corporal punishment refers to the intentional application of physical pain as a method of changing behavior. It includes a wide variety of methods, such as hitting, slapping, spanking, punching, kicking, shoving, choking, shaking, use of electric shock, use of excessive exercise drills, or the prevention of urine or stool elimination (Font & Gershoff, 2017). Many states that have outlawed corporal punishment have given local school boards the authority to use corporal punishment in what they deem "allowable circumstances" (Font & Gershoff, 2017, p. 87). Advocates of corporal punishment in schools believe that it is, or can be, an efficacious, noninjurious technique for training and disciplining students. Others who support corporal punishment argue that it is most effective when used only as a last resort after other disciplinary methods have failed (Fitz-Gibbon, 2017). A worst-case scenario is that the use of corporal punishment could continue to escalate and result in lawsuits by parents and a rise in the medical needs of students at the local level (Gudyanga, Mbengo, & Wadesango, 2014).

Although some experts prefer corporal punishment as a strategy for disciplining children, Gudyanga et al. (2014) questioned the effectiveness of this form of discipline for controlling undesirable behaviors among elementary school students; managing students requires more than physical discipline. Gershoff (2017) recommended that educators analyze individual situations requiring disciplinary intervention and select from

appropriate methods for improving behaviors embedded in the school curriculum. Gershoff (2017) found evidence of a positive association between corporal punishment and negative child outcomes. Researchers have suggested that how corporal punishment is implemented diminishes the effect of the punishment.

Purpose of the Study

The purpose of this qualitative phenomenographic study was to understand the conceptions of administrators' educational practices specific to the use of corporal punishment on students in public elementary schools. The phenomenon of interest of this study is not corporal punishment, but rather school administrators' conceptions of its effect on students emotionally and behaviorally and if it is a deterrent for deviant student behavior. For this study, conceptions will be defined as the power or faculty of forming an idea of what something should be in the mind. My intent with this study was to explore the conceptions of administrators about the efficacy of corporal punishment as a deterrent to deviant behavior. The problem of student deviant behavior and how to train administrators in the process of effectively managing it was one of the critical issues explored with this study.

Research Questions

RQ1: What are public elementary school administrators' conceptions of the efficacy of corporal punishment as a deterrent for deviant student behavior?

RQ2: What are public elementary school administrators' conceptions about the future emotional and behavioral consequences of corporal punishment on students?

RQ3: How do public elementary school administrators' conceptions about the use of corporal punishment align with their school districts' corporal punishment policies guidelines and practices?

Conceptual Framework

The conceptual framework of this study illustrates how the theories of Bandura (1977) and Hirschi (1969) can be incorporated into the institutional structure of schools engaging in corporal punishment as a deterrent to deviant behavior in elementary students. These frameworks provide insight into methodologies that can encourage administrators to embrace a variety of concepts related to deterring deviant behavior in students. The two frameworks presented in the chapter provide an opportunity for change in the conceptions of administrators about corporal punishment. Bandura (1977) and Hirschi (1969) illustrated how factors, such as mediational processes and social bonding, can modify or redirect administrators' conceptions about the effectiveness of corporal punishment as a deterrent to deviant behavior. The framework of this study was a phenomenographic design. In phenomenography, it is beneficial to use semi structured interviews to retrieve thick, rich data from participants. Individual interviews allow for individuals to relate their stories from their own experiences. Using interviews to extract data from participants has its foundation in the lens of interpretive constructionist philosophy, which I elaborate on in the next framework discussion.

The findings of this research proved valuable for future exploration of corporal punishment and addressed the three research questions regarding administrators' conceptions of corporal punishment's efficacy, the future emotional and behavioral

problems of students, and the guidelines for the policies and practices for administering

corporal punishment. Corporal punishment in the context of this study is defined as the

infliction of physical punishment on a person's body, which sometimes is employed in

various settings, such as school, home, military, judicial, and other settings. Corporal

punishment goes by a variety of names including *beating, hitting, and spanking,*

paddling, swatting, and caning (U.S. Legal Inc., 2018). The purpose of this qualitative

phenomenographic study was to understand administrators' conceptions of educational

practices specific to the use of corporal punishment in public elementary schools. The

logical connections of the research questions of school administrators' conceptions about

corporal punishment, its effectiveness, its emotional and behavioral consequences on

students, as well as the local and state guidelines that adhere to its continued use are

addressed further in Chapter 2. I used semi structured interviews to provide answers to

the research questions. I cross-referenced interview questions and research questions to

assure that the purpose and problems of the study were accurately addressed during the

interview process. I analyzed the data using the grounded methodology, which will be

expounded on in the subsequent data analysis chapter.

Nature of the Study

In this study, I used a qualitative phenomenographic approach. Phenomenography

is an innovative research design created and developed within higher education for

"identifying and interrogating the range of different ways" in which people conceive or

experience specific phenomena (Tight, 2016, p. 319). Phenomenography is appropriate

for this study because the aim was to develop an understanding of school administrators'

conceptions about and experiences with corporal punishment on students: the efficacy and psychological/behavioral consequences of corporal punishment. Phenomenographic study does not focus on the phenomenon itself but rather on people's conceptions about the phenomenon (Cibangu & Hepworth, 2016). Consistent with the literature on phenomenography (Cibangu & Hepworth, 2016; Tight, 2016) I collected data using semi structured interviews. For this study, I interviewed public elementary school administrators in the southeastern region of the United States. Data were analyzed using Clarke and Braun's (2013) six-stage approach to thematic analysis, in-vivo coding, grounded methodology, and ATLAS. ti 8.

Definitions

Conceptions in the context of this study are the power or faculty of forming an idea of what something should be; the power or faculty of apprehending or forming an idea in the mind; the power of recalling a past sensation or perception; the ability to form mental abstractions; an image or notion formed in the mind, a concept, plan, or design (Marton & Booth, 1997).

Corporal punishment in the context of this study is the infliction of physical punishment on a person's body, which sometimes is employed in various settings, such as school, home, military, judicial, and other settings. Corporal punishment goes by a variety of names including, but not limited to *beating*, *hitting*, *spanking*, *paddling*, *swatting*, and *caning* (U.S. Legal Inc., 2018).

Deviant behavior is an attribute, something inherent in a certain kind of behavior or person. Deviant behavior refers to behavior that is not approved by society. For

students, this includes disruptive classroom behaviors that disturb the classroom setting and the learning environment; not following the class and school regulations. For sociologists, deviance is not a type of person, but rather a formal property of social situations and social systems (Cheng, 2012). Two interrelated properties help characterize deviance. The first property refers to deviance as a pattern of norm violation (Cheng, 2012). For example, religious norms give rise to heretics, legal norms to criminals, and cultural norms to the eccentric. Such a definition is broad because norms emerge in most social situations and, as a result, enter every sphere of social life (Cheng, 2012). The second property defines deviance as a stigma construct. It refers to deviance as a label bestowed upon certain classes of behavior at certain times, which then becomes discredited, devalued, and often excluded. In this case, the primary concern of the study of deviance is the construction, application, and impact of stigma labels. Either as a norm violation or a stigma construct, deviance is an ambiguous, shifting, and volatile concept (Cheng, 2012). The definition of whom or what is deviant depends on a firm understanding of the norms and labeling process in particular social contexts (Cheng, 2012). Things considered *deviant* change from society to society as well as overtime within any given society (Cheng, 2012). For this study, deviant behavior will refer to deviance from constructed labels and norms within the confines of a school and classroom (Cheng, 2012).

In-depth interviews are face-to-face encounters between a researcher and participants directed toward understanding the participants' perspectives on their lives, experiences, or situations as expressed in their own words (Sjöström & Dahlgren, 2002)

Phenomenography is the empirical study of the different ways people think about particular phenomena (Cibangu & Hepworth, 2016). Phenomenography is an empirical research design to discover the different ways people experience, conceptualize, realize, and understand different aspects of phenomena in the world around them (Cibangu & Hepworth, 2016). Conceptions are the different ways people interpret what they experience and how they interpret, understand, or conceptualize a phenomenon (Orgill, 2012). The focus of a phenomenographic study is on the variety of conceptions within a group (Orgill, 2012).

Reinforcement theory of motivation is based on the law of effect, whereby behaviors are selected by their consequences, overlooking an individual's internal state. (Kretchmara, Young, Anderson, Hittle, & Delnero, 2001)

Social control theory deals with delinquents' failure to form or maintain bonds with society, specific to attachment, commitment, involvement, and belief; these bonds help deter deviant behaviors (Wiatrowski, Griswold, & Roberts, 1981).

Social learning theory is concerned with how people learn from one another by observing, imitating, and modeling behavior. In the context of this study, children learn behaviors modeled by adults that can be physically harmful and lead to negative intergenerational outcomes (American Psychological Association, 2018).

Assumptions

This study was designed to include both administrators and assistant administrators. The participant selection criteria were based on the assumption that these individuals were the administrative personnel responsible for student discipline in their

schools, per state and local mandates. My second assumption was that the participants interviewed for this study were responsible administrators who adhered to policy mandates guiding their performance as leaders. The third assumption was that the administrators interviewed for this study had adequate knowledge and experiences of corporal punishment in the school setting necessary for responding to the interview questions. My last assumption was that the study participants responded honestly and that their responses were an accurate reflection of their reality.

Scope and Delimitations

I focused the scope of this study on the conceptions and experiences of administrators and assistant administrators concerning corporal punishment in the school setting. Because school administrators are charged with implementing state and local policies allowing the practice of corporal punishment of students, their conceptions and experiences are of particular interest for this study that aims to address the gap between research on the negative aspects of corporal punishment in educational settings (American Psychological Association, 2018) and the policies that allow the practice of corporal punishment of students in U.S. public schools. As such, the study is delimited to the experiences and conceptions of school administrators and assistant administrators, not teachers, students, or parents.

The study's population was delimited geographically to the southeastern region of the United States and a small sample within a selected school district within a particular time frame, allowing the researcher to provide a rich description of results that makes transferability judgments possible for potential appliers of the research results.

Transferability is concerned with the extent to which study results can be transferred to other contexts and settings (Trochim, Donnelly, & Arora, 2016). In qualitative research, the determination of transferability is made by the person seeking to apply the study findings elsewhere (Lincoln & Guba, 2011). As Lincoln and Guba (2011) explained, the original researcher "cannot know the sites to which transferability might be sought, but the appliers can and do" (p. 298). However, making transferability possible for the readers is the goal. The transferability began when detailed descriptions of the study's research methodology were recorded in the field journal.

Limitations

Three types of sampling limitations are found in qualitative research: those related to situations, time, and the selection of study participants (Patton, 2015). This study is situation-limited in that the focus is on the conceptions of school administrators specific to corporal punishment within the school setting. Another limitation in the situation is the data collection instrument, an interview guide informed by Bandura's (1977) social learning theory, and Hirschi's (1969) social control theory. A third study limitation is one of time (Patton, 2015). I conducted interviews with school administrators for over 4 weeks, thus limiting the study results to a particular period.

I discovered another limitation of the study was the purposive sample of 12 administrators 4 elementary schools in the southeastern region of the United States. This small sample located within a bounded geographic location limited the generalizability of findings to other populations. My goal and the goal of qualitative research, however, is not a generalization of findings, but rather a small purposeful sample studied to gain an

in-depth understanding of a specific phenomenon (Merriam & Tisdell, 2016). Lastly, another limitation was my biases as an administrator responsible for student discipline within an elementary school. To avoid additional biases, the study was not conducted in the school setting where I work.

I took reasonable measures to address these limitations which included the use of a rich description of results so future readers of the study can make informed decisions about the transferability of findings to their educational settings. Another measure I used involved the bracketing of my biases. Bracketing entails setting aside researcher biases during data collection and analysis (Patton, 2015). Furthermore, I used member checking to ensure the dependability of the study results (Patton, 2015).

Significance

The use of corporal punishment as a deterrent for deviant behavior in elementary schools has beleaguered educators for decades. Findings from this study can educate local school board members, administrators, educators, and the community at large about the efficacy of corporal punishment to deter deviant behavior among elementary school students. Moreover, study findings can help stakeholders understand the potential future emotional and behavioral consequences of this form of physical punishment on students (American Psychological Association, 2018). Educating and developing an understanding of implications among local stakeholders will guide them in becoming empowered to make decisions about whether to continue corporal punishment in their schools or seek alternative approaches to student discipline. The original contribution that this study will make to the field of education is to expand the existing literature. My findings from this

study will expand the research literature beyond the prevalence of corporal punishment in U.S. public schools to include the voices of practicing school leaders responsible for administering this form of punishment. An understanding of these leaders' conceptions about this disciplinary practice can inform local, state, and national policymaking involving corporal punishment initiatives.

Furthermore, these study results may impact positive social change by providing additional support, in the form of educational practitioners' conceptions, for national and international efforts to prohibit corporal punishment in public education institutions and implement other positive forms of student discipline (Global Initiative to End All Corporal Punishment of Children, 2018).

Summary

In conclusion, this chapter provided an overview of the problem of the practice of corporal punishment at the K–5 level in U.S. public schools, which is inconsistent in some regions of the country with the research literature and could lead to negative student outcomes. The purpose of this qualitative phenomenographic study was to understand administrators' conceptions of educational practices specific to the use of corporal punishment in public elementary schools. The unit of description is identified as the school administrators and their conceptions about the phenomenon of corporal punishment practice in public schools. I designed the study's research questions to investigate and explore elementary school administrators' conceptions about the efficacy of corporal punishment and its impact on the emotional development of students. In Chapter 2, I provide current research on the phenomenon of corporal punishment and

how it is viewed around the world. In that chapter, I will also state the problem and

purpose of the study.

Chapter 2: Literature Review

There is a considerable gap in practice between research on the negative aspects of corporal punishment and its continued use by administrators on students in public elementary school settings (American Psychological Association, 2018). In particular, this form of punishment is continuously used in some southeast Alabama public schools (American Psychological Association, 2018). To better understand its continued use, I designed the purpose of this study to investigate the gap in research concerning the conceptions of administrators and their educational practices specific to the use of corporal punishment on students in public elementary schools.

In this chapter, I explore the existing literature on conceptions of administrators on the benefits and efficacy of corporal punishment on public elementary school students as a deterrent for deviant behavior. My purpose for this qualitative phenomenographic study was to understand the conceptions of administrators' educational practices specific to the use of corporal punishment on students in public elementary schools.

First, I introduce the conceptual framework for this study. The conceptual framework applied included the social theories of Bandura and Hirschi and their applicability to corporal punishment used in schools and the outcomes of its use on students. Next, I introduce the phenomenon of interest, which is not corporal punishment but rather the logical extension of the research questions of school administrators' conceptions about its effectiveness, its emotional and behavioral consequences for students, and the local and state guidelines that lead to its continued use. Investigating the gap in research concerning the conceptions of administrators and the educational

practices specific to the use of corporal punishment on elementary school students in schools is paramount for developing methods that may help deter violence against students.

Literature Search Strategy

While conducting research, I gathered information from Thesis and Dissertations and Educational Resource Information Center (ERIC); The Center for Quality Research also provided numerous articles for this research. I used numerous peer-reviewed journal articles to add validity to this research. Several scholarly research articles from Internet search engines added support to the research. The study's interview questions are generic and scholastically developed from course textbooks used throughout my education and critiqued by educational consultants at Walden University.

The literature search strategies included using peer-reviewed articles that were published within the last 5 years. However, a wide range of articles used was older than 5 years if they addressed an important part of the research. The following key search terms help to identify literature relevant to this study: *corporal punishment, phenomenographic study, deviant behavior, social control theory, social learning theory, conceptions,* and *in-depth interviews.* The review of the literature shows a connection to the research questions, the problem of the use of corporal punishment, the purpose of determining the efficacy for its use as a deterrent to student behavior, and the support of its policies and practices by state and local authorities. There is limited research on the phenomenon of interest, which are conceptions of administrators on the efficacy of corporal punishment as a deterrent for deviant behavior in students. However, there is a plethora of

information on corporal punishment, which I explored along with how administrators conceive its usefulness for deterring deviant behavior in elementary school students.

Conceptual Framework

The works of two leading theorists, Travis Hirschi and Albert Bandura, provided me with the framework for this study. Hirschi's (1969) social control theory and Bandura's (1977) social learning theory both focus on the reasons for student behaviors that are deviant or conforming. Bandura and Hirschi provide me with insight into circumstances that can cause an onset of deviant behaviors as well as methods that can prevent deviant behavior in students. I used these theories because they provided information that could assist in identifying and understanding the thought processes of administrators regarding the use of corporal punishment and its perceived efficacy for deterring deviant behavior in students.

As I developed the conceptual framework of this study I constructed it based on the societal influences elaborated on by (Bandura, 1977; & Hirschi, 1969). The data suggested that the participants chosen for the study have a relationship either as a caregiver, parent, or authority figures. This strategy allowed participants to relate their stories based on their conceptions and realities, which solidify both Bandura's and Hirschi's theories of interactions with societal constructs that cause certain behaviors in students, I interpreted as causal factors for deviant behavior by both observers and interactors (Rubin & Rubin, 2016, p. 19). The observers and interactors interpreting the behaviors of the students are based on the philosophy of interpretive constructivism (Rubin & Rubin, 2016).

Interpretive constructivism argues that the core of understanding is what people make of the world around them, how people interpret what they encounter, and how they assign meanings and values to events and objects. Interpretive constructivist interprets how people view an event or an object and the meaning that they attribute to it as what is important. Interpretive constructivist view matters through a clear lens and reaches somewhat different conclusions. (p. 19).

To achieve the necessary data for the research, the philosophy of interpretive constructivism, which requires the use of semi structured interviews to achieve in-depth knowledge of the participants' conceptions regarding the phenomenon of interest, I used this method to collect data. Semi structured interviews allowed me to learn about a specific topic, prepare a limited number of questions in advance, and ask follow-up questions. With the semi structured interviews, I focused on a specific topic and, more narrowly, on the planned items that speak to the research question suggested by (Rubin & Rubin, 2016, p. 31).

Based on the review of the literature, the gap in the research of inconsistencies between research findings and educational practices specific to the use of corporal punishment in schools lends itself to the use of semistructured interviews. Semistructured interviews determine the significance and justification for further study of how administrators for elementary school students conceptualize the use of corporal punishment for controlling student behavior.

When I used semi structured interviews, data on how administrators believed that children acquired certain behaviors helped me with analyzing how Bandura's social

learning theory and Hirschi's social control theory fit as the conceptual framework of the study. Bandura's theory is concerned with how people learn from one another by observing, imitating, and modeling behavior (Bandura, 1977). In the context of this study, children learn behaviors modeled by adults that can be physically harmful and lead to negative intergenerational outcomes (American Psychological Association, 2018). Hirschi's social control theory which deals with delinquents' failure to form or maintain bonds with society specific to attachment, commitment, involvement, and belief; helped me with understanding how these bonds help deter deviant behaviors (Wiatrowski et al., 1981).

Bandura's Social Learning Theory

Bandura (1977) posited that the term identification, as used in social learning theory, is similar to the Freudian terminology related to the Oedipus complex. Both terms involve internalizing or adopting another individual's behavior. The Oedipus complex dictates that children only identify with the parent of the same sex; however, with social learning theory, the individual can identify with another individual (Bandura, 1977). Identification is different from imitation as it may involve some adopted behaviors, whereas imitation usually involves copying a single behavior. I used the 2 concepts that undergirded the theory of social learning. First is the mediating process that occurs between the stimuli and the response and the process of observational learning. The first process is important because, according to Bandura (1977), it helps to mediate the learning process, which determines if a different response is acquired. The second concept is a behavior learned from the environment through the process of observational

learning, which occurs between observing the behavior stimulus and imitating a response. Social learning theory is the link between the traditional learning theories of behaviorism and the cognitive approach because social learning theory concentrates on how mental/cognitive factors are intertwined. Bandura (1977) believed that humans are active information processors and focus on the relationship between their behavior and its consequences.

In contrast to a focus on the consequences of behavior as the primary driver of learning, Bandura (1977) theorized that observational learning could not occur without the processes at work. These mental factors, according to Bandura, mediate the learning process, which determines if a different response is acquired. In context, people may or may not instantly or quickly observe the behavior of a model and imitate it. Considerable thought happens before imitation, and this is called *mediational processes* and occurs between observing the behavior stimulus and imitating a response (Bandura, 1977). See Figure 1.
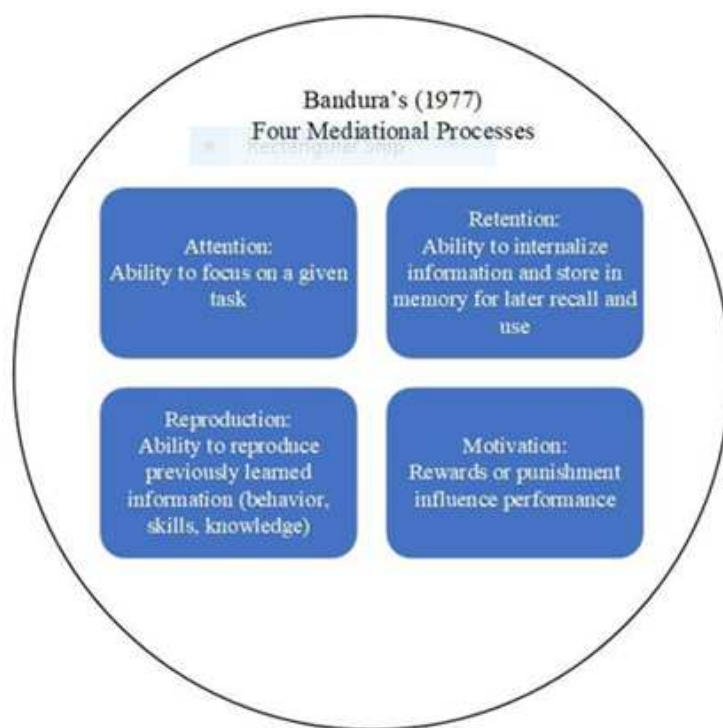
Figure 1. Bandura's (1977) four mediational processes.

Bandura poses four mediational processes (see Figure 1). These four mediational

processes are attention, retention, reproduction, and motivation. First, attention is the

extent to which individuals are exposed to or notice a behavior. The behavior imitated

must capture attention. Attention is important in whether the behavior is influenced by

others imitating the behavior (Bandura, 1977). Second, retention is concerned with how

well the behavior is remembered. The behavior may be noticed but not remembered, and

this prevents imitation. Therefore, a memory of the behavior must be formed to be

performed later by the observer (Bandura, 1977). Third, reproduction is the ability to

perform the behavior that the model has demonstrated. We see behavior daily that we

would like to be able to imitate, but this imitation is not always possible. Limited by our

physical abilities, even if we wish to reproduce the behavior, we cannot. Such limitations

influence decisions about whether or not to try imitating a behavior (Bandura, 1977).....................

Much of social learning is not immediate, so the reproduction of what is being learned is vital. Even if the behavior is reproduced shortly after seeing it, there needs to be a memory (Bandura, 1977). Fourth, motivation is the will to perform a behavior. The rewards and punishments that follow a behavior can motivate a person to perform. If observers perceive the rewards outweigh the costs of performing a behavior, they are more likely to imitate a modeled behavior. If the vicarious reinforcement is not seen to be significant enough to the observer, then they will not imitate the behavior (Bandura, 1977).

Therefore, students exposed to a hostile environment exhibited a persona of hostility, thus leading to discipline problems that school administrators equate with deviant behavior. Deviant behavior in the context of this study is behavior that is the opposite of the expected conduct of students in a school setting that can lead to corporal punishment from administrators. Students observe the behavior of those in the immediate environment and emulate those behaviors (Bandura, 1977). According to Bandura, (1977), individuals observed by students are referred to as models. In society, students may have numerous role models: parents, family members, actors in the media, members of the social circle, and educators in the school setting. Bandura refers to models as examples of behavior to observe and imitate masculine and feminine, pro- and anti-

social. According to Bandura, students are more apt to give attention to the models and internalize the actions later. Students then imitate the behavior they have observed. Students exhibit these behaviors without consideration of gender (Bandura, 1977).

Enduring forms of inequality are associated with identities, such as race, caste, and ethnicity, which are themselves facets of cultural inequality. Gender pervades all these; in many settings, we see women and girls facing persistent material disadvantages, discriminatory social norms, violence, and restrictions on voice and participation Survey USA, (2016). Students react in this manner, whether the behavior is gender appropriate or not. Still, some processes make it more likely that a child will reproduce the behavior that its society deems appropriate for its gender (Bandura, 1977). Bandura argued that certain behaviors might be deemed appropriate.

First, students will imitate individuals whom they perceive have similar characteristics to them. Therefore, students will imitate individuals of the same gender. Secondly, people around the student will respond to the behavior imitated with either reinforcement or punishment. If the student imitates a model's behavior and the consequences are rewarding, the student is likely to continue performing the behavior. Bandura (1977) noted that if a parent sees a little girl consoling her teddy bear and says, "What a kind girl you are," this is a rewarding consequence that increases the likelihood that she will repeat the behavior. Her behavior is reinforced (Bandura, 1977). Bandura explained that students would study what happens to an individual before deciding to imitate that behavior. A student can gain information by observing the significance of another person's behavior. For example, a younger brother who observes an older brother

being rewarded for a particular behavior is likely to repeat that behavior. This behavior is known as vicarious reinforcement (Bandura, 1977).

Students repeatedly observing positive behaviors being rewarded with positive reinforcement are more likely to behave in the observed manner (Bandura, 1977). It can be assumed that students engaging in deviant behaviors have observed these behaviors in an overabundance, which leads to negative consequences (Bandura, 1977), ultimately resulting in a revolving door effect or a vicious cycle of negative behaviors. Based on Bandura's approach to learning his theory can be interpreted as students live what they learn and learn what they live. The cycle of reinforcement is identified as being internal or external and viewed as negative or positive (Bandura, 1977).

When a student desires approval or acceptance from teachers, peers, or parents, this approval is an external reinforcement. He, however, believes that the feelings of exhilaration in anticipation of approval are an internal reinforcement. The aspects of positive or negative reinforcement would have little impact if the reinforcement offered externally and does not match an individual's needs (Bandura, 1977). This behavior, whether positive or negative, can be considered as reinforced behavior (Bandura, 1977).

Lastly, an essential factor in this model is that it can lead to a difference in an individual's personality (Bandura, 1977). According to the information presented by Bandura, it is understood from the research that Bandura equates deviance with modeled behavior, whereas Hirschi equates deviant behavior with a societal weakness.

Hirschi's Social Control Theory

Hirschi (1969) argued that criminal activity occurs when an individual's attachment to society is weakened. This attachment depends on the strength of social bonds that hold people to society. According to Hirschi, there are four elements of social bonds: attachment, commitment, involvement, and beliefs in lawful order. See Table 1.

Table 1

Hirschi's (1969) Social Control Theory

Attachment	Commitment	Involvement	Beliefs
Attachment to parents	A rational element in theory but only indirectly	Time: the amount is taken up with conforming activities	General conforming and law-abiding beliefs
Attachment to peers	Rewards for deviance not considered	Engrossment importance	Conventional morality, values
Attachment to schools	Cost of deviance-loss of investment in conformity		Religious beliefs not specifically included but are by implication

Hirschi (1969) stated that young deviants suffer from "parent deficit" (Hirschi, 1969, p. 229). Hirschi argued that this factor is one of the important components of the theory. Students require discipline and love. These are two components that are often missing with absentee parents (Hirschi, 1969). The researcher, Hirschi, proposed that students with absentee parents are more likely to exhibit non-compliant school-related behaviors, which lead to deviant behavior. The theories of social control and social learning help explain behavior patterns of deviant children.

Relevant Research

According to the U.S. Department of Education, corporal punishment was administered to 272,028 public school children across the country in the 2004-2005

school-years (Font & Gershoff, 2017). Belief in the utility and even the necessity of

corporal punishment as a method of child discipline has been strong even though

generations of Americans from the early 17th century to the present day disagree with it

fundamentally (Gershoff, 2010). From the early 17th century to the present day, 71.3% of

individuals agreed with the statement of children needing a good hard spanking. The use

of violence against children from family members, teachers, or peers damages their

emotional and physical health. Emotional, violent behaviors such as shouting, displaying

a coarse, rude attitude, criticizing harshly, denigrating their personality may jeopardize

the psychological and social development of children (Gershoff, 2010). Thus, practices

must be understood as more than simply impacting what happens in the classroom.

Instead, they should be conceptualized as public health policies with far-reaching impacts

on a child's lifelong health and well-being. Even though school discipline has largely

been overlooked by the public health community, current reform efforts are one aspect of

a holistic health justice framework (Health Equity, School Discipline Reform, &

Restorative Justice, 2019).

The social learning theories and the social control theories of Bandura (1977) and

Hirschi (1969), respectively, explore how administrators conceive behavior, academic

performance, and the emotional well-being of elementary school students when corporal

punishment is used as a deterrent for deviant behavior in students. Interviews conducted

with study participants illustrated how they had not been trained in any alternative

methods of disciplining students. The theories of Hirschi and Bandura have not been

presented to administrators as guidelines for implementing new behavior strategies for disciplining students.

Relevance to Research Questions

The research questions for this study were motivated by two theories: the social learning theory and the social control theory. My purpose for this study was to understand the conceptions of administrator's educational practices specific to the use of corporal punishment in public elementary schools. Therefore, it was appropriate to use social control and social learning theories. Since the conceptions of their experiences with corporal punishment were that it was ineffective for deterring deviant student behavior for the long term, the efficacy of policies and practices, and those students may suffer future emotional and behavioral problems as a result of its use both of the theories were considered relevant for the research.

Literature Review Related to Key Concepts and Variable

In this section, I discuss the relevant variables of recent studies involving administrator's conceptions of corporal punishment as a deterrent to student deviant behavior, the future emotional and behavioral consequences of administering corporal punishment to students, and the policies and procedures relevant to the administering of corporal punishment to students. I also provided the strengths and weaknesses of the research. I provided information that substantiated the research questions.

Administrators' Conceptions of the Use of Corporal Punishment

The first key variable I discussed in the research was the administrators' conceptions of corporal punishment. A study implemented by the Gundersen National

Child Protection Training Center (2015) found that 86% of U. S. students showed some improvement in their ACT scores between 1994 and 2010, and there were significant differences in student performance between school systems that paddle and those who did not (Gundersen National Child Protection Training Center, 2015). The research done by the Gundersen National Child Protection Training Center (2015) found that students who received corporal punishment from administrators had a higher percentage of underachievers than those who did not receive corporal punishment. Thus, it can be suggested that research data analysis indicates that this key variable is has a direct connection between corporal punishment and underachievement in students (Gundersen National Child Protection Training Center, 2015).

Administrators relying on corporal punishment as a deterrent to deviant behavior could be trading intellectual achievement for immediate compliance of students to school rules Gundersen National Child Protection Training Center (2015) and forfeiting long-range intellectual growth. An administrator who may conceive that corporal punishment is not relevant to student achievement and intellectual growth may be in denial of the effects of corporal punishment on a student's intellectual growth Gundersen National Child Protection Training Center (2015). Efforts to abolish corporal punishment in schools, an initiative spearheaded at the national level by Carolyn McCarthy, U.S. Representative, with the enactment of a bill "Ending Corporal punishment in Schools Act" of 2011, the conception of administrators of corporal punishment as a last resort could be changed through the introduction of a more positive learning environment (Gundersen National Child Protection Training Center, 2015). This introduction to

positive learning environments is more effective when introduced in the formative early school years of children (Font & Gershoff, 2017).

Wadesango, Gudyanga, and Mbengo (2014) helped with proving the effectiveness of corporal punishment as an important method for dealing with deviant behavior in children in the Chibuwe Cluster Schools in the Chipinge District. The researchers investigated the reason deviant behavior continued to occur despite numerous attempts to eradicate it with corporal punishment (Wadesango et al., 2014). The methodology of descriptive survey design, stratified random sampling was implemented to collect a sample that well represented the chosen population. There were 25 educators, 15 high school teachers, ten elementary teachers, five administrators, and five committee members for a total of sixty participants. The data were collected from questionnaires and interviews. The setting was in three high schools and eleven elementary schools. The authors concluded that corporal punishment was rarely recommended as a disciplinary tactic in schools (Wadesango et al., 2014). The study recommendations were for schools to continue to broaden and diversify their tactics to include rewards, discussions, explanations, and other positive methods to discipline students (Wadesango et al., 2014).

Overall, the research findings suggest that the prevention of physical abuse may enhance children's cognitive performance. Still, that alone may not be sufficient to ensure children are engaged and well-adjusted in school. However, the understanding of the effects of physical abuse and the effects of corporal punishment largely stem from separate bodies of research. That is, most research examining the association between physical abuse and subsequent academic and cognitive outcomes does not account for

experiences of non-abusive corporal punishment, and, conversely, many studies of corporal punishment do not account for experiences of physical abuse. Administrators in this study believed that they could be held responsible for the long-term effects of corporal punishment and that it was only effective for immediate compliance and short-term effects. School leader's management practices have a direct impact on their students' probability of success. Evidence-based school management practices include (a) effective instruction and supervision of students, (b) opportunities for students to respond, and (c) feedback to students. In this study, they examined the degree to which school leaders implemented evidence-based management practices and whether there was a relationship between the use of the leaders' behaviors and students' time engaged in best practices and rate of disruptions (Gage, Scott, Hirn, & MacSuga-Gage, 2018). The longer it takes for school leaders to engage positively with students, the more likely the students are to engage in negative behaviors (Allday, Bush, Ticknor, & Walker, 2011).

Khanal and Park (2016) discussed the humiliation and abuse associated with corporal punishment in Nepalese. The abuse of students by leaders in the form of forcing students to lick excrement from the toilet, hanging students upside down from a ceiling fan to receive a beating was the punishments for those who did not comply with school rules (Khanal & Park, 2016). These actions have caused students to hallucinate, suffer depression, and nightmares (Khanal & Park, 2016). I studied the five main categories of deviant behaviors: loss of recreational behaviors and other extracurricular behaviors that were determined as countable behaviors. Making noise, talking, being interested in non-

class activities, and walking in the classroom was determined as continuous behavior. These behaviors caused stress for leaders, which resulted in students receiving stress-related discipline. Following the in-service training and behavioral counseling process, leaders' management skills improved (Khanal & Park, 2016). The administrators in this study discussed the use of corporal punishment as immediate compliance mechanisms, and some found that it served as a management tool when properly administered.

According to Gebrezgabiher and Hailu (2017), corporal punishment is not abnormal but very necessary for correcting deviant behavior in children Gebrezgabiher and Hailu (2017). These theorists Gebrezgabiher and Hailu (2017) believe that corporal punishment helps children accept the rules of society, causes children to be rational, reasonable, accepting of their delinquent behaviors, and causes student learning in the classroom to continue properly. When the authors of "Conservative Protestantism and Attitudes toward Corporal Punishment," 1986-2014, Hoffmann, Ellison, and Bartkowski, (2017) in their opposition to the theories of Gebrezgabiher & Hailu (2017), examined conservative Protestant parents' attitudes toward the support for corporal punishment and other Americans believe the margin has widened against its use (Hoffmann et al., 2017). They argue, however, that within the conservative protestant religion, those who receive higher education are less likely to support corporal punishment as a disciplinary practice (Hoffmann et al., 2017). The theorist Fitz-Gibbon (2017) posits that Christians should advocate for the elimination of corporal punishment in all settings, and in particular, in the public-school environment (Lohmann, 2019).

The more educated parents and caregivers are, the less likely they are to accept the use of corporal punishment (Burak, Rosenthal, & Richardson, 2013). Parents of soccer players interviewed about their views concerning aggressive coaches who used physical punishment as a form of correction on students who made mistakes on the playing field were opposed to coaches' violent behaviors and often removed their students from the teams Burak, Rosenthal, and Richardson (2013). The research of (Burak et al., 2013) explained how students who refuse to follow school rules were punished using exercises.

Employing the theory of "reasoned actions," which can be aligned with Bandura's (1977) societal controls regarding the use of exercise as punishment in physical education and sports, is one of the foundations of this study (Burak et al., 2013 p. 1437). Participants in this research, teachers, athletes, students, and coaches may be ill-informed of the effects of exercise used as a punishment on students may have on the psychic and physical body of students (Burak et al., 2013). The risk associated with extreme physical exercise used as a punishment on students has sometimes resulted in death and severe injury (Burak et al., 2013). One of the participants in this research was a physical education teacher who often used different forms of exercise to discipline students. This method of corporal punishment can cause students to lose interest in participating in organized sports (Burak et al., 2013). Although there is opposition from the most affluent people and countries to the less fortunate, the reaction remains firm on the possible negative results of using exercise as a form of corporal punishment (Burak et al., 2013). Parents, children, and educators of less affluent countries are also feeling the effects of

punitive behaviors used to control students who are supposed to be protected by law from corporal punishment.

The authors (Kumar & Teklu, 2018) expounded upon the corporal punishment of Ethiopian children despite laws to protect them from cruel treatment, including corporal punishment. Their study aimed to collect descriptive information on the consequences and nature of corporal punishment from those students receiving corporal punishment. The elementary school of the Central Zone of Tigray Region, Ethiopia, was the setting for this study. The students' attitudes concerning corporal punishment were assessed and paired with their demographics (Kumar & Teklu, 2018). The data were collected from 670 pupils using a multistage cluster sampling procedure.

Although there are laws in place to protect students from corporal punishment, the studies showed that ¼ of the students were subjected to corporal punishment (Kumar & Teklu, 2018). The results indicated that a significant number of pupils showed a variety of severe psychological effects as a result of being corporally punished (Kumar & Teklu, 2018). The results also indicated that corporal punishment caused different physical effects on students (Kumar & Teklu, 2018). The study also indicated that the students demonstrated negative attitudes toward school and corporal punishment (Kumar & Teklu, 2018).

Han (2016) examined how corporal punishment affected students in rural schools using a sample of 1,067 students. The samples were collected from the School Survey on Crime and Safety in the school year 2007-2008 (Han, 2016). The results of the descriptive statistics and multivariate regression collection procedures found that the

schools that used corporal punishment tended to have a decrease in violent behavior, and an increase in the attendance of students (Han, 2016). However, the study showed that schools with corporal punishment have more insubordination problems, and students with lower academic desires to achieve than the schools without corporal punishment (Han, 2016). The leaders of rural schools may wish to consider whether corporal punishment should supersede the benefits of a stress-free education (Han, 2016).

According to Gershoff, Sattler, and Holden (2019), their study of urban schools discussed several reasons why corporal punishment is likely to be ineffective and bring harm to students. First, the administration of corporal punishment is done with a hard object that causes damage, injury, pain, bruises, and broken bones, with treatment often requiring a physician (Gershoff et al., 2019). Second, the behavior is ineffective in reducing the recurrence of undesirable behavior in students (Gershoff et al., 2019). Last, the fact that it involves the introduction of a punishing stimulus after an undesirable outcome has occurred (Hineline & Rosales-Ruiz, 2013). This does not result in the desired outcome of compliance. Gershoff (2017) "The United Nations has stated that corporal punishment violates the rights of the child according to the Convention on the Rights of the Child (United Nations Committee on the Rights of the Child, 2007), specifically Article 19. This article's guarantee of protection from all physical and mental violence, Article 37's protection from cruel, inhuman, or degrading punishment, and Article 28's provision that school discipline should be consistent with children's human dignity (United Nations Committee on the Rights of the Child, 2007). It is worth noting

that if an adult were hit with an object such as schoolchildren are, it would be considered assault in any of these countries.

The 69 countries that legally permit school corporal punishment, including the 149 countries that allow corporal punishment in homes, are not providing children with equal protection under the law, despite their more vulnerable status" (Gershoff, 2017, p. 226). Although it seems that according to (Burak et al., 2013), progress seems slow and unproductive in many areas of the world, many countries are moving forward with reforms and other methods for controlling student deviant behavior.

The discourse of Durrant & Ensom (2012) discusses the fact that two decades have shown significant progress in Europe concerning corporal punishment. The European justice system has changed its perspective on corporal punishment. In 1979, the nation of Sweden became the first nation to abolish corporal punishment in any form legally (Durrant & Ensom, 2012). It has taken over 50 years of legal work to convince lawmakers and the public that this ban was the correct action to take. The legal system unequivocally endorsed this movement. This new law endorsed the belief that children have rights and are entitled to be treated with dignity and respect (Durrant & Ensom, 2012). According to Puckett, Graves, and Sutton (2019), a vast majority of minority students and students with disabilities are disproportionately corporally disciplined in comparison to their peers.

School leader's management competencies, according to Kalin, Peklaj, Pecjak, Levpušcek, and Zuljan (2017), largely determine the potential of achieving educational goals and helping pupils from varying backgrounds cope better in the classroom. Studies

show that a lack of competencies management and disciplining of students result in many

other problems in the school (Kalin et al., 2017).

There have been forms of corporal punishment that have been accepted by private

schools in Nepal. The efforts of UNICEF, Plan Nepal, and Child Workers in Nepal, the

government, and some stakeholders in the education industry agree that corporal

punishment has not yielded positive results (Khanal & Park, 2016). Many teachers and

parents were unaware of an alternative to corporal punishment and knew little about the

physical and psychological impacts of harsh punishment (Khanal & Park, 2016).

The results of the study showed that the administrators of corporal punishment

kept the methods of their abuse underground and relied on fear to keep students quiet.

The results of the study illustrated the adverse effects of corporal punishment; however,

the punishment continued. The abuse proved to have an impact on a student's emotions

(Khanal & Park, 2016). Positive teacher-student interactions and proper relationships

with all student groups are important to creating a supportive and balanced school climate

that does not rely on punitive approaches to classroom and behavior management of

students (Gregory, Clawson, Davis, & Gerewitz, 2016).

Font and Gershoff (2017), in their discourse, presented the following report.

They considered a variety of physical punishment measures, ranging from mild corporal

punishment to physical abuse, and their association with cognitive performance, school

engagement, and peer isolation over three years among 658 children initially observed

between the ages of 8 and 14. Physical punishment captured in three groups: mild

corporal punishment, harsh corporal punishment, and physical abuse, and both caregiver-

and child-reported punishment measures considered. After accounting for socio-economic and demographic characteristics, only initial exposure to physical abuse significantly associated with declines in cognitive performance. However, all forms of physical punishment associated with declines in school engagement and harsh corporal punishment are associated with increased peer isolation. Their findings were relatively consistent regardless of whether the physical punishment reported by the child, caregiver, or teacher. However, certain mitigating circumstances elevated the use of corporal punishment from school leaders. Nevertheless, the impact on a child's school performance was affected by the teacher's behaviors, which often resulted in physical punishment from administrators (Font & Gershoff, 2017).

According to Khoury-Kassabril (2012), factors that directly affect school leaders, such as necessary school resources and educational preparation, have led to continued use of corporal punishment in schools in many Middle Eastern countries. The research conducted on lower elementary grade students found that students' maltreatment is prevalent in schools that are under stress and that have fewer resources. They found that school leaders are more likely to resort to aggression due to the lack of alternative means of discipline and a lack of training in alternative management strategies (Andero & Stewart, 2002). This aggression can lead to extenuating circumstances that could cause student health problems (Bassam, Marianne, Rabbaa, & Gerbaka, 2018).

Future Emotional and Behavioral Consequences of Corporal Punishment

The second variable in the research focused on the future emotional and behavioral consequences of corporal punishment. Administrators' fear of the future

emotional and behavioral consequences of corporal punishment on the students was expressed as being paramount in the reasons why they are apprehensive about administering corporal punishment to students.

According to Bassam et al., (2018), corporal punishment is a public health problem due to its impact on the psychological, physical, and social well- being of children. Corporal punishment is the most common form of psychological and physical violence against children, which can cause a rise in violent behavior in students, which could find a rationale in Hirschi's (1969) concept of societal weakness and Bandura's (1977) social control theory.

Several administrators in this study expressed fear of striking a child in the wrong place if they suddenly moved. They realized that one mishap could cost them their job or their career. Approximately 100 children die per year from this form of violence, and many others suffer from disabilities brought on by psychological and physical violence. Corporal punishment of children predisposes them to psychological problems associated with aggression, delinquency, and conjugal violence later in life (Bassam et al., 2018). Students are always aware of the possibility of being beaten, a threat that discourages open, trusting relationships between students and educators (Human Rights Watch, 2008; Bandura, 1977 & Hirschi, 1969). Also, the administrators in this study expressed concern for students' emotional and behavioral well-being. They worried about meeting students in the future and seeing the result of constant corporal punishment.

A leading behaviorist Morin (2019), in her study of corporal punishment, cites several empirical facts related to corporal punishment. The study cites corporal

punishment as causing an increase in behavior problems, yet, many Americans believe in corporal punishment (Morin, 2019). Nineteen states still allow corporal punishment in schools. The research suggests that corporally punishing students leads to aggression and is associated with mental illness in students (Morin, 2019). I have concluded from this research study that students receiving corporal punishment spend time outside of the classroom being punished or being expelled; therefore, grades suffer, relationships suffer, and students' deviant behavior is accelerated.

Gershoff (2017) recommended that educators analyze individual situations requiring disciplinary intervention and select from appropriate methods for improving behaviors that are embedded in a more progressive school's curriculum. Khanal and Park (2016) discussed the humiliation and abuse associated with corporal punishment in Nepalese. The abuse of students by school leaders in the form of forcing students to lick excrement from the toilet, hanging students upside down from a ceiling fan to receive a beating was the punishments for those who did not comply with school rules (Khanal & Park, 2016). These actions have caused students to hallucinate, suffer depression, and nightmares (Khanal & Park, 2016). Deviant behaviors are classified into five main categories: loss of recreational time, and other extracurricular behaviors that were determined as countable behaviors. Making noise, talking, being interested in non-class activities, and walking in the classroom was determined as continuous behavior. These behaviors caused stress for school leaders, which resulted in students receiving stress-related discipline. Following the in-service training and behavioral counseling process, school leaders' management skills improved (Khanal & Park, 2016). My

research continues to confirm that school leaders will benefit from the implementation of training modules designed to help them deal with deviant student behavior. With the implementation of training modules, school leaders can improve their abilities to interact with students positively.

Management competencies, according to Kalin, Peklaj, Pecjak, Levpušcek, and Zuljan, (2017), largely determine the potential for students achieving educational goals and for helping pupils from varying backgrounds cope better in the classroom. This management technique may help students avoid disciplinary tactics that may lead to other emotional and health issues. Studies show that teachers lack competencies for classroom management and disciplining students results in many other problems in the classroom, which leads to administrative intervention that may negatively impact students (Kalin et al., 2017).

There are forms of corporal punishment that have been accepted by private schools in Nepal. The efforts of UNICEF, Plan Nepal, and Child Workers in Nepal, the government, and some stakeholders in the education industry agree that corporal punishment has not yielded positive results (Khanal & Park, 2016). Many educators and parents were unaware of an alternative to corporal punishment and knew little about the physical and psychological impacts of harsh punishment (Khanal & Park, 2016). Positive leader-student interactions and proper relationships with all student groups are important to creating a supportive and balanced school climate that does not rely on punitive approaches to classroom and behavior management of students (Gregory, Clawson, Davis, & Gerewitz, 2016).

Font and Gershoff (2017), in their discourse on corporal punishment, considered a range of physical punishment measures, ranging from mild corporal punishment to physical abuse, and their association with cognitive performance, school engagement, and peer isolation over three years among 658 children initially observed between the ages of 8 and 14. Physical punishment captured in three groups: mild corporal punishment, harsh corporal punishment, and physical abuse, and both caregiver- and child-reported punishment measures considered. After accounting for socio-economic and demographic characteristics, only initial exposure to physical abuse significantly associated with declines in cognitive performance.

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According to Khoury-Kassabril (2012), factors that directly affect school leaders, such as necessary school resources and educational preparation, have led to continued use of corporal punishment in schools in many Middle Eastern countries. The research conducted on lower elementary grade students found that students' maltreatment is prevalent in schools that are under stress and that have fewer resources. They found that school leaders are more likely to resort to aggression due to the lack of alternative means

of discipline and a lack of training in alternative management strategies (Andero & Stewart, 2002). This aggression can lead to extenuating circumstances that could cause student health problems now and in the future (Bassam, Marianne, Rabbaa, & Gerbaka, (2018).

In a journal discourse by Gershoff (2017) it was found that students being subjected to corporal punishment such as beatings, for a range of behaviors, including not doing their homework, coming late to class, bringing cell phones to school, running in the hallway, sleeping in class, answering questions incorrectly, having an unacceptable appearance, using bad language, writing in a textbook, failing to pay school fees, making noise in class, and being absent were often targeted for abuse (Gershoff, & Font, 2019).

Punishment for minor insignificant incidents is significant in other countries as well as in the United States (Gershoff, 2017). Breen, Daniels, and Tomlinson (2015) posed that when individuals are exposed to violence, the prospect of developing mental and physical health problems as well as developmental issues is highly probable. Corporal punishment, according to Breen et al., (2015), is a poor choice for disciplining students and often leads to detrimental outcomes. The issue of the future emotional and behavioral consequences of corporal punishment on students is one of the important questions of this research. Bandura (1977) addresses this issue within the social learning theory of children learning what they live.

Finally, there is limited research on how students feel about corporal punishment and the role that it may have in the methods they choose to resolve issues of mostly interpersonal conflicts (American Psychological Association). The journal article: "The

residual effects of parental corporal punishment on young adults' psychological adjustment:" Evidence from Malaysia, proposed that the worldwide movement to eliminate all forms of corporal punishment and all other degrading punishment however small should be upheld.

The researchers Chong and Yeo (2018) expounded on the fact that although corporal punishment intends to correct a misbehaving child, those who administer the punishment often elevate the level of harshness because the intended effects lose the intentional desire to eliminate deviant behavior. This has resulted in some cases in the abuse of the child (Chong & Yeo, 2018). When children repeatedly receive corporal punishment, it can be misunderstood as rejection. These feelings of rejection might subsequently lead to psychological maladjustment, which could lead to aggressive behavior, low self-esteem, dependency, instability, emotional duress, and a view of the world through a lens of negativity (Bandura, 1977).

According to the researchers Chong and Yeo (2018), their research on the issue of corporal punishment corroborates with the four medial processes of the social learning theory, suggests that children imitate things to which they give attention and retain those things they deem significant in the realm of their reality. If attention and retention are significant, then a pattern of negativity begins to form, leading to negative outcomes.

The data from the Summary of Research on the Effects of Corporal Punishment (2013) disclosed the following information. A meta-analysis from 2002 from 88studies found an association between lawful corporal punishment and ten negative results (Summary of Research on the Effects of Corporal Punishment, 2013). The evidence

gathered on this topic from over 88 studies shows the association between corporal

punishment and a wide range of negative outcomes while no studies show any evidence

of the benefits of corporal punishment (Summary of Research on the Effects of Corporal

Punishment, 2013). The summary provided data that suggests that "corporal punishment

kills many children each year, injures many more and attests to the severity of physical

violence which children experience in the name of discipline" (Summary of Research on

the Effects of Corporal Punishment, 2013 p. 3).

The meta-analysis in three of the five studies supports the belief that immediate

compliance is achieved with the use of corporal punishment. However, it does not

alleviate the burden of students manifesting reduced moral internalization, and an

increase in behaviors labeled as anti-social. The concern over disparate disciplinary

outcomes has come to fuel concern over what is commonly called the "school-to-prison"

pipeline, in which students who experience harsh discipline are more likely to become a

part of the juvenile justice system (Lindsay & Hart, 2017, p.486). 7 of the participants in

this study expressed concern for students who are repeatedly corporally disciplined as

being on a direct path for juvenile delinquency and going from school to prison. 13 of 15

studies found that corporal punishment does not contribute to the child's long-term

compliance to "desired behavior" (Summary of Research on the Effects of Corporal

Punishment, 2013, p. 3). The participants in this study expressed concern that corporal

punishment only has a short-term effect and works for immediate compliance.

The goal of teaching students proper social behavior and, in some manner, ingrain

consistent emotional behavior, corporal punishment, makes it less likely that they learn

the lessons society deems appropriate for them to learn (Summary of Research on the

Effects of Corporal Punishment, 2013). Similar to the negative downstream consequences

of achievement gaps, students subjected to harsh punishment, scholars have documented

the many negative consequences of these racial disparities in discipline. Students who

experience these adverse discipline outcomes are much more likely to drop out of high

school and get caught in the juvenile justice system (Gopalan, 2019).

Rimal and Pokharel (2014) expounded on the problem of corporal punishment in

developing countries like Nepal. According to these authors, the research across the globe

indicates that whether in the home, school, or alternative settings, corporal punishment is

a contributing factor to student abuse of substances, increased depression, juvenile

delinquency, poor academic performance, and marital conflict as adults. These

researchers posed that the reinforcement of legal actions against those implementing

corporal punishment has a strong possibility of causing it to become extinct. Reinforcing

legal actions against the practice of corporal punishment and with the support of

pediatricians and other health professional's elimination of corporal punishment of

children can be accomplished globally (Rimal & Pokharel, 2014).

Considering the research of Fréchette and Romano (2015) in a significant article

with a representative sample of Canadian parents, the controversial issue of corporal

punishment was discussed. Fréchette and Romano (2015), in their discourse, explained

that the efforts of advocates for the elimination of corporal punishment can be

emphasized through public awareness. This process was thought to help to decrease the

use of corporal punishment on children. The data from a cross-sectional study of the

Canadian National Longitudinal Survey of Children and Youth yielded the following results. It stated that the efforts of the public may have influenced the decrease in prevalence and frequency of corporal punishment across time and for all age groups in the study and proved to be significant. However, 25% of Canadians still use corporal punishment with children ages 2-11, thus warranting continued attention to this issue.

According to (Kooij et al. (2018), the lack of information received by the public concerning corporal punishment of students has led to limited efforts by the public to prohibit corporal punishment legally. The Convention on Rights of the Child guarantees that children are to be protected from violence in any form (Kooij et al., 2018). However, it is still an integral part of children's lives around the globe. In the Caribbean corporal punishment are a form of violence and a dominant practice used as a method of corrective parenting (Kooij et al., 2018). The research is also limited to children and adolescent perspectives on corporal punishment. However, this study addressed the gap in those perspectives. The results from twelve focus groups of adolescents and caregivers did not offer an apparent prevalence of prohibiting corporal punishment of children legally; it brought the controversy into prominence in the Caribbean (Kooij et al., 2018).

As the researchers, Hillis, Mercy, Amobi, and Kress, (2016) expounded on the magnitude of the cost of violence against children, the enormous consequences of violence against children, and the biological effects of violence perpetrated on children confirm the fact that the future consequences from the use of corporal punishment are paramount. In their research, they found a direct connection between corporal punishment and the future psychological effects on children. This finding directly

addresses a fundamental question of this research of the long-term effects of this phenomenon on students in elementary schools.

In conclusion, the world is becoming more cognizant of this problem and as a result of firm commitments by agencies such as the World Bank, World Health Organization, Centers for Disease Control and Prevention, has rallied together for the prevention and elimination of violence against children in any form (Hillis et al., 2016). The consolidation of the prioritization of each organization has emerged into the inclusion of two "zero-blast targets"- outcomes that state that all countries must eliminate not reduce all forms of violence against children (Hillis et al., 2016, p. 4). Many years of research deduced that violence against children might cause early mortality in adulthood (Hillis et al., 2016). The synthesis of the data gathered on the consequences of violence against children has prompted the United Nations to call for an end to all violence against children to be advanced (Hillis et al., 2016).

According to Gebrezgabiher and Hailu's (2017) discourse, the use of corporal punishment as a deterrent to deviant student behavior is good and helps to negate aggressive behaviors in children. Those who adhere to the theory of children who are difficult to handle should be corrected with punishment believe that corporal punishment is the proper method of intervention for deviant behaviors in students (Gebrezgabiher, & Hailu, 2017).

A continuous review of the literature illustrates how young people reporting exposure to harsh or abusive treatment during childhood had elevated rates of juvenile offenses, substance abuse, and mental health problems. The literature study led to three

major conclusions; those exposed to harsh or abusive treatment during childhood are an at-risk population for juvenile offending, substance abuse, and mental health problems.

The law case of Ingraham v Wright as cited by Menon (2017) presented that the ruling of corporal punishment over 40 years ago still plays a prominent role in 19 states in the United States. The case showed that there was not a violation of the 14th Amendment's Due Process Clause, where a state's statute governing corporal punishment in public school provides adequate protection against the use of unjustified and unnecessary physical punishment. The implications of this decision cannot be understated. The Court's decision in Ingraham made it extremely difficult for students to bring claims against teachers or school administrators for using corporal punishment in a public school setting (Menon, 2017).

This law continued to allow for the abuse of students. However, the new laws that pertain to student rights and the belief that children have rights and are entitled to be treated with dignity and respect are necessary components of healthy student growth (Durrant & Ensom, 2012). It further expounds on research on corporal punishment as a public health problem due to its impact on the psychological, physical, and social interactions of children educators (Bassam et al., 2018). Finally, corporal punishment is the most common form of violence against children by educators(Human Rights Watch, 2008).

Finally, the conclusions drawn from this research on the conceptions of administrators confirm what the participants in the research stated; corporal punishment is ineffective for long-term compliance of students from deviant behaviors and that

corporal punishment negatively impacts student learning and their future emotions and behaviors.

Guidelines, Policies, and Procedures for the Use of Corporal Punishment

The final key variable for the study was policies and procedures for the use of corporal punishment. The United States is a leader in corporal punishment and its negative consequences on students (Puckett et al., 2019). The U.S. Department of Education has provided school districts with guidance in methodologies that provide alternatives to punishing students corporally (Puckett et al., 2019). Children believe that being treated negatively in schools is a personal affront and a reflection of their character, which results in their continuous disengagement from school. The "school to prison" pipeline has stirred much controversy in schools, and the zero-tolerance policy has contributed to the increase in student discipline problems (Puckett et al., 2019). Several participants referred to the school to prison pipeline. There is a connection between exclusion from school and detrimental ramifications on children later in life (Puckett et al., 2019). However, school discipline practices are inequitable based on student race, class, and gender; yet, few studies highlight students' voices regarding their experiences with these practices. Further, we know that positive teacher-student relationships are a significant factor in student academic achievement and success (Andrews & Gutwein, 2020). The guidelines, as expressed by the participants in the study, were believed to be ineffective and incongruent with correcting deviant student behaviors.

A continuous review of the literature illustrates how young people reporting exposure to harsh or abusive treatment during childhood had elevated rates of juvenile

offenses, substance abuse, and mental health problems. The literature study led to three major conclusions; those exposed to harsh or abusive treatment during childhood are an at-risk population for juvenile offending, substance abuse, and mental health problems.

The structure of the disciplinary classroom management system in many schools across the country relies upon corporal punishment implemented by administrators as a deterrent to deviant behavior. However, school disciplinary practices, policies, and procedures have a profound and lasting impact on a students' ability to stay in school as posited by Green, Willging, Zamarin, Dehaiman, & Ruiloba (2019).

 In recent years, the zero-tolerance policies for students have reigned in schools across the United States (Green et al., 2019). Emphasis on strict, unyielding responses to student infractions, including suspending students from school and subsequently referring them to juvenile justice systems, which exacerbates the risks of students dropping out of school, is a problem that is rapidly growing (Green et al., 2019). Such responses fuel the school-to-prison pipeline by impeding and endangering students' academic performance, jeopardizing their future graduation, and potentially leading to detention or incarceration according to (Green et al., 2019).

To summarize, this variable involves understanding the schools' codes of conduct, policies, and procedures. Being employed by a district that uses corporal punishment as a classroom management tool for elementary school students provides personal evidence of its constant use by local administrators and school officials and its results of ineffectiveness. This method of discipline continuously produces student behaviors of aggression and juvenile delinquency yet is continually used in school

districts across the nation. Many local school boards fully support the use of corporal punishment, and the state sanctions its use. The state in which this study was conducted ranks third in the nation in the use of paddling in its schools in the 2009-2010 school years (U.S. Department of Education Office for Civil Rights, 2016.)

This punishment was administered by school leaders and assistants as sanctioned by local school boards. Legislation passed in 1995 allows the use of corporal punishment in public schools but directs local school boards to adopt their codes of conduct and disciplinary procedures (FindLaw, 2016). Also, the statute does not provide much detail but prohibits any excessive force or cruel and unusual punishment Even when school districts are given the authority to write their policies, many states impose certain minimum requirements so that codes of conduct are somewhat standardized throughout the state.

The local code requires that punishment be reasonable and moderate but do not define what behaviors meet the standards (FindLaw, 2016). A maximum of three strikes administered to a student's buttocks in private, with another adult witness, is reserved as a last resort before a student is suspended or expelled (FindLaw, 2016). A parent may ask that their child not be subject to corporal punishment, but the principal may use it without parental consent under some circumstances. Refusal to be paddled can result in suspension or expulsion (FindLaw, 2016). For this reason, many civil rights organizations have called for a ban on corporal punishment (FindLaw, 2016).

The American Academy of Pediatrics (2018), among many other professional organizations, has called for a ban on paddling nationwide; stating findings that show

corporal punishment has adverse effects on children's self-esteem and academic

achievement. It also may contribute to, rather than prevent, violent or disruptive behavior.

The National Education Association has called for a ban as well, for similar reasons

(American Psychological Association, 2018). Local customs and traditions often play a

significant role in the administration of corporal punishment. The religious rhetoric of

many southern protestant religions dictates the use of corporal punishment on children as

a method of controlling deviant behavior (Fitz-Gibbon, 2017). Parents, educators,

stakeholders, and clergy adhere to the biblical reference of "sparing the rod and spoiling

the child" as significant provender for the explicit use of corporal punishment.

Local administrators follow the state law, which ascribes to the belief that;

no student has a right to be unruly in his or her classroom to the extent that such

disruption denies fellow students of their right to learn (Gebrezgabiher & Hailu, 2017).

The education policymakers should understand the possibility that school policies may

not treat all children fairly and consider changes that may invoke different policy

responses according to (Ritter & Anderson, 2018). It is the responsibility of the local

boards of education and the administrators employed by them to provide legal support to

each teacher exercising his or her authority and responsibility to maintain order and

discipline in his or her classroom as long as the teacher follows the local board of

education's policy (FindLaw, 2016). However, teachers do not paddle the students

themselves. More often, this task falls to administrators, such as a dean of students or

assistant principals (Gebrezgabiher, & Hailu, 2017). Since the early 1990s, many schools

across the United States have adopted zero-tolerance and other harsh disciplinary policies in response to fears of violence in schools.

The zero-tolerance philosophy is an approach that removes students from school for a variety of violations, ranging from actual serious offenses like violent behavior to dress code violations or truancy (Curran, 2016). As posited by Ritter and Anderson (2018), school administrators and leaders must maintain an environment conducive to positive learning and ensure the safety of the school community, the zero-tolerance policies have been opposed by a growing number of researchers and observers who fear that this movement has gone too far. The opponents of harsh disciplinary practices have voiced numerous concerns. First, there is some evidence that these policies do not have the hoped-for deterrent effect; for example, Curran (2016) recently found that state zero-tolerance laws are not associated with decreases in problem behaviors as perceived by principals.

Finally, administrators faced with liability and lawsuits that school boards are unable or unwilling to defend are becoming reluctant participants in the use of corporal punishment. Principals fearful of the loss of employment and tainted professional reputations are seeking other methods of managing discipline in the school setting. Lawsuits are on the rise for student injuries that result from paddling, and charges of racial and gender disparities conflict with the authority of school boards and administrators about the use of corporal punishment (State Laws on Corporal Punishment in Public Schools, n.d.). A basic concern for all teachers is to have effective management of classroom behaviors (Wang & Degol, 2016). According to Okonofua, Walton, and

Eberhardt (2016), across all levels of education, teachers are tasked with ensuring student

misbehavior does not disrupt instruction time that is critical for learning and may respond

by adopting a punitive approach in which they discipline minor transgressions to

discourage future misconduct.

The discontinuity between the administrators of corporal punishment and the

research which suggest it is an ineffective means of deterring deviant behavior of

students find absolution in the belief that the local problem of corporal punishment when

it is replaced with more effective means of managing students in the learning

environment provides a sense of empowerment for educators in the realm of classroom

management. The greater the perceptions of shared leadership, the more likely that

managing a student's behavior is a team effort, and the responsibility lies with all team

members to collaboratively develop responses that are ultimately beneficial for the

students (Baroni, Day, Somers, Crosby, and Pennefather (2016). The research suggests

that the more society uses violence for socially approved purposes, the more individuals

in that society are likely to use violence for purposes that are not socially approved. As

Hirschi's (1969) societal weakness module suggests a disconnect from society may result

in deviant behavior (Hirschi, 1969). The approval and prevalence of corporal punishment

in societies are linked to the use or endorsement of other forms of violence, torture, the

death penalty, including fighting and murder (FindLaw, 2016).

Implementation of training programs for administrators that are effective in

offsetting beliefs of local stakeholders that corporal punishment is the only last resort

method for controlling student deviant behavior may suffice in dispelling beliefs that;

corporally punishing students in the school setting will control deviant behavior. Based on the review of the literature, it can be conceivable that the training of local administrators in management techniques that align with positive social interactions is the first step towards effective persuasion of the local population to embrace non-physical management of students (FindLaw, 2016).

The management of students and the training of the administrators of corporal punishment could result in the disablement of ineffective methods mandated by local school boards and state laws and be replaced with student management techniques that involve the mind and thought changes of both student and administrator on matters of behavior and discipline.

According to a study conducted by (Lumadi, 2019), the findings suggest that lack of disciplinary management skills may result in unruly behavior, non-adherence to school rules, and poor learner performance in school. This study reveals that parental involvement in children's education has a powerful impact on the attainment of positive results, thus confirming Hirschi's theory of attachment, commitment, involvement, and belief (Hirschi, 1969).

Hirschi (1969) and his social control theory of attachment, commitment, involvement, and belief, and Bandura's medial processes of attention, retention, reproduction, and motivation are precursors for working with administrators to explore options other than using corporal punishment to manage students. Educators provided with alternative management techniques can receive sustained support from new literature, which expounds on ideas and opportunities for administrators and stakeholders

to embrace the mind-changing philosophy and incorporate the ideas into daily management plans for students. The existing laws enable ineffective administrative practices, which results in behaviors that bring about physical and mental harm to students can be replaced with innovative techniques for student management according to (Prohibiting all Corporal Punishment of Children: Learning from States Which Have Achieved Law Reform, 2014).

Prohibition of corporal punishment is achieved when: all defenses and authorizations of corporal punishment are repealed (removed). Therefore, the criminal law on assault applies equally to assaults on children, whether or not they are described as discipline or punishment. The legislation explicitly prohibits—or is interpreted as prohibiting all corporal punishment and other cruel and degrading punishment techniques according to (Prohibiting all Corporal Punishment of Children: Learning from States which have Achieved Law Reform, 2014).

On a more global perspective, Americans remain more in favor of corporal punishment than their European counterparts (Gershoff, & Font, 2019). The researcher Fitz-Gibbon's (2017) argument follows Plato's thoughts about harming people and how it never makes them better. To fairly and sympathetically judge the matter Fitz-Gibbons (2017) applies what she calls "a redemptive hermeneutical triad," which draws together a more nuanced reading of sacred texts, the theological tradition of nonviolence, and Eastern philosophical principle of "Ahimsa" meaning no harm is done. Taken together and argued with philosophical delicacy, Fitz-Gibbon (2017) deliver an informative discourse for the abolition of corporal punishment in the United States' public schools.

According to the U.S. Department of Education, corporal punishment was administered to 272,028 public school children across the country in the 2004-2005 school-years (Font & Gershoff, 2017). Belief in the utility and even the necessity of corporal punishment as a method of child discipline has been strong even though generations of Americans from the early 17th century to the present day disagree with it fundamentally (Gershoff, 2010). From the early 17th century to the present day, 71.3% of individuals agreed with the statement of children needing a good hard spanking. The use of violence against children from family members, teachers, or peers damages their emotional and physical health. Emotional, violent behaviors such as shouting, displaying a coarse, rude attitude, criticizing harshly, denigrating their personality may jeopardize the psychological and social development of children (Gershoff, 2010). A recent meta-analysis evaluating longitudinal studies has reported a trivial to a small, but generally significant connection between the use of corporal punishment moreover, long-term internalization of problems, externalizing problems, and low cognitive performance (Aras et al., 2016). Many schools, rather than providing multi-tiered systems of support to address the root causes of behavior, place these students at greater risk of experiencing health disparities through the use of exclusionary school discipline practices This practice not only deny students important educational opportunities, but also can compound existing social, economic, and health inequities. Thus, practices must be understood as more than simply impacting what happens in the classroom. Instead, they should be conceptualized as public health policies with far-reaching impacts on a child's lifelong health and well-being. Even though school discipline has largely been overlooked by the

public health community, current reform efforts are one aspect of a holistic health justice

framework Health Equity, School Discipline Reform, and Restorative Justice (2019).

There are six advantages of corporal punishment: cheap and easy to administer,

effective deterrent, effective reform, adjustable pain, fair because of similar dislike of

pain, and no permanent damage. None of these survive scrutiny (Aras et al., 2016). An

alternative, deontological argument against corporal punishment is proposed by (Clarke

& Braun, 2013) and builds on four points. It is dismissive of assault, attack on a person's

self, a person who cannot defend themselves from it, and persons who cannot retain their

dignity in the face of corporal punishment. Lower-income, marginalized, and

disenfranchised individuals are receiving the bulk of the infractions. The development of

a positive teacher-student relationship is a significant factor in developing student

academic achievement and success (Andrews & Gutwein, 2020).

All violent or abusive behaviors aiming to gain power and control over others

originate from inequalities in society (Aras et al., 2016). There is an imbalance of power

between those using violence against children and their victims (Aras et al., 2016). The

physical, sexual, emotional, psychological, spiritual, cultural, or verbal violence

experienced by children could either occur once or continue for months or years (Aras et

al., 2016). A study conducted by Sreevalsa and Fiseha (2018) stated that though the

problematic behaviors that attract corporal punishment from school actors differ based on

the socio-cultural context surrounding schools, that students' behaviors could attract

corporal punishment across cultures which is in most cases are no fault of their own. It

stems from previous emotional, psychological abuse, and overall maltreatment of the individual.

While the terms of emotional abuse, emotional maltreatment, psychological violence, or verbal abuse could frequently be used interchangeably, physical abuse cannot be discerned from corporal punishment. In contrast, physical abuse is defined as actions that may cause injuries or intend to injure. Corporal punishment is defined as actions perpetrated to inflict pain rather than injury to control or correct the misconduct of children (Aras et al., 2016). The researcher Tiwari (2018) expounded upon Indian teachers' perceptions of corporal punishment. The study proposes that the reasons why corporal punishment persists despite a ban, and how corporal punishment controversy reflects on the social climate of the schools is based on the data analysis of this study which concluded that alternatives to corporal punishment and successful implementation of a ban on corporal punishment depend on compatibility between local and national socio-cultural norms, teachers' attitudes and beliefs towards the policies' objectives, and the availability of resources (Tiwari, 2018, p. 271).

Additionally, this study creates a context for the policy-makers to develop equitable policies capable of helping teachers deal effectively with students' misbehavior and creating safe learning environments (Tiwari, 2018, p. 271). This study addresses this study's research question of school boards and their support of corporal punishment as a classroom management tool. The local customs and traditions of the school board members adhere to the mores, customs, and traditions of their communities when making school board policies. They incorporate religion and intergenerational activities in the

planning and implementation of policies concerning students (Fitz-Gibbon, 2017).

Minority students and middle school students historically have received the harshest

punishment (Walker, 2020).

A study implemented by the Gundersen National Child Protection Training

Center (2015) found that 86% of U.S. students showed some improvement in their ACT

scores between 1994 and 2010, and there were significant differences in student

performance between school systems that paddle and those who did not (Gundersen

National Child Protection Training Center, 2015). The research done by the Gundersen

National Child Protection Training Center (2015) found that students who received

corporal punishment from administrators had a higher percentage of underachievers than

those who did not receive corporal punishment. Thus, it can be suggested that research

data analysis indicates a direct connection between corporal punishment and

underachievement in students (Gundersen National Child Protection Training Center,

2015).

Blake, Gregory, James, and Hasan (2016) posited that the difference in school

discipline of students from marginalized backgrounds and diverse racial and ethical

backgrounds could be viewed as a loss that has accrued over time and is reflective of a

myriad of racial inequities. Thus, addressing both differential treatment and differential

access should be an integral part of any school psychologists' racial and social justice

efforts, according to (Blake et al., 2016). Marginalized students and students from

racially diverse backgrounds are counted among those who are considered dysfunctional

and benefit from corporal punishment (Ghosh, 2016). The research done by (Ghosh,

2016) stated that both parents and teachers agreed that corporal punishment is an ideal practice for molding children in primary schools. The study also recommended that corporal punishment be restored where it is dysfunctional, and there is the need to legislate laws to protect teachers in their loco-parentis role in the molding of children in school. Global and national concerns that corporal punishment is still being used openly in specific milieus and surreptitiously in others, suggests that education stakeholders need to be cognizant of teachers' perceptions and experiences that influence their classroom discipline methods in the context of changing curriculum policies and legislation (Govender & Sookrajh, 2014). Leaders who rely on corporal punishment are unaware of preventative or positive strategies to teach students who misbehave in the classroom (Malak et al., 2015).

In conclusion, the use of a qualitative phenomenographic design using semistructured interviews was considered appropriate for this study. The 12 administrators selected for the interviews were chosen because of their experience with the administration of corporal punishment on elementary school students. They were appropriate choices for the scope and purpose of this study. In phenomenographic studies, the emphasis is on the richness of the data and less on sample size. The interviews allowed for a more relaxed and informal mode of questioning of the participants. The purpose of the interviews was to obtain the thoughts and conceptions of administrators on the use of corporal punishment on students as a deterrent for deviant student behavior. The three research questions of conceptions of administrators, future

emotional and behavioral issues of students, and the guidelines, policies, and practices were thoroughly answered in the literature review.

Summary and Conclusions

In this chapter, I explained the problem and purpose of the study. I discussed the sources used from the database and the research terms used to explore and understand the literature used in this study. I did a review of Bandura's social control theory (1977) and Hirschi's social learning theory (1969) as they related to student deviant behavior that was a part of the conceptual framework. The literature review included the major themes of the research that pertained to the conceptions of administrators, of the emotional and behavioral consequences of corporal punishment on students, and the guidelines, policies, and procedures used to implement the punishment.

I also discussed the importance of developing training programs for administrators with a focus on non-physical methods for dealing with deviant student behavior. A non-physical method for dealing with student behavior was important to the administrators, pertinent to job retention, and the development of healthy, nonviolent, emotionally, and behaviorally fit students. Of relevance to this study are some factors that are currently known and others that require future study. It is known that corporal punishment results in immediate compliance and delivers a short-term effect for correcting student behavior (Gundersen National Child Protection Training Center, 2015; Summary of Research on the Effects of Corporal Punishment, 2013).

Another factor known to this study was that students experience long term effects on their emotions, behavior, and academics as a result of being corporally punished

(American Academy of Pediatrics, 2018; American Psychological Association, 2018; Aras et al., 2016; Human Rights Watch, 2008; Bandura, 1977; Fitz-Gibbon, 2017; Hirschi, 1969; Khanal & Park, 2016). It is not known how the administrator's conceptions of the use of corporal punishment are viewed. It is also known that the policies governing the methods and guidelines for the use of corporal punishment by administrators on students have limited effects on deterring deviant student behavior (American Psychological Association, 2018; Green et al., 2019; FindLaw, 2016).

Because of the limited research in the area of conceptions of administrators on the deterrence of deviant behavior in students as a result of corporal punishment, it is not known how administrators' conceptions of the use of corporal punishment are viewed. However, the results of this study have provided credible, confirmed, transferable, and dependable data that can serve as a basis for future research in this area.

The literature search resulted in findings on the detrimental effects on students who received corporal punishment to deter deviant behavior; however, there was limited information on the conceptions of administrators on the use of corporal punishment on students as a deterrent for deviant behavior. I intended to understand the gap between the conceptions of administrators on the use of corporal punishment as a deterrent to deviant behavior, yet the behavior still exists.

The research addressed the gap by concluding that the lack of adequate trainers and training modules contributes to the continued use of corporal punishment by administrators. I invited the participants to share their thoughts and experiences through interviews so that I could get a better understanding of their conceptions of corporal

punishment as a deterrent for student deviant behavior, which helped to address the gap in the literature. The in-depth interviews also provided insight into the investigation of the gap in practice of the conceptions of administrators on the use of corporal punishment and its deterrence to deviant behavior, although deviant behavior still exists. The results section of Chapter 3 provides further information on addressing the gap in practice.

The inquiry included understanding the conceptions of administrators of their use of corporal punishment as a deterrence to deviant behavior, their thoughts on the future emotions and behaviors of students receiving the punishment, and if the guidelines they follow with administering corporal punishment serve as a deterrence to deviant behaviors in students. Although the issue of corporal punishment of students provided important context for the inquiry, it is not the phenomenon of interest for the study. In Chapter 3, I discuss the approach to connect the gap with the methodology of a phenomenographic study.

Chapter 3: Research Method

The purpose of this qualitative phenomenographic study was to understand the conceptions of administrators' educational practices specific to the use of corporal punishment on students in public elementary schools. A conception in the context of this study is the power or faculty of forming an idea of what something should be in the mind, the power of recalling a past sensation, or the ability to form mental abstractions. It is an image or notion formed in the mind, a concept, plan, or design (Marton & Booth, 1997).

In this study, I interviewed the administrators of diversely populated elementary public schools in a rural area of the Southeastern United States about their conceptions of corporal punishment. This chapter is organized into 5 major sections. I introduce the research design, and then I provided a rationale for its use. I explain the role of the researcher. I present specific aspects of the study methodology, including participant selection, instrumentation, and data analysis methods. Issues of trustworthiness and ethical procedures are discussed. Lastly, I conclude the chapter with a summary.

Research Design and Rationale

Research Questions

RQ1: What are public elementary school administrators' conceptions of the efficacy of corporal punishment as a deterrent for deviant student behavior?

RQ2: What are public elementary school administrators' conceptions of the future emotional and behavioral consequences of corporal punishment on students?

RQ3: How do public elementary school administrators' conceptions of corporal punishment align with their school districts' corporal punishment policy guidelines and practices?

I used a qualitative phenomenographic design to answer the study's guiding research questions. Phenomenography is an innovative research design created and developed within higher education for "identifying and interrogating the range of different ways" people conceive of or experience specific phenomena (Tight, 2016, p. 319). Unlike phenomenology, which is focused on the phenomenon of interest, phenomenography is focused on participants' varied "conceptions related to a given phenomenon" (Cibangu & Hepworth, 2016, p. 148).

Qualitative research is a broad term for investigative methodologies described as participant observer research. Qualitative research differs from quantitative research, which attempts to gather data by objective methods to provide information about relations, comparisons, and predictions and attempts to remove the investigator from the investigation. Qualitative research is the most flexible research method because it allows the researcher to be directly involved in the research, which makes it ideal for a phenomenographic study (Astalin, 2013). The object of this research design, which is grounded in empirical research within the education field, was to capture the various dimensions of the phenomenon through the conceptions and experiences of several individuals. *Conceptions* in the context of this study are the power or faculty of forming an idea of what something should be in the mind, the power of recalling a past sensation

or perception, and the ability to form mental abstractions. An image or notion formed in the mind, a concept, plan, or design (Marton & Booth, 1997).

The literature on the phenomenographic research design consistently identifies in-depth interviews as the primary method of data collection (Burkholder & Crawford, 2016). Burkholder and Crawford (2016) explained that phenomenographic data are most often collected through interviews with the selection of interviewees being "guided by the interest to collect rich material about the phenomenon of study and with the object of identifying and describing variation in experiences of the particular phenomenon (conceptions)" (p. 612). Phenomenography is an appropriate qualitative approach for identifying and interrogating the range of different ways administrators conceive corporal punishment on elementary students in the school environment (Tight, 2016).

There were other qualitative research designs, but I determined they were not suitable for the study. These research designs were phenomenology, ethnography, and narrative approach. Phenomenology is related to tenets of phenomenography, but its suitability for this study was questionable because phenomenology focuses on the phenomenon itself as described by participants with lived experiences of the phenomenon. Marton and Booth (1997) stated that the aim of phenomenology is "to describe either what the world looks like without having learned how to see it (perceptions) or how the taken-for-granted world of our everyday existence is lived" (Burkholder & Crawford, 2016, p. 187). Perceptions are detected by the five senses, not necessarily understood, and also detected within consciousness as a thought, intuition, or deduction. It is concerned with the lived experience of each individual. Perceptions are

viewed as what each individual sees as being so. It is not a method for collecting data based on the collective thoughts of participants in a study, which is the basis for the phenomenographic design of this study. Phenomenology embraces perceptions as a method for collecting and understanding data.

Phenomenography is based on collective meanings about the phenomenon of interest, not the phenomenon itself (Cibangu & Hepworth, 2016). Phenomenology is interested in a first-order perspective in which the world is described as it is, rather than a second-order perspective (as in the case of phenomenography) in which the world is described as it is understood (Burkholder & Crawford, 2016). Phenomenology was inappropriate for this study because it is an approach that adopts a dualistic ontology in which the object and the subject are considered separately and independently (Chan, 2017). With the use of corporal punishment the object and subject are not separate but a part of each other as conceived by the administrator of the phenomenon.

The use of the terminology of conceptions or perceptions as methods for understanding and gathering data for the research was posed by Marton and Booth (1997). Marton and Booth (1997) considered conceptions as the ability to form mental abstractions. Conception concerns itself with the collective experiences of people (Marton & Booth, 1997). Conception is viewed through the lens of the philosophy of interpretive constructionism. Interpretive constructivism uses interviews to build a foundation for the phenomenographic design, which is the design for this research (Rubin & Rubin, 2016).

Interpretive constructivism is used to argue that the core of understanding is what people make of the world around them, how people interpret what they encounter, and how they assign meanings and values to events and objects. The theory of Interpretive Constructivism is used to interpret how people view an event or an object and the meaning that they attribute to it as what is important. Interpretive constructivist view matters through a "clear lens" and reaches somewhat different conclusions Rubin & Rubin, 2016 p. 19).

Coupled with the study's phenomenographic design, the philosophy of the interpretive constructionist view, the understanding of people's conceptions of their experiences, and the myriad ways they express those views is the underlying framework for a phenomenographic design. To obtain the necessary data for the research, the philosophy of interpretive constructivism, which requires the use of semistructured interviews to achieve in-depth knowledge of participants' conceptions regarding the phenomenon of interest, was used to collect data.

The use of the semistructured interview allowed me to learn about a specific topic, prepare a limited number of questions in advance, and ask follow-up questions. In semistructured interviews, a researcher focuses on a specific topic and, more narrowly, on the planned items that speak to the research questions (Rubin & Rubin, 2016, p. 31). The term *conceptions* follow both the objective and subjective school of thought.

Ethnography was also considered as a research design; however, ethnography studies entail answering the question of "what is the culture of a group of people?" It is the analysis of social processes using involvement in day-to-day experiences (Chan,

2017). Given the focus on describing cultures, the ethnographic researcher directly participates in experiences related to their area of inquiry. For this reason, ethnographers may observe students for long periods and report their interpretations of students' behaviors. The ethnographic researcher becomes immersed in the culture of the study participants to observe and document their experiences, including behaviors. Ethnography was not a methodological fit for this study because it includes the researcher in the actual culture of the participants, which can cause bias in the data collection procedures. This study is that it is an approach that adopts a dualistic ontology in which the object and the subject are considered separately and independently (Chan, 2017).

The purpose of narrative research is to tell stories from a first-person perspective; however, it was not suitable. Other terms for this approach are; *biography, life history, oral history, auto-ethnography,* and *autobiography*. These variations in the narrative design seek to understand the meaning of a particular individual's experiences of a phenomenon (Burkholder, & Crawford, 2016). Since narrative research is focused on the individual rather than the collective, it was not an appropriate design for a study aimed at understanding many administrators' conceptions about and experiences with corporate punishment in the elementary school setting.

Last to be considered was the use of grounded theory technique. Grounded theory is a qualitative research design used to develop a theory about phenomena (Charmaz, 2014). The theory is based on data collected from study participants to provide new insights about a variety of experiences and phenomena. For example, when little is known about a phenomenon, grounded theory is an appropriate approach for identifying

general concepts that can contribute to the development of theoretical explanations

(Corbin & Strauss, 2015). Since this study is not focused on developing a theory about

the phenomenon of corporate punishment, grounded theory was not an appropriate

qualitative research design. However, the grounded theory technique is a logical choice

for helping to analyze the data for the research.

Role of the Researcher

The role of the researcher in a phenomenographic study is that of the observer-

participant. Observer as participant means that observational activities are known by the

individuals being studied. The researcher's participation is secondary to the role of the

data collector (Merriam & Tisdell, 2016). Using this method allowed for access to

numerous people and a wide array of information; however, the level and type of

information are controlled by the participants being studied, such as is the case with

interviews (Merriam & Tisdell, 2016). In the case of this study, the acquiring and

interpreting of information gathered from interviews with elementary school

administrators is important to the significance of the study. Similar to other types of

qualitative researchers, the phenomenographic researcher is "the primary instrument for

data collection and analysis" (Merriam & Tisdell, 2016, p. 16). As such, the biases can

impact the study. Rather than eliminating these biases, I sought to identify and monitor

them throughout the research process.

Researcher reflexivity involves identifying potential biases, and bracketing

techniques are used to monitor these biases throughout the study. In keeping with

researcher reflexivity practices, identifying my role as an elementary school administrator

who is responsible for disciplining students in a school district that adopts corporal punishment practices is a crucial element for reflexivity. However, the elementary school where I am employed was not included in this study and no interviews with administrators with whom I have relationships. This strategy helped me to avoid personal and professional relationships influencing the collection and interpretation of data.

As for personal and professional biases about corporal punishment in general and within the context of the elementary school setting, I used bracketing techniques to set aside these subjectivities when I collected and analyzed the data. Bracketing helped me to minimize potential researcher biases and establish researcher reflexivity (Moustakas, 1994). Helpful for establishing credibility and quality in qualitative research, researcher reflexivity enabled me to systematically reflect on the data throughout the study (Corbin & Strauss, 2015). When bracketing, or acknowledging and setting aside biases, I primarily conducted a self-examination of interests, positions, and assumptions that could influence the study in such a manner to hold myself accountable in terms of biases during the research process (Charmaz, 2014). During this study, I continuously engaged in researcher reflexivity by reflecting on my biases in a field journal before and following each participant interview. That activity helped to ensure that I kept personal bias to a minimum. Journaling was the means of bracketing personal and professional biases. With this journaling process, the setting aside of biases helped to maximize the valuable knowledge and experience that I brought to this study as an elementary school administrator, which are advantages, rather than hindrances, to the qualitative analysis process (Charmaz, 2014).

Methodology

Participant Selection

I selected 12 administrators from 4 diversely populated elementary schools in the southeastern region of the United States to participate in this study. The 4 schools have administrators who have used corporal punishment as a method for controlling student deviant behavior. The criteria for participant selection included the requirement of (a) each participant is an administrator with authority to administer corporal punishment to students and (b) each participant has experienced administering punishment to students in the past. I used a purposeful sampling strategy to identify potential study participants. I sent out thirty-six letters to participants and sixteen people responded. I chose 12 participants based on their experiences with corporal punishment. Purposeful sampling involves selecting "information-rich cases" (or persons) for "in-depth study" and from whom "issues of central importance" to the purpose of the research study can be learned (Patton, 2015, p. 264). Since the purpose of this phenomenographic study was to understand elementary school administrators' conceptions about the use of corporal punishment as a deterrent for deviant behavior and the emotional and behavioral consequences of this form of punishment on students, purposeful sampling is appropriate to identify administrators who can provide rich information needed to answer the study's research questions and to fulfill the study's purpose. Patton (2015) recommended that qualitative sampling design be based on "expected reasonable coverage of the phenomenon given the purpose of the study" (p. 314). One purposeful sampling method for ensuring reasonable coverage is referred to as saturation or redundancy sampling

(Patton, 2015). If the purpose is to maximize information, as is the case in this phenomenographic study, the concept of saturation (or redundancy) means that sampling was stopped when no new information was observed in the data (Patton, 2015). In the case of the typical phenomenology study, of which phenomenography is a subset, sample size ranges from three to 10 participants (Creswell & Creswell, 2018).

Moreover, Ravitch and Carl (2016) argued that a phenomenographic study does not require a large sample. The fewer participants in a sample, they explained, the more time is spent on interviewing the participants. By increasing the amount of time committed to conducting in-depth interviews, more insights into study participants' conceptions of corporal punishment as a deterrent to deviant behavior in students are gained.

I identified potential administrator participants through their school district email website. I received superintendents' approval to conduct the study. With superintendents' approval to conduct the study, I contacted the chosen participants by email inviting them to participate in the study. Administrators interested in participating in the study were instructed to reply to my email, followed by a phone call to confirm that they met the selection criteria for the study.

Instrumentation

I gathered data using semi structured interviews. Semi structured interviews should flow like a conversation and consist of open-ended questions that allow for new ideas to be brought up during the interview as a result of what the respondent is saying (Ravitch & Carl, 2016). Semi structured interviews sometimes provide a framework of

themes to be explored (Cibangu & Hepworth, 2016). Phenomenographic research uses semi structured interviews as an essential tool for gathering research (Cibangu & Hepworth, 2016; Tight, 2016); as such, I developed an interview guide that served as a data collection instrument. When developing the interview guide, I reviewed prior research on the phenomenon within different research traditions to ensure that I did not impose a particular view on the study participants and to establish content validity.

Procedures for Recruitment, Participation, and Data Collection

I received approval to conduct the study from the Walden University Institutional Review Board. I contacted the school superintendents to obtain research site permission to conduct the study at the four selected elementary schools. I provided the superintendents with letters that explained the purpose and depth of the research. After receiving superintendents' approval to conduct the study, I sent invitations to participate in the study to each administrator. The emailed invitation included a description of the purpose of the study, the role of the researcher and contact information, explanation of the voluntary nature of the study, and assurances of confidentiality of their participation and protection of all information related to the study and asked for their consent to participate in the study. The administrators were instructed to reply to my email if they were interested in participating in the study. I followed up with the individuals by phone to confirm that they met the selection criteria for the study and set up a time for the interview process. The interviews began with administrators when I received a signed copy of the informed consent form. The location for data collection was a site chosen by the participants in the study. I met with the participants twice for 45 to 60 minutes. The

first meeting was for the data collection, and the second meeting was for the exit interview and confirmation of the data. The interviews were recorded as agreed upon by the participants. A small microphone was clipped to the participant's clothing. An additional recording device was placed on a table between the researcher and the participant and was easily visible to both parties. I debriefed the participants on the nature of the study, the purpose of the study, and the distribution and discussion of the results. I asked the participants if they had questions and about their comfort status.

The participants were reminded that they could decline participation in the study at any time during the process of the study. Each participant was invited to a follow-up session for a debriefing to review data for accuracy and to answer any questions they might have. I asked the participants some more questions in the follow-up sessions to ensure the accuracy and clarity of the data were established and I was satisfied after reviewing the transcripts that I had a saturation of the data. Each participant was reminded of the privacy of their participation. I provided each participant with a copy of the results of the study and provided them with an opportunity to participate in another voluntary session to discuss the results of the study and to exit the study's participation process.

All of the participants responded to the questions from the semistructured interviews at their chosen time and place. See Appendix A for a complete list of interview questions.

Finally, I sent the Superintendents a copy of the results of the study and invited them to participate in a debriefing session to discuss the results of the study. The

superintendents may share with district stakeholders the results of the study and how they can be implemented to affect positive social changes in their school districts. The superintendents were reminded of the privacy rights of individuals participating in the study. The Superintendent initially received a letter explaining the privacy rights of all participants in the research.

Data Analysis Plan

The data analysis plan was used to answer the study's research questions relevant to elementary school administrators' conceptions and experiences with corporal punishment in the school setting. Before beginning inductive coding procedures, I prepared analysis by transcribing the audio-recorded interviews into written form. Next, I uploaded the qualitative data analysis (QDA) program ATLAS.ti 8 for data management purposes while conducting the analysis. I used thematic analysis, "a method for identifying and analyzing patterns in qualitative data" (Clarke & Braun, 2013, p.121), to analyze the interview data inductively. Clarke and Braun's (2013) six stages of thematic analysis were followed:

1. familiarization with the data involved immersion in the data by listening to the interview audio recordings and then reading and re-reading the interview transcripts;

2. coding the data entailed the use of ATLAS.ti 8 to generate short meaningful labels for important aspects of the data that were relevant to the study's research questions;

3. searching for themes involved constructing coherent and meaningful patterns (or themes) that emerged from the coded data;

4. reviewing the themes was done to determine if "the themes tell a convincing and compelling story about the data" (p. 121); during this process, some initial themes were collapsed together or split into two or more themes;

5. defining and naming themes require that I identify the "essence of each theme" and construct "a concise, punchy and informative name for each theme." (p. 121);

6. writing-up is the last step in thematic analysis entailing "weaving together the analytic narrative" and excerpts from participant interviews that are representative of the themes to write-up study results to tell "a coherent and persuasive story about the data" (p. 121) and contextualizing it to the existing literature.

I analyzed all of the participant's conceptions and experiences according to how they were articulated and recorded during the interview. Discrepant cases were analyzed along with the regular cases and analyzed according to the data they presented.

Trustworthiness

Methods for establishing trustworthiness must be considered in qualitative research studies that are interpretive. In the case of this phenomenographic study, interpreting administrators' conceptions about corporal punishment in the elementary school setting was one of my goals. I used 4 methods for determining trustworthiness: credibility, transferability, dependability, and confirmability.

For this study, I used two strategies for establishing credibility: researcher reflexivity and member checking. Researcher reflexivity allowed me to scrutinize how

assumptions and biases are influencing the research process. Researcher reflexivity was utilized before and immediately following each administrator interview by reflecting on biases in the field journal. This journaling process was the means of bracketing and acknowledging and setting aside biases during both the data collection and analysis phases of the study. Another method for determining the accuracy of the study findings was accomplished by allowing the study participants to review a draft summary of major findings from the thematic analysis, and they commented on the truth and accuracy as well as the plausibility of the findings. To establish transferability, I detailed descriptions of the study's research methodology, and I recorded the information in the field journal.

I used 2 methods for ensuring consistency and dependability: the audit trail and the codebook. The first method, the audit trail, has been partially provided in this chapter. I defined the audit trail in a qualitative study as a detailed description of "how data were collected, how codes and themes were derived, and how decisions were made throughout the inquiry.

Last, for confirmability, I employed the method of researcher reflexivity. When discussing study results, I added a researcher reflexivity statement that was a critical self-reflection regarding how my "assumptions, worldview, biases, theoretical orientation, and relationship to the study" may have affected the research.

In addition to the data collection and analysis description provided in this chapter and noted in the field journal, also, all of the changes and additional information needed to provide a full description of what occurred while conducting the study were included. This information is in the reporting of results in Chapter 4.

Ethical Procedures

Study participants were treated according to the Walden University Institutional Review Board's guidelines (h 12-10-19-0527745) for informed consent and confidentiality. An informed consent form was given to each participant that described information about the study (i.e., purpose, time commitment, potential risks/benefits) so administrators can make informed decisions about their participation and rights to decline participation or voluntarily stop their participation at any time without penalties. A key component of ethical procedures was maintaining participants' confidentiality throughout the study. I protected the participants' identities by assigning a pseudonym to each administrator when reporting the findings, which helped to maintain privacy. Participants' data, including demographic information, is stored in a locked file cabinet and on a password-protected computer that only the sole researcher will be able to access. Additionally, I stored on my private computer the conclusions of the study. After five years, I will destroy all files by deleting computer files (and digital/cloud backups) and shredding documents.

Summary

In this chapter, I provided a detailed description of and rationalization for this study's phenomenographic research design. The study of administrators' conceptions about and experiences with corporate punishment in the elementary school setting coincided with the problem and purpose, and the guiding research questions were identified and cross-referenced with the interview questions. I then described the researcher's role as that of the observer as participant. In this role, my research activities,

as an information gatherer and interpreter of results, were made known to the
administrators who were interviewed for this study (Merriam & Tisdell, 2016).

I detailed the study's methodology, including issues related to participant
selection, development of the interview guide, and procedures for recruitment,
participation, and data collection. I identified thematic analysis as the approach that was
used to analyze data, and I also described Clarke and Braun's (2013) six steps for
conducting thematic analysis, which I followed with the help of the data management
capabilities of the qualitative data analysis program ATLAS ti 8. I also explain how I
adhered to the Walden University Institutional Review Board's (h 12-10-19-0527745)
recommendations for confidentiality and informed consent. Lastly, I discussed strategies
that were used to establish trustworthiness in the study. These strategies are related to
establishing credibility, transferability, dependability, and confirmability.

In this chapter, I also described specific methods that I used for each of the four
strategies. I presented the discussion, conclusions, and recommendations in Chapter 4.

Chapter 4 includes reflections and conclusions about the research related to
interpretations of findings and implications for positive social change. I discuss the
limitations of the study and put forth recommendations for future research. I capture the
essence of the study in my summary.

Chapter 4: Reflections and Conclusions

The purpose of this qualitative phenomenographic study was to understand the conceptions of administrators' educational practices specific to the use of corporal punishment on students in public elementary schools. In this study, I explored the purpose of corporal punishment as conceived by administrators as a deterrent for deviant behavior in elementary school students. Corporal punishment involves a supervising adult (administrator) who has inflicted pain upon a child in response to a child's deviant behavior (Andero & Stewart, 2002). Deviant behavior in the context of this study is behavior that is not in compliance with the set of acceptable norms set in place by the school.

The research questions for the study were designed to explore the thoughts of school administrators:

RQ1: What are public elementary school administrators' conceptions of the efficacy of corporal punishment as a deterrent for deviant student behavior?

RQ2: What are public elementary school administrators' conceptions about the future emotional and behavioral consequences of corporal punishment on students?

RQ3: How do public elementary school administrators' conceptions about the use of corporal punishment align with their school districts' corporal punishment policies guidelines and practices?

One of the criteria for participants for this study was based on whether they had administered corporal punishment on young children. Individuals who have had experience with administering corporal punishment on students are more adept at

providing much richer descriptive data than someone who has only witnessed the phenomenon. Also, the literature, as documented in Chapter 2, is limited to the conceptions of those who administer corporal punishment; therefore, firsthand information is critical.

In this chapter, I address the conclusions and recommendations of the research, answer the research questions, and interpret the findings and implications for positive social change. Also detailed in Chapter 4 is the qualitative phenomenographic design implemented to examine school administrators' conceptions of corporal punishment as a deterrent to student deviant behavior in public elementary schools. The limitations of the study are discussed and recommendations for future research outlined.

The data analysis included an in-depth review of the transcripts from the interviews, an extrapolation of codes and themes from the interview data, and inclusion of vital information from the literature review as it relates to the data and the conceptual framework of the study. Lastly, I captured the essence of the study in a summary of the findings.

Setting

The setting for this research was a small rural southern city in the United States. Four school districts within this city were chosen for this research. The study's population is delimited geographically to the southeastern region of the United States and a small sample of 12 participants within individual school districts within a particular time frame. I gathered enough valuable and useful data from the small sample to provide a rich description of results that makes transferability judgments possible for potential

appliers of the research results. The participants provided data from semi structured

interviews that were conducted in various locations chosen by the participants. The

participants with the least amount of tenure were nervous about their information being

exposed. Walden's privacy was explained to them on several occasions as an assurance

that all information would be kept confidential and destroyed after 5 years.

I provided information to principals and superintendents of the four districts

participating in the research to increase their awareness of their concepts of the efficacy

of corporal punishment and, in turn, serve as a precursor for positive social change. The

four districts that received letters to participate in the research yielded positive feedback

from the district leaders. A breakdown of the demographics of the participants is

illustrated in Table 2.

Table 2

Demographics of Participants

Demographics	Male	Female
Race		
African American	2	2
Caucasian American	7	1
Other race	0	0
Years of administrator experience		
1–5 years	4	0
6–10 years	3	2
11–15 years	2	1

Data Collection

I sent one letter to each of the Superintendents of the 4school districts

participating in the research. Of the 4 letters sent out, 100% of the Superintendents

responded positively. The positive responses from the superintendents allowed for the

consent letters to be sent to possible participants in each district. As a result of the 37

letters of consent sent, 16 positive responses were returned. Of the 16 consents, 12

participants who fit the selection criteria of being an administrator employed in the

district and have administered corporal punishment were met.

Over 4 weeks, I conducted interviews and follow-up interviews with the

participants. I listened to their concerns about privacy and answered their questions about

the results of the study and how they would be shared in the community. Table 2 captures

the demographics of the participants in the study. The demographics served to illustrate

diversity in race, gender, and years of experience in the data collection methodology.

All of the interviews were conducted in locations that the participants chose. The

participants chose these locations to ensure that their privacy was protected. Eight of the

interviews were conducted with the participants in discreet locations after the school day

ended. I conducted the other four interviews away from the school's campuses in

locations that were public but in private rooms. The participants with more years vested

in the school systems were less concerned about privacy and locations; however, the less

tenured participants were extremely concerned with privacy, data security, and identity

breaches. Continuous assurance was given to them concerning the privacy policy of

Walden University.

The tenure of each administrator had a direct connection with the location they

chose for their interviews. The more seasoned the administrator, the less concern was

shown about privacy. The fewer the amount of time an administrator had in a district, the

more they chose to be interviewed off-campus after the school day had ended, and in a

private location. The average number of years of experience for the administrators was 4 years. Three of the administrators had over 10 years in administration. 4 of the administrators had less than 6 years in administration, and 5 of the administrators had 6 years of experience. A primary component of this study is that all participants must be administrators who have or are presently administering corporal punishment to students in an educational setting. There was neither tenure nor length of employment stipulations for the administrators in this study. Because of the controversial nature of the topic of discussion, the less tenure a participant had, the more concerned they were with their data remaining secure. Also, the minority participants were more guarded in their responses, and had to be reassured of confidentiality and also requested very secure interview sites many far away from their employment locations. Race and gender added more diversity to the data, although neither was a factor for choosing participants.

Corporal punishment is a very controversial topic in the southern region of the United States. The participants in this small southern city were very concerned about their interviews and identities being made public. Several of the interviewees were concerned with what the district would think of their responses to the interview questions. All participants were reassured that their participation and identities were strictly confidential, and all schools, as well as the participant's identities, will be kept confidential and all materials are destroyed at the end of five years after the conclusion of the research according to the Walden University IRB policies and guidelines (h 12-10-19-0527745).

Collecting data for the research took me approximately 4 weeks for interviews and to conduct exit/ follow-up interviews with the participants. I conducted interviews in discreet locations chosen by the participants. The meetings with the participants were held twice for an average of 45 minutes for each session. The data were recorded using a cell phone, and the Dragon Anywhere software transcribed the data, and I uploaded the data into Microsoft Word for transcription. ATLAS ti.8 and InVivo also assisted with analyzing themes. I used a Samsung mini recorder as a back-up. After the transcriptions, the participants read the transcripts, and together, we corrected whatever was not accurately transcribed, and I answered questions and concerns that the participants had.

As I sequentially examined the data, I modified the themes and codes. Rubin and Rubin (2016) posited that the method of sequentially examining the data is helpful for the modification of themes. While I was using the grounded theory technique, many other themes and codes emerged, presenting me with the opportunity to select and modify codes as I moved forward in examining the data. The in-depth interviews provided me with many opportunities for coding and recoding, which worked well with the grounded theory technique. When I asked the participants to answer questions in their own words and tell their stories in their own words, I found it to be an effective way of obtaining rich and valid data. This method added validity to the content.

With the use of in-depth interviews, the primary aim was to hear from participants about what they think is important about their conceptions of corporal punishment and to hear it in their own words. The participants were allowed to listen to their data and offer comments about its accuracy. Interviews can have questionable validity; therefore, I

worked to establish content validity with member checking, which was done after I transcribed the data and reviewed it with the participants during the exit interview.

Data Analysis

There were several methods used to analyze the data and develop the themes. I repeatedly listened to the recordings from both of my devices. I went through field notes and transcripts more than twice and reviewed the transcripts with the participants for accuracy. I identified thematic analysis as the approach that was used to analyze data, and I also described Clarke and Braun's (2013) 6 steps for conducting thematic analysis, which I followed with the help of the data management capabilities of the qualitative data analysis program ATLAS ti. 8. The creation of a codebook was done by using the table feature in word processing program Microsoft Word. In the table-formatted codebook, codes were compiled as they emerged through inductive analysis and provided a content description/definition for each code and a brief data example for reference. Based on my experience as an administrator for many years, I was equipped to understand, analyze, and code and theme the data with a deeper understanding of the emotions and apprehensions of the participants with sharing information. I tried not to impose my views or thoughts on the research. I was also able to understand and to appreciate the participant's conceptions about the phenomenon of corporal punishment. The following themes emerged from the analysis; immediate compliance, short term effect, emotional and behavioral consequences, policies, and procedures.

Results and Theme Development

As I organized the results of the research, I did it according to each research question. The data were gathered from the interviews and journal notes, which I used to explore and to identify themes from the interview data.

Themes from Research Question 1

RQ1 was focused on public elementary school administrators' conceptions of the efficacy of corporal punishment involved. The themes of immediate compliance and short-term effect captured all of the administrator's frustrations with administering corporal punishment because they realized that it had no long-term effect. The following words and phrases were frequently used and helped develop the themes under RQ1: *efficacy, conceptions, control, inappropriate, deterrent, pain, last resort, behavior, repeaters, and ineffective.* The themes for RQ1 were *immediate compliance and short-term effects*. These emergent themes, based on the relevance and frequently used words and phrases, are discussed later in this chapter.

Themes from Research Question 2

RQ2 asked, what are public elementary school administrators' conceptions about the future emotional and behavioral consequences of corporal punishment on students? The consequences of corporal punishment emerged as a concern of the administrators. They were conceived as being a causal factor in the development of future emotional and behavioral issues in students. The themes that emerged were *emotional problems and behavior problems.* I used these words as well as the experiences of the administrators to identify the two themes as well as to reinforce the credibility of my interpretation. The

words and phrases that helped with the development of the themes were*: abusers, juvenile delinquents, prison, and mental issues.*

Themes from Research Question 3

RQ3 was concerned with how public elementary school administrators' conceptions about the use of corporal punishment align with their school districts' corporal punishment guidelines, which reflect school policies and practices. The participants had various types of experiences with the school policies and practices that detailed what I conceived to be the following themes: state policies not focused on deterring behavior and local practices that are misaligned with state guidelines. The following words helped to develop the themes: *ineffective guidelines, parents, witnesses, certified employees, misaligned policies, wooden paddle, incongruent practices, and three licks on the buttocks.*

Discrepant Cases

Two of the administrators admitted that corporal punishment only had an immediate compliance effect on students. However, they believed that corporal punishment was good for keeping control of students and would continue to use it as a powerful mechanism for controlling deviant student behavior. I interpreted these conceptions of these administrators as wanting to retain a sense of power. The other 10 administrators conceived corporal punishment as helping with immediate student compliance. I interpreted the conceptions of these administrators as wanting to retain a sense of power over the students and the educational environment.

Results

Research question 1 Efficacy of Corporal Punishment

RQ1: What are public school administrators' conceptions of the efficacy of corporal punishment as a deterrent for deviant student behavior?

Immediate compliance emerged as a theme of the efficacy of corporal punishment. The administrators expressed their frustration with administering corporal punishment because they realized that it had no long-term effect. The effect that it did have was short term, caused other negative student behaviors, and only resulted in immediate compliance. During our interview sessions, the administrators expressed their frustration with having to administer the punishment and seeing the same student again that same day or that week. The administrators stated that they felt alone and isolated and that they lacked support from the district office for the adverse effects of administering corporal punishment. They expressed concern with students thinking that the only way to solve a problem was with violence. My interpretation of the administrators' conceptions of corporal punishment was that they felt frustrated with administering corporal punishment because there were no long- term effects, it resulted in other negative behaviors, and it only served as a method of getting students to comply immediately. Immediate compliance emerged to be the overarching theme of the category of corporal punishment.

The administrators shared their experiences in dealing with corporal punishment and immediate compliance. Administrators 1 and 4 agreed that it was suitable for immediate compliance but saw no long-term benefits for its use. They saw themselves as

being negative in the eyes of the students. The administrators believed that there was a better way to discipline students. They felt fearful about expressing their views to the district leaders. When I asked them to elaborate further, this was their response.

When I asked Administrator 1 how she felt about corporal punishment's effectiveness for correcting deviant student behavior, she replied: "It is for immediate compliance, a short-term fix."

Short-term effect. All of the administrators conceived corporal punishment as having a short-term effect on correcting deviant behavior. According to the administrators who disciplined students with corporal punishment, they conceived it to be effective for the short term. The administrators viewed corporal punishment as a precursor for immediate compliance, and that it was effective on students during the time that they were receiving it. During the interview session, the administrators expressed concern with students who were in and out of their office daily or weekly after receiving corporal punishment.

Two of the administrators conceived the short-term effect of corporal punishment as one of the viable aspects of corporal punishment. They expressed their concerns in this manner:

> Yes, corporal punishment is good for deterring deviant behavior for the moment. I mean, to answer your question, I conceive it to be good for immediate compliance, but it does not last. It is always a short-term fix. It only changes negative or deviant behavior for a little while. They come to my office. I talk with them. I paddle them, but if I make a mistake and hurt one of them, I mean they

will throw you under the bus I am talking about the Superintendent and his staff.

Your name is on a "blacklist." Promise me this will not be repeated in the system.

Even when you follow state guidelines of three licks, the kids don't seem to be

affected by how many licks because they come back the next hour sometimes. I

feel like they will remember me as the principal who paddled them all of the time,

and all they will remember is pain and think that is the way to solve an issue. I do

not know. Okay, the efficacy of corporal punishment for deterring deviant

behavior.

Administrator 9 stated,

I am going to say a deterrent for deviant behavior means from the front office and

back to the classroom. The minute they get back in the classroom, it is the same

old song and dance. The teacher writes another referral. They cut up. They get a

referral; they come to me. They are out of class for a good thirty minutes. I mean,

the children know the routine. They know how many licks. They cry for a few

minutes. I mean, it is a vicious cycle. These children know. I think they thrive on

the attention. They do right just for that moment. They go to the next grade. They

misbehave. You see them out in public they are misbehaving. Most of them go all

the way through school, creating some type of problem. The only thing they know

is corporal punishment. They stop misbehaving for as long as the sting lasts from

the paddle. They grow up thinking that someone has to beat and knock on them to

get them to do right. Most of the ones that get spanked all of the time end up

dropping out or getting into devilment. This is a small community. You end up

seeing them on the darn news.

The administrators exhibited a sense of hopelessness. They believed that they had

no support from the district office when it came to corporal punishment. The data showed

that administrators believed that the district would not support them if they made a

mistake when they paddled a student. They believed that it would result in a loss of

employment.

Research Question 2 Consequences

RQ2 asked: what are public elementary school administrators' conceptions about

the future emotional and behavioral consequences of corporal punishment on students?

Emotional problems. The administrators conceived that the students who were

corporally punished were likely to experience emotional problems in the future. They

believed that students who received corporal punishment showed tendencies of

maladjustment, had difficulty learning and often had problems following the rules. They

saw students who were corporally punished as having issues with getting along with

peers and adults and with appropriately expressing their emotions. The administrator**s**

conceived that the future emotional stability of students was contingent upon developing

more productive methods for dealing with their deviant behaviors. They believed that the

elimination of corporal punishment would be beneficial in solving many student

emotional problems. Administrator 1 summed it up with these thoughts:

Most of these kids have lived through worse than three licks with a paddle. It

affects me more than it affects them. I do not know what the answer is. I was

raised on spankings. It is different with these kids. As I said, most of them do not have or rather do not let their emotions show. I worry about their future. I believe that if we keep beating or should I say spanking them, it affects them when they grow up. I think it makes them do other things that are not good. I do not conceive it to be a true deterrent except for the moment they are involved in the punishment. No, I do not believe it is a long-term deterrent. They act right at that moment; it does not last.

Behavior problems. The theme of behavior problems emerged throughout my analysis of each interview. Each administrator interpreted behavior problems as a manifestation of continually corporally punishing students. Behavior problems of students seem to elevate following corporal punishment. Students return to the classroom and act out in a more dramatic method than before the punishment. Many of the administrators conceived corporal punishment as a method used by students to seek attention. Administrator 2 believed corporal punishment caused a vicious cycle that resulted in repetitive deviant behaviors in students. Administrator 6 summed up behavioral problems with this statement:

> We spank, we cannot seem to get them to understand that their behavior compromises their future. Some of them end up dropping out of school; end up in a juvenile center or worse. I was not brought up with corporal punishment. If you did not do what you were supposed to do, you lost privileges. It is a different day and different kids. You can do time out. You can paddle. I blame the parents.

The data illustrates the administrator's concern with the consequences of the continued use of paddling on students for deterring student behavior and its ineffective results. The data illustrated the administrators' concerns for the future emotional and behavioral effects on students.

Research Question 3 Guidelines

Research Question 3: asked how public elementary school administrators conceptions about the use of corporal punishment align with their school districts' corporal punishment policies, guidelines, and practices?

Policies. Guidelines emerged as an experience of the administrators. They were conceived as a misalignment between the school district's policies and practices for using corporal punishment as a deterrent for deviant student behaviors in the school setting. Although administrators conceive the policies, guidelines, and practices as steps to take to keep them conscious of the methodology for the administration of corporal punishment, their conceptions about its alignment with the implementation of corporal punishment were that the policies and practices were not aligned. Many of the administrators agreed that the guidelines, policies, and practices served no purpose in helping studies and administrators with alleviating deviant student behavior. The administrators conceive the policies of the local district as ineffective for deterring deviant student behavior. Each administrator interpreted the policies as ineffective and having no bearing on deterring deviant student behavior. All of the administrators expressed their frustration with district policies because of their misalignment and ineffectiveness for dealing with deterring deviant student behavior. The policies regulate

paddle size, weight, breadth, and depth; however, they fail to establish a connection

between the district policies and deterring deviant behavior in students. My interpretation

of the administrators' conception of the policies showed no connection with the deterring

of deviant student behavior, and policies emerged to be a theme of alignment.

Administrators 5 and 8 believed that the state policies were ineffective for

deterring deviant behavior. They believed that the policies had no connection with the act

of corporal punishment. The majority of public school districts in this district use

corporal punishment as a regular part of the discipline process, often with the use of a

wooden paddle. Most of these policies discourage the use of paddling as the first

response and allow parents to opt-out (Alabama Corporal Punishment in Public Schools

Laws, 2016). The two administrators had little faith in the state policies. Administrator 5

stated,

> I do not think I said enough about the reason why students comply immediately.
>
> They become familiar with the paddle, how it feels, and the pain it causes and that
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> they get a spanking with the paddle. Then it seems like they forget about the pain
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> and repeat the misbehavior. The state guidelines do not affect student behavior.
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> They see the paddle. They know how it feels, but it does not stop them from
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> repeating the behavior. The students are familiar with all the things that go along
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> with corporal punishment. I do not believe that it has any effect on the student's
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> behavior. Administrator 5 was concerned with students' familiarity of the polices
>
> of using a paddle and administering three licks but show no deference for the use

of the paddle and the number of licks given for their infractions, thus rendering

the guidelines of size and dispensation of licks as ineffective.

Practices: The administrators conceive the practices imposed on them by the

local district are ineffective for deterring deviant student behavior. Each administrator

interpreted the practices as outdated and ineffective and has no bearing on deterring

deviant student behavior. Administrators 10 and 12 are veteran administrators who do not

think that students are concerned about the paddle, the number of licks, or their rights.

They believe the students are influenced by corporal punishment and the problems it may

 cause them in the future.

Administrator 10 stated,

The state guidelines do not affect student behavior.

The students are very familiar with the state guidelines for corporal punishment.

Some of them even tell you that they know all about their rights, where you can

hit them, and how many times you can hit them. The students are familiar with all

the things that go along with corporal punishment. I do not believe that it has any

effect on the student's behavior.

All of the administrators expressed their frustration with the practices of having a

witness during corporal punishment, having the student bend over a chair, and

administering three licks. Although they all understood that having a witness was for

their protection, their conception of the actual performance of the act of corporal

punishment was outdated and ineffective for dealing with deviant student behavior. The

practices are in place to avoid potential lawsuits and misinformation being presented to

the educational audience by the actors involved in the actual act of corporally punishing a student. My interpretation of the administrators' conception of the practices of corporal punishment showed no connection with the deterring of deviant student behavior and practices associated with corporal punishment. Practices emerged as a theme of the category of guidelines. The data showed a high level of frustration with the policies and procedures used for corporal punishment, and the participants find the guidelines as ineffective.

The themes derived from the data were: *immediate compliance, short term effect, policies, practices*, *and emotional and behavioral problems.* The administrators in this study conceived corporal punishment of students to be ineffective for deterring deviant behavior in students. They conceived corporal punishment as a precursor for immediate compliance, and as having a short term, negative effect on student deviant behavior. One significant concern of the administrators was the future emotional and behavioral problems that could be brought on by the use of corporal punishment on students. The discontinuity of the expectations of the administrators and the guidelines, policies, and practices issued by state and district offices was also a cause of concern for all of the administrators. Each administrator had the same conception of the efficacy corporal punishment as having no long-term effect on student deviant behavior, however, the themes of immediate compliance, and the short-term effect was the rationale for its continued use.

Evidence of Trustworthiness

Credibility

It was important to establish credibility in research. I did this with the use of

researcher reflexivity, which causes the researcher to reflect on the findings throughout

the study systematically. With the participant selection process, I addressed the issue of

the credibility of this study, beginning with participant selection. I selected 12

participants to add diversity and to have sufficient time to collect and analyze the data.

Also, all of the participants were administrators who had the authority and had

administered corporal punishment in the past to elementary school students. The analysis

of the data collected was credible because of the triangulation of the theories of social

control, social learning, interviews, and the current literature. Finally, after the interviews

were concluded, each of the participants reviewed the transcripts of their interviews to

assure accuracy I conducted a self-examination of interests, positions, and assumptions

that could influence the study in such a manner to hold myself accountable in terms of

biases during the research process.

Transferability

To assure transferability, I did an initial interview and an exit interview for 45 to

60 minutes. This allowed for the interviews to be rich and thick with descriptions that

would provide for easy replication of the data. I recruited the participants from school

websites throughout the district. As a result, transferability will be possible because of an

adequate number of participants. I made transferability possible for the readers with a

detailed, rich description of the study's interviews, and one way that I established the

dependability of the study was with the use of a codebook.

Dependability

All the participants read their transcripts and offered their thoughts about their

accuracy. I established the dependability of the study by requiring that the participants

read their interview transcripts to make sure that I recorded everything accurately. I

maintained an audit trail that included my interview notes, transcriptions, and analysis

process. I used researcher reflexivity for reducing bias in the field journal before and

following each participant interview. Journaling, with the use of bracketing, helped with

having more control over my personal and professional biases. Using member checking

also helped to establish credibility for this study. I also used member checking for the exit

interview to review the data collected from the participants and to check for the accuracy

of the transcription of the data. Accuracy of the transcripts also helped with the

transferability of the results of this study, which is paramount to laws being changed in

places where corporal punishment is prevalent.

Confirmability

To establish the confirmability of the study, I used the conceptual framework and

the research questions. It was important for me to organize my notes for continued

reference and to keep detailed records of the conclusions from the themes connecting

them to the research questions. I also employed the method of researcher reflexivity.

Being a member of a community of people who have used corporal punishment

throughout their careers and believe it to be effective in some cases, it was difficult not to

interject personal bias into the interview with questioning about the efficacy of corporal punishment and its long-term effects on students. My assumptions required a self-check that provided cause to reexamine those assumptions.

Summary

Based on my interpretation of the data, the administrators had very little confidence in the practice of corporally punishing students and are hopeful of finding new methods for managing deviant student behavior. Thus, with the implementation of the positive behavior management strategies for positive social change, the goal of the research is to use the findings to help administrators to understand what their conceptions imply. This method will also help school leaders to develop strategies for dealing with deviant behaviors in students in non-physical ways, in which social learning and social control theories respectively help to establish relationships of trust and establish mediational processes necessary for developing the whole student. A positive classroom climate may be seen as a classroom with a low degree of disruptive behavior, where the teacher has control, the students respect each other, and that promote good learning conditions. The concerns of administrators about the future emotional and behavioral consequences of corporal punishment were expressed by eight of the twelve administrators. The administrators believed that corporal punishment caused future emotional and behavioral problems for students. All of the administrators believed that the guidelines had no effect on deterring deviant student behavior.

In Chapter 5, the purpose and nature of the study and why it was conducted will be summarized, and the key findings of the research and the interpretation of the findings

as they relate to the conceptual framework of the study will be emphasized. One

significant result of this research study was that all administrators believe that state

guidelines must be followed when administering corporal punishment, a witness must be

present, and no more than three strikes can be given. Still, these factors had no deterrent

factors on deviant behaviors of students, and ten of the participants believed the

punishment only had immediate compliance results. Another important factor is that the

literature review of this research substantiates the fact that corporal punishment has

negative effects on students; however, administrators still use it without substantial

evidence to support its effectiveness and its continued use.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this study was to understand the conceptions of administrators' educational practices specific to the use of corporal punishment on students in public elementary schools. Administrators in elementary schools in a small rural town in the southeastern United States who have experienced the phenomenon of administering corporal punishment to elementary students were chosen as participants for this study. They were chosen for the study because of their ability to provide rich descriptions of their experiences.

During the interview process, many administrators were concerned with the emotional well-being of the students who received corporal punishment. They were also concerned with the negative effects of the phenomenon, which could last into adulthood. The administrators conceived corporal punishment as a precursor to juvenile delinquency and social maladjustment.

Summary of Key Findings

The three research questions that were the foundation of this study were:

RQ1: What are public elementary school administrators' conceptions of the efficacy of corporal punishment as a deterrent for deviant student behavior?

RQ2: What are public elementary school administrators 'conceptions about the future emotional and behavioral consequences of corporal punishment on students?

RQ3: How do public elementary school administrators' conceptions about the use of corporal punishment align with their school districts' corporal punishment policies guidelines and practices?

Several key findings arose from the data in this research. Bandura's social learning theory and Hirschi's social control theory assisted in determining the key findings of the research. Hirschi's social control theory undergirds the key finding of adhering to strict guidelines as a form of social control. One of the important key findings was that all administrators believed that state guidelines must be followed when administering corporal punishment, a witness must be present, and no more than three strikes can be given; however, the guidelines are ineffective for deterring deviant behavior in students. Bandura's social learning theory assisted with a second key finding: The participants believed the punishment only had immediate compliance results. The students did not learn the lesson that corporal punishment was designed to teach; therefore, they became repeat offenders. A final key finding was that the participants believe that students experience emotional and behavioral problems in the future as a result of experiencing corporal punishment, which according to both Hirschi and Bandura, is a form of control and learning with a failure of Bandura's medial processes not being properly applied.

Twelve participants indicated that they believe the state guidelines had no effect on deterring student deviant behavior. Eight participants stated they believed that corporal punishment resulted in immediate compliance, and six participants stated that that they believe corporal punishment result in future emotional and behavioral problems in students.

As a result of the information gained through this study, stakeholders, district-level administrators, and school leaders at all levels can develop policies and practices

that will enable educational success and behavior management of students in the school

setting without the use of corporal punishment to deter deviant student behaviors. Thus,

with the implementation of the suggested strategies for positive social change, the goal of

the research is to use the findings to help administrators to understand what their

conceptions imply and help them to develop strategies for dealing with deviant behaviors

in students in nonphysical methods, which according to Bandura (1977) and Hirschi, help

to establish relationships of trust and establish mediational processes necessary for

developing the whole student. In Chapter 5, I summarize the purpose and nature of the

study and why it was conducted. I also emphasize the key findings of the research and the

interpretation of the findings as they relate to the conceptual framework of the study.

Interpretation of the Findings

I used a conceptual framework that included Bandura's (1977) social learning

theory and Hirschi's (1969) social control theory to analyze the data collected from this

study to address the research questions. The analysis showed that when students received

corporal punishment it resulted in immediate compliance. The analysis also illustrated

that administrators believed that corporal punishment affected the emotions and

behaviors of students in the future. Finally, the analysis showed that the state guidelines

had no effect on the behavior of students. My analysis involved connecting Bandura's

theory (1977) of social learning and Hirschi's (1969) social control theory to the

collected data. Bandura's (1977) theory gave a new foundation to suggestions for

mentoring and positive intervention techniques that can be implemented by

administrators, thus resulting in positive social change in the learning environment for

students receiving and administrators giving corporal punishment. Hirschi's social control theory emphasized the need for society to undergird student experiences with positive social interactions as a deterrent to deviant behaviors. Bandura (1977) addressed this issue within the social learning theory of children learning what they live. Based on this conceptual framework, I concluded that the values of family, home, and society could serve as deterrents to deviant behavior with more acceptable consequences than corporal punishment. The family is the primary cell of society where a child's upbringing commences. The parental role in managing learner discipline to improve learner academic achievement and reduce educational inequities in underachieving school is important (Lumadi, 2019).

Social Learning Theory and Future Emotional and Behavioral Consequences

When children repeatedly receive corporal punishment, it can be misunderstood as rejection (Bandura, 2016). These feelings of rejection might subsequently lead to psychological maladjustment, which could lead to aggressive behavior, low self-esteem, dependency, instability, emotional duress, and a view of the world through a lens of negativity.

Researchers have concurred with Bandura in his assertion of aggressive behaviors of children stem from feeling rejected (Chong & Yeo, 2018). Bandura (2016) addressed this issue within the four medial processes of social learning theory, which suggest that children imitate things they give attention to and retain those things they deem significant

in the realm of their reality. If attention and retention are significant in a student's conception of reality, then a pattern of negativity begins to form, leading to deviant behavior.

The research question of administrators' conceptions of corporal punishment having an impact on the future emotional and behavioral well-being of students was adequately addressed, with eight participants agreeing with the concept of corporal punishment having a negative impact on future emotions and behaviors of students.

Social Control Theory and State Guidelines on Policies and Procedures

Hirschi's social control theory and theories of interactions with societal constructs that cause certain behaviors in students, which can be interpreted as causal factors for deviant behavior by both observers and interactors (Rubin & Rubin, 2016) can align with the local school codes and policies that support zero tolerance of conduct demonstrated by students as deviant and nonconformist, thus resulting in punishment deemed appropriate by local school boards. Students who are subjected to these stringent codes tend to receive corporal punishment more frequently than those who follow school codes.

The participants in this study stated that they believed state policies were ineffective for deterring deviant behavior. The policies had no connection with the act of corporal punishment. The majority of public schools in this district use corporal punishment as a regular part of the discipline process, often with the use of a wooden paddle. Most of these policies discourage the use of paddling as the first response and allow parents to opt out (Alabama Corporal Punishment in Public Schools Laws, 2016). The administrators had little faith in state policies.

The participants in the research conveyed their issues of concern over the continued use of corporal punishment and the non-effective consequences it had on students. One of the participants stated that corporal punishment caused her to waver on her belief of its efficacy as a deterrent for deviant behavior. It also caused her to question her ability as an administrator to properly manage a school without using corporal punishment. She also believed that a mentoring program could help with training teachers and administrators in new management techniques for controlling deviant student behavior. The administrator also stated that corporal punishment was a part of her childhood and was unsure if it caused future mental and behavioral problems for students in the future.

The theories in conjunction with the interviews and the literature corroborate and support the premise that corporal punishment, as conceived by administrators, serve only to provide immediate compliance and separation from the acceptable societal norms ascribed to by Hirschi and Bandura, respectively.

Bandura poses 4 mediational processes (Figure 1). These 4 mediational processes are attention, retention, reproduction, and motivation. First, attention is the extent to which individuals are exposed/notice a behavior. The behavior imitated must capture the attention. Attention is important in whether the behavior is influenced by others imitating the behavior (Bandura, 1977). Second, retention is concerned with how well the behavior is remembered. The behavior may be noticed but not always remembered, and this prevents imitation. Therefore, a memory of the behavior must be formed in order to be performed later by the observer (Bandura, 1977). Third, reproduction is the ability to

perform the behavior that the model has demonstrated. We see behavior daily that we would like to be able to imitate, but this imitation is not always possible. Limited by our physical abilities, even if we wish to reproduce the behavior, we cannot. Such limitations influence decisions about whether or not to try imitating a behavior (Bandura, 1977).

Although students can imitate most behaviors that they see in the educational settings, many schools fail to provide positive models for promoting positive behavior alternatives for students who are unable to conform to the zero-tolerance rules presented to them. This leaves administrators with few alternatives for managing deviant behaviors. Although there are purported advantages of corporal punishment: cheap and easy to administer, effective deterrent, effective reform, adjustable pain, fair because of similar dislike of pain, and no permanent damage. None of them survive scrutiny (Aras et al., 2016). An alternative, deontological argument against corporal punishment is proposed by (Clarke & Braun, 2013) and builds on 4 points. It is dismissive; it is an attack on a person's self; a person cannot defend themselves from it, and persons cannot retain their dignity in the face of corporal punishment. Lower-income, marginalized, and disenfranchised individuals are receiving the bulk of the infractions. The development of a positive teacher-student relationship is a significant factor in developing student academic achievement and success (Andrews & Gutwein, 2020).

The participants in the study agreed that mentoring programs are a significant factor in developing positive social learning for all students. With the development of modules designed to help administrators with their use of corporal punishment as a deterrent to student behavior, and in their conceptions of its effectiveness as a student

management tool for deviant behavior may cause a change to occur. One of the administrators participating in the study stated that many of the students have lived through worst and they seem to be immune to corporal punishment. The administrator believed that he will be remembered in an unflattering manner and for the mental and physical pain that students may feel in the future. Another administrator also believed that the present guidelines do nothing to help with deterring deviant student behavior. This administrator also believed that corporal punishment might negatively impact students as they grow up. The examples provided presented that the participants had very little faith in the efficacy of corporal punishment and conceived it to be a detriment to students' future emotional and behavioral development, only worked for the short term, and showed no improvement even when the state practices and policies were followed.

Current Research

There is an overwhelming amount of current research and data that addresses the practice of corporal punishment but stops short of addressing the way administrators conceive their effectiveness. However, the results of this study provided substantial support from interviews of participants of its ineffectiveness for deterring deviant behavior, its cause for concern for the future emotions and behaviors of students, and for the ineffectiveness of the policies and procedures that support its use. The following organizations protest against corporal punishment: Adolescent Psychiatry, American Academy of Family Physicians, American Academy of Pediatrics, American Bar Association, and the American Civil Liberties Union (Organizations against Corporal Punishment, 2018).

Limitations of the Study

I used 4 methods for determining limits on trustworthiness in this study: credibility, transferability, dependability, and confirmability. There are also 3 types of sampling limitations addressed in this study: those related to situations, time, and the selection of study participants.

For this study, I used an interview guide that is informed by Bandura's (1977) social learning theory, and Hirschi's (1969) social control theory which assisted with interviews. The interview guide and the journal for recording the data helped to de-emphasize the situation of data collection during interviews. Each participant chose the site for the interview, yet many of them still seemed uncomfortable. Their level of discomfort was determined to be with the information being shared concerning the study's phenomenon. As time progressed, the participants became more relax but always guarded in their responses. However, they spoke as long as they wished in the initial interviews and the exit interviews. Another situation limitation of the study is one of time. The interviews with the school administrators were conducted over 4 weeks, thus limiting the study results to a particular period but presented no barriers with data collection procedures. The third limitation is the purposive sample of 12 administrators from 4 elementary schools in the southeastern region of the United States. This small sample located within a bounded geographic location limits the generalizability of findings to other populations.

Last, another limitation is the researcher's biases as an administrator responsible for student discipline within an elementary school. As an administrator in a local school, I

have biases concerning the administration of corporal punishment. Thus, by keeping a field journal using researcher reflexivity before and immediately following each administrator interview by reflecting on the biases in the field journal helped me to limit bias in the research data collection process. This journaling process helped with bracketing and acknowledging and setting aside biases during both the data collection and analysis phases of the study.

As a result of bracketing, the maximization of the valuable knowledge and experience that I bring to this study as an' employee as an elementary school administrator, provided advantages rather than hindrances to the qualitative analysis process, and also with the use of reflexivity, and journaling my personal bias as both an observer and a participant in the administration of corporal punishment was controlled.

For this study, I used 2 strategies for establishing credibility: researcher reflexivity and member checking. Researcher reflexivity allowed for scrutinizing how assumptions and biases influenced the research process — using researcher reflexivity before and immediately following each administrator interview by reflecting on the biases in the field journal. This journaling process helped with bracketing and acknowledging and setting aside biases during both the data collection and analysis phases of the study. As a result of bracketing, the maximization of the valuable knowledge and experience of the researchers' employment as an elementary school administrator, provided advantages rather than hindrances to the qualitative analysis process.

Member checking is the second strategy I used to ensure credibility with the interviews. The use of this method for determining the accuracy of the study findings by allowing study participants to review a draft summary of major findings from the thematic analysis was significant in establishing credibility. Seven of the participants commented on the truth and accuracy, as well as the plausibility of the findings. They also wanted reassurance that their answers would be kept private and shared with no one. Progressing through the interviews and refreshing the participants on the Walden privacy policy (h 12-10-19-0527745) helped to reassure them of the confidentiality of the study.

To enhance transferability, I used detailed descriptions that allowed for in-depth, detailed accounts of both the study's research methodology and the reporting of findings. The reasonable measures I used to address transferability included the use of a rich description of results so future readers of the study can make informed decisions about the transferability of findings to their educational settings. I used two methods to ensure consistency and dependability: the audit trail and the codebook. The first method, the audit trail, has been clearly explained with the data analysis graph in chapter 4. In addition to the data collection, and analysis description is provided in Chapter 4, the notes in the field journal for accessing changes and any additional information collected while conducting the study was essential for data analysis.

The second method I used for establishing dependability was a qualitative codebook. This creation of a codebook was done by using the table feature in word processing program Microsoft Word. In the table-formatted codebook, codes were compiled as they emerged through inductive analysis and provided a content

description/definition for each code and a brief data example for reference. The method

of researcher reflexivity was implemented to assure confirmability was established.

Being a member of a community of people who have used corporal punishment

throughout their careers and believe it to be effective, it was difficult not to interject

personal bias into the interviews. The personal assumptions required a self-check that

caused a reexamination of the way that the interviewees were approached, and their

conceptions about corporal punishment will include a researcher reflexivity statement

that will be a critical self-reflection regarding how these "assumptions, worldview,

biases, theoretical orientation, and relationship to the study" may have affected the

outcome. For example, one interviewee explained her reluctance to be recorded and how

important it was to keep her answers private.

Recommendations

The recommendations for future research on the conceptions of administrators on

the efficacy of corporal punishment on students to deter deviant behavior include:

developing more studies that address the conceptions of administrators using both

qualitative and quantitative research methodologies. A quantitative research design would

substantiate the data from a qualitative study with statistics that provide the frequency

with which administrators use corporal punishment and the target population who receive

the greatest amount of corporal punishment. A quantitative study would also be

beneficial for providing the number of students receiving medical care, that drop out of

school, and who became a part of the schools' pipeline to prison track and delimiting

geographical boundaries which would allow for a more diverse selection of participants and locations for data acquisition.

As a result of the review of the literature, and responses from the participants I found other recommendations to be significant: (a) conduct quantitative studies that would examine the underlying causes of deviant behavior and provide statistical data to substantiate the research findings on corporal punishment and its correlation with deterring deviant behavior (b) conduct case studies that address the views of adults who were corporally punished as students on what they believe to be the consequences of the punishment and (c) conduct longitudinal studies that examine the concepts of a broader geographical base of participants that would provide representation from a more diversified population.

In conclusion, I would find it beneficial to address the stakeholders, community leaders, parents, teachers, and administrators with the results of this study and engage them in professional development activities that would provide them with a variety of research based programs for addressing deviant student behavior through the use of strategies suggested by Bandura (1977) and Hirschi (1969) that employ the social learning theories and the social control theories which are designed to help develop positive behaviors in students.

Implications

The findings of this qualitative study suggest that administrator's conceptions of the future impact of corporal punishment on student emotional and behavioral well-being may be considered as a plausible reason for not using corporal punishment to deter

student behavior on students. According to the participants in this study, the effect of corporal punishment on students results in immediate compliance without a long-term effect on student behavior, and the state guidelines have no effects on the deterrence of student deviant behavior. The research results suggest that the continued use of corporal punishment does not have a significant positive effect on deterring student deviant behavior, and the continued use of the phenomenon leads to future emotional, behavioral, academic, and social adjustment maladies.

The majority of participants in this study responded in support of the eradication of corporal punishment in elementary schools as a deterrent for deviant behavior in elementary school students. Eight of the participants present that corporal punishment is only effective for short term compliance and recommends that it be discontinued. Twelve of the participants pose that the guidelines used by participants in this study are ineffective in regard to changing student behavior and recommend that the guidelines for corporal punishment be aligned to fit with the desired results of changing a students' behavior.

Finally, educational leaders skilled in positive learning techniques should be a necessary component of the educational arena. These skilled leaders who have been trained in the new positive techniques taught in workshops and professional development modules for dealing with deviant students will share their training and knowledge with local educational leaders that will convey to students who will encourage, motivate, and inspire them to become leaders who will make positive social changes.

In conclusion, I intend to present information from this study to help educational leaders understand their conceptions about corporal punishment, and to close the gap between the research and the administrator's practices of using corporal punishment as a deterrent to deviant student behavior although the behavior still exists. Also, this research was intended to present information on the future emotional and behavioral problems of students who receive corporal punishment.

Sharing with stakeholders and school leaders the results of this study would provide a valuable opportunity for this researcher to present knowledge that could help leaders with managing student behavior by changing their conceptions of the usefulness of corporal punishment for managing student behavior for positive training modules suggested by the research of this study (Gudyanga et al., 2014; Gundersen National Child Protection Training Center, 2015). The modules could help leaders to manage student behaviors through the use of more positive and effective methods. The information found in this study may help to impact the stakeholders and community leaders in such a way as to cause positive social change in the educational arena. It could also be beneficial for helping administrators understand the way that they conceptualize the efficacy of corporal punishment as a deterrent to deviant student behavior, which could result in positive social change in the learning environment.

Conclusion

If the results of this study can impact educators, stakeholders, community leaders, or parents strongly enough for them to become an advocate for positive social change to occur in the way that adults interact with students in this small, rural, southeastern city, in

which this research was conducted then the research findings would have made a positive impact strong enough to spread beyond the geographical boundaries of this research study.

An overwhelming amount of current research and data that addresses the practices of corporal punishment but stops short of addressing the way administrators conceive its effectiveness perpetuates the need for continuous study of corporal punishment and its efficacy for deterring deviant behavior in students. Also, if the practices suggested by this research can serve as a springboard for positivity in the management of student behavior, then corporal punishment may be eliminated, and a zero-tolerance for its use will be exemplified in all educational institutions throughout the southeastern region of the United States.

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Appendix A: Interview Questions

The following questions have been developed using the models found in (Saldaña, 2016) and also in (Ravitch & Carl, 2016). The questions listed below were asked in a variety of ways to achieve consistency and accuracy of responses.

1. What do you conceive corporal punishments' effectiveness to be on student behavior?

2. What are your thoughts on future consequences of corporal punishment on students' behavior, and their life in general?

3. When you administer corporal punishment; or have administered corporal punishment, what are your conceptions about the state guidelines you must follow?

4. In what ways do you conceive corporal punishment affects kids as they move into adulthood?

5. What are your thoughts on future consequences of corporal punishment on students' behavior, and their life in general?

6. What do you conceive to be the purpose of corporal punishment?

7. What do you conceive the problem(s) to be with the use of corporal punishment on elementary students if you believe there are any?

8. The purpose of corporal punishment, according to the research, is conceived to be a deterrent to deviant behavior in students.

9. What do you conceive to be the purpose of corporal punishment as a deterrent to deviant student behavior?

10. Discuss with me your conceptions of corporal punishment as a tool for solving the

problem of deviant behavior in elementary school students.