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Kingstonian Parents' Perspectives on Discipline Using Corporal Punishment

Donnette Patrice Green
Walden University

Walden University

College of Social and Behavioral Sciences

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Donnette Patrice Green

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Review Committee
Dr. Dianne Williams, Committee Chairperson,
Public Policy and Administration Faculty

Dr. Douglas Mac Kinnon, Committee Member,
Public Policy and Administration Faculty

Dr. Lori Demeter, University Reviewer,
Public Policy and Administration Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

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2021

Abstract

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MPA, Walden University 2010

BS, Kean University, 2002

Dissertation Submitted in Partial Fulfillment

Of the Requirements for the Degree of

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Public Policy and Administration

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Abstract

There is a thin line between discipline, corporal punishment and excessive corporal punishment which is reflected in the differences in disciplinary tactics used in various world cultures. In this regard, international law, such as the United Nations Declaration of the Rights of the Child of 1959 and local law such as Jamaica's Child Care and Protection Act of 2004, serve to set the parameters of propriety in dealing with discipline as well as the excesses, which constitute corporal punishment. The purpose of this qualitative phenomenology study was to explore parents' perspectives on using corporal punishment as a form of discipline with their children when they misbehaved at home. The participants in this study consisted of nine parents who were born in Kingston, Jamaica but live in the United States (Kingstonian Parents). The results of the study revealed that many of the parents believed that discipline meant spanking the child, sometimes with an object, taking things away from the child, home rules, correcting a certain action, and punishing a child verbally and or physically. All the parents reported that they received corporal punishment as a form of discipline from their parents. Also, all the parents reported that they used corporal punishment as a form of discipline with their own children. There is ongoing debate on this issue, and parents and communities can benefit from culturally competent and appropriate education to potentially change their attitudes towards the acceptance of corporal punishment as a form of discipline.

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Dedication

I am dedicating this doctorate first to the sun in my planet, my heart in human form, Amir J. Porter. Son, thank you for your continued encouragement, belief, and unconditional love. I dedicate this dissertation to my parents Donovan C. Green and Yvonne A. Green who have always valued education, supported me more than I could have ever imaged and always praised my steadfastness to achieve whatever I set out to do. I am also dedicating my PhD to my sister Yanielle A. Green and my nephew Aiden J. Monderoy for their love and continued moral and emotional support. I dedicate this process to Chanel Jackson who abets me without conditions through difficult times. Lastly, I dedicate this degree to my friend, my motivator, and angel Collin D. Tidd. Rest in Heaven Tidd, you said I could do it and I promised you I would. Love you all immensely.

"She believed she could, so she DID!"

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"The only limit to the height of your achievements is the reach of your dreams and your willingness to work hard for them."

Michelle Obama

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Chapter 1: Introduction to the Study

Parent's perspectives on the different forms of discipline with the use of corporal punishment (CP) vary tremendously in different world cultures (Alampy et al., 2017). There is a strong need for the development, implementation, and commitment of public policies that will not only reduce but also prevent the adverse effects of CP, excessive corporal punishment (ECP), and child maltreatment (Van der Kooij et al., 2018). The child welfare system in Kingston, Jamaica, could benefit from the policy improvements that call for prevention of adverse childhood experiences (ACES) by mandating intervention and prevention strategies into their system model to employ best practices and effective outcomes for children and families that are desperately needed (Samms-Vaughan & Lambert, 2017). Samms-Vaughan and Lambert's (2017) study had many different findings throughout the Caribbean and found a strong association between parental corporal punishment and parental physical abuse. Researchers have also found that there is childhood feeling that includes aggressive, violent behavior, poor self-esteem, depression, and impaired parent/child relationship (Samms-Vaughan & Lambert).

Chapter 1 presents parents' perspectives on the use of corporal punishment to discipline their children in the Caribbean countries such as Kingston, Jamaica. There was also a need to seek the parent's perspectives on whether the use of corporal punishment was the norm used by parents with children to reduce problem behavior among children in Kingston, Jamaica (Alampy et al., 2017). It was of importance to understand parental stressors and/or other triggers that contributed to CP as well as the effects that such

actions had on children (Alampy et al., 2017). Additionally, there was a need for the development, implementation, and commitment of public policies that will not only reduce but also prevent the adverse effects of CP and CM (Kish & Newcombe, 2015). This chapter provides information highlighting how the child welfare system in Jamaica can benefit from the policy improvements that call for prevention of adverse childhood experiences (Efebbera et al., 2018). This chapter also provides background information on some of the literature reviewed, the problem statement, the purpose of the study, and some definitions, as well as a discussion of the assumptions, scope and delimitations, limitation and significance of the study.

Background

The thin line between discipline and CP is often seen as a reflection of cultural practices in Jamaican children (Prinz, 2016; Samms-Vaughan & Lambert, 2017). CP has devastating, lifelong effects on Jamaican children, which can be prevented with affective commitment, implementation, and enforcement of policies, focused on prevention and reduction of these adverse experiences. There is a gap in understanding the parents' perspectives on discipline using CP and how best practices of law and policy intervention and prevention methods can alleviate these experiences (Samms-Vaughan & Lambert, 2017).

Parental understanding of the difference between discipline CP and ECP varies tremendously. Social learning theory (SLT) advises that parents' actions are a result of their modeling the social and cultural influences around them. Although theoretical predictors are important, it is important to get an understanding of the variances, and

reasons for the variances, between discipline and CP. There is documented research that parenting styles are often passed on from one generation to the next, and that despite the immediate effects, these adverse experiences carry over well into the life of the individual sometimes into their own roles as parents (Brown & Johnson, 2008).

Researchers have noted that CP is one of the many ways that parents in some societies use to discipline their children (Prinz, 2016; Van der Kooij et al., 2018). Some parents in some societies view CP to reduce behavioral problems in children. In other societies, CP is not viewed as a positive way to reduce problem behavior for their children. Some researchers have noted that CP has an adverse effect on the development of children and the negative effects of this form of punishment can have a negative effect on children later on in life (Prinz, 2016; Van der Kooij et al., 2018). Also, although many societies use CP as a form of disciplining their children, it has not been clear whether this form of discipline is effective in reducing problem behavior in children (Prinz, 2016).

Problem Statement

There is a thin line between discipline, CP and ECP, which is reflected in the differences in disciplinary tactics used in various world cultures. In this regard, international law such as the United Nations Declaration of the Rights of the Child (DRC) of 1959 and local law such as Jamaica's Child Care and Protection Act of 2004 serve to set the parameters of propriety in dealing with discipline as well as the excesses, which constitute CP. In the Jamaican context, designing culturally sensitive policy interventions to strengthen parenting would be challenging as there is no research that expresses the understanding of the cultural meanings and practices of Jamaican parenting

on discipline (Brown & Johnson, 2008). Although child welfare laws in Jamaica are still in their infancy, there is sufficient data to support the determination of their efficacy (Brown & Johnson, 2008). Therefore, this study seeks to address the gap in the literature by exploring the understanding of discipline using CP in Kingston, Jamaica, and to potentially identify preventions and interventions possibly needed.

The relevance of this topic is an avenue for policy implementation in the Caribbean countries, specifically Jamaica. There is a need for best practice measures to secure cooperation of parent intervention and prevention in the child welfare field in order to address the challenges parents face to solve CP as a discipline practice and reduction of adverse childhood experiences (Prinz, 2015). In addition, a strong consideration is needed for these methods to improve the understanding and appreciation of the concepts of children's rights and their protection from abuse in the future, pursuant to the Child Care and Protection Act of 2004 (Brown & Johnson, 2008). It is imperative that parents in Jamaica be encouraged to adjust or even change their behaviors when research shows that their actions may cause adverse childhood experiences.

Purpose of the Study

The purpose of this qualitative, phenomenological study was to explore Kingstonian parents' perspectives on using corporal punishment as a form of discipline with their children when they misbehave at home, specifically as it relates to parenting in Kingston, Jamaica, where CP is used as a means of discipline. This research ascertained whether these parents were aware of where their disciplinary practices fall on the child abuse continuum as established by international standards on the use of CP in reducing

problem behavior (Brown & Johnson, 2008). There was also a need to understand the

challenges of culturally sensitive policy interventions to strengthen parenting in Jamaica

as there was no research that expressed the understanding of the cultural meanings and

practices of Jamaican parenting on discipline (Brown & Johnson, 2008). Child Welfare

laws in Jamaica are still in their infancy and there is insufficient data to support their

efficacy. Therefore, this study addressed the gap in the literature by exploring the

understanding of discipline using CP in Kingston, Jamaica from the perspective of

Kingstonian parents and the society at large.

Research Questions

The research questions are the infrastructure of this research study. In qualitative

research, the research question should extract the necessary information from each

participant (Ravitch & Carl, 2016). Ravitch and Carl (2016) confirmed that the research

question can only be answered by conducting the study and must be broken down into

specific core constructs to be studied. Ryen (2016) argued that qualitative research

provides some form of flexibility through the use of open-ended questions to elicit

responses that will be culturally applicable to the participant, nature rich, and

unanticipated by the researchers. The central research question and the resultant

subquestions framing this research are as follows:

RQ1: How do Kingstonian parents perceive corporal punishment with regard to

disciplining their children?

SQ1: How do Kingstonian parents perceive child abuse?

SQ2: How do Kingstonian parents perceive the use of parent education as a method to reduce the use of corporal punishment?

SQ3: How do the cultural experiences of Kingstonian parents influence their views on the use of corporal punishment to discipline their children?

Theoretical Framework

The theoretical framework underpinning this study is the social learning theory (Bandura, 1978) and social construction theory (Berger & Luckmann, 1966). The social learning theory is a process of social behavior that a person acquires by observing the actions of others. Bandura (1978) reported that learning is a cognitive process that occurs when a person observes certain behavior either directly or through direct reinforcement. Also learning occurs through the observation of a person in giving a reward and punishment. This process can either stop or increase the behavior (Bandura, 1978).

Social construction theory holds that knowledge can arise out of human being in a relationship with each other. Also, what society takes as being true and objective in a result of the social process that can be historical and in culture contexts. They also believe that truth can be achieved through a given discipline, and there is no ultimate truth that is more legitimate than any other (Berger & Luckmann, 1966).

Berger and Luckmann (1966) believed that knowledge is created in a community that has cultural, social, and political consequences. Individuals in the community can accept and understand truths, values, and realities. When new members of a community accept knowledge, it can be codified and made to grow over time and can help other in the community to make advancements (Berger & Luckmann, 1966). These socially

constructed ideas can also create social realties and begin to change people's viewpoints in their communities (Berger & Luckmann, 1966).

Theoretically, it has been assumed that there is a cycle of violence and that education and intervention, based on theory, focuses on prevention to stop future abuse (Bandura, 1978; Prinz, 2016). Bandura's social learning theory explains the behaviors of humans through cognitive, behavioral, and environmental influences in their lives (Bandura, 1978). With that said, this theory seemed appropriate to seek an understanding of human behavior and cultural norms regarding the use of CP as a form of discipline for children. These theories allowed for the use of processes and recommended changes as a way to address such elements as aggressive disciplinary practices as it relates to the use of CP practices and how to instead use prevention strategies as a means of discipline for children in the future. From a policy perspective, the social construction theory was best suited for this study because it offers individuals alternative ways of dealing with adverse conditions and solving issues and problems in their lives with strategies for intervention, which could benefit the parents of Kingston, Jamaica.

Ravitch and Carl (2016) expressed that theoretical frameworks are components of a conceptual framework that include a formal or established theory. Grant and Osanloo, (2014) expressed that choosing the right theoretical framework in qualitative research provides solid and reliable information which the researcher can use as the foundation to build the rest of the research. They added that it is used to logically develop, as well as understand, the different parts or review of literature in research (Grant & Osanloo, 2014). Weible and Sabatier (2018) expressed that a framework supports the research

platform and allows researchers to explain, describe, and predict their phenomena. The framework offers assumptions and descriptions of the scope, as well as insights into the types of questions that the framework may help to answer (Weible & Sabatier, 2018).

Nature of the Study

The nature of this study was to explore through interviews the perspectives of the participants on the phenomenon of interest, the use of CP as a discipline strategy for Kingstonian parents. The choice of inquiry for this study was a phenomenological inquiry, a qualitative research design that captures the essence of the participant's experience (Patton, 2015), allowing researchers to study how people describe things and experiences through their own perspective. This approach captures the meaning, structure, and essence of the lived experience of the phenomena for the choice group of people (Patton, 2015). This approach worked in this research, as I explored the lived experiences and perception of Kingstonian parents on discipline using CP as seen in Kingston, Jamaica.

A phenomenological approach directed the procedures the research underwent as I used open-ended interview questions as the data collection method for this study. This approach prioritized and allowed for investigation of the experiences of individuals, which were expressed through exploratory interviews. One important element in a qualitative inquiry is that it offers the ability to obtain views in the real life of the participants (Yin, 2016).

Qualitative research is said to not only be a process but also a product of inquiry (Denzin, 2017). When looking at how parents have experienced a phenomenon such as

child maltreatment (CM), this nature can be very impactful. As such this approach directed the types of questions that were generated, offering in-depth interviews. The sample used in qualitative studies is generally much smaller than that used in quantitative research (Smith & Sparkes, 2016). Qualitative research answers the questions of "why" and "how" and it aims to understand individuals in their natural setting reflecting on the meanings they make out of their own experiences (Ravitch & Carl, 2016).

These experiences I explored in this study were found in Kingstonian parents who have used CP as a means of discipline with their children. Despite research that has identified Caribbean child rearing as a harsh and authoritarian type of discipline that includes "beatings" (Brown & Johnson, 2008), there was a gap in knowledge regarding why parents from Kingston, Jamaica attempted to achieve outcomes by using cultural practices on discipline in the form of CP. This research filled an existing gap in the body of knowledge on using CP as a form of discipline for children when they misbehave.

Data were collected during the recorded interviews of Kingstonian parent participants. Interviewing as the data collection method was appropriate for this study as researchers use this merely for social interaction where individuals, an interviewer and an interviewee, share in constructing a story (Ravitch & Carl, 2015). Interviews are said to be at the center of most qualitative studies because they provide deep, rich, individualized, and contextualized data (Ravitch & Carl, 2015). This process offers a more exploratory conversation that can give the researcher the opportunity to explore the participant's individual experiences and perspectives as they relate to the phenomena of interest (Ravitch & Carl, 2015).

Definition of Terms

The following are definitions of terms that will be mentioned throughout the research document:

Child abuse: Any form of physical harm of risk of harm to a child by any means other than an accident that is inflicted or allowed to be inflicted by someone in the role of a parent or caregiver (Child Abuse Prevention & Treatment Act, 1974).

Child maltreatment: Any act or failure to act on the parent or caregiver that may result in serious physical or emotional harm, death, exploitation or an act or failure of an act which presents an imminent risk or serious harm to a child (Child Abuse Prevention & Treatment Act, 1974).

Corporal punishment: The physical application of some form of pain after behavior that has been deemed undesirable (Frachette & Romano, 2017).

Culturally adaptive parenting: A form of intervention or prevention training program that goes through a modification process in an effort to fit the culture and practices of the participants that are being served (Kelch & Smith, 2015).

Discipline: The training of an individual through a practice that makes them follow the rules or a certain code of behavior by using some form of punishment or corrective method to disobedience (Hammarfelt, 2018).

Evidence-based parenting: A prevention and/or intervention program that has been proven to be effective in various regional settings and has been tested by contrasting researchers to be beneficial (Gray et al., 2018).

Excessive corporal punishment: Corporal punishment that is characterized by the infliction of physical injury as a form of discipline such as punching, kicking, beating, biting, shaking, burning, and other forms of harming a child. In these actions, the parent's intent may not have been to harm or hurt the child rather the injury is a result of over-disciplining and or physical punishment (Gershoff & Grogan-Kaylor, 2016).

Kingstonian parent: A parent who was born and raised in the parish of Kingston, Jamaica, but has migrated to the United States sometime after the age of 16.

Assumptions

The assumptions in a study are the elements the researcher takes for granted but has some control over in the research study (Creswell, 2017). There were several assumptions for this research study. It was important for the purpose of this research to address the phenomenon of corporal punishment as a means of discipline while understanding the parent's perspectives on the issue. There was an assumption that parents for this study would voluntarily participate in the research study based on a purposeful sampling method drawn from a sample (Creswell, 2017) of Kingstonian parents.

I assumed that the appropriate methodology for this research study should be a qualitative phenomenological study design because qualitative studies capture participants' perceptions and views in their nature settings of the participants. (Yin, 2016). The qualitative methodology was also assumed to be appropriate because it would add new knowledge to the subject matter and would not search for only a single truth, as in quantitative research methodologies (Leedy & Omrod, 2010). In addition, the

fundamental assumptions that are crucial to the significance of this study include the

following:

- The participants will be willing to share their perspectives and experiences.

- The purposeful sample to be selected will be sufficient for providing insights

  into discipline using CP and parent education in Kingston, Jamaica.

- The participants selected for this study will be completely honest in their

  responses to the interview questions.

- The participants selected provided honest feedback to ambiguity in the

  questions and addressed their need for further clarification.

These assumptions were elemental to this researcher in exploring Kingstonian

parents' perspective of discipline using CP. By itemizing the assumptions, I was able to

understand which facet of the study effective and which aspect was not. Lastly, these

assumptions were compelling as it determined that the participants' government and

community would see the benefit of effectuating domestic public policies that can

improve social conditions for parents in Kingston, Jamaica.

Scope and Delimitations

The maltreatment of children affects children from almost every ethnicity and is a

global issue that has been impacting communities for many years (Gershoff, 2016). The

maltreatment of children has been investigated from disparate aspects to achieve an in

depth understanding have the cause and effects it has on the children and families that are

involved (Kish & Newcombe, 2015). Concurrently, the prevention of CP as a means of

discipline has become the focus of many researchers, me included, in addition to child

welfare professionals and governmental agencies in anticipation of the reduction of child

maltreatment (Chaiyachati & Leventhal, 2015). Ideally, I would have studied a larger

group of individuals; however, focusing on Kingstonian parents was deemed more

feasible for the purpose of time and financial limitations. For the purpose of this research,

participants were all adult parents with at least one child, the participant's child or

children were all over the age of 18 and the participants were all born and raised in

Kingston, Jamaica, at least to the age of 16.

This qualitative study explored Kingstonian parents' perspectives on discipline

using CP. The exploration of this phenomenon was the result of my identification of a

gap in the literature that includes nominal information found on PE as an effective means

and strategy to reduce CP as a form of discipline for parents of Kingston, Jamaica. The

delimitations of this study were the aspects of the study that I was able to control. The

foundations that contributed conceptually to the study included the laws and policies that

have been implemented for the basic protection of children's rights (Pose, 2019). The

scope of this study involved the central research question accompanied by three

subquestions to be asked of Kingstonian parents, in addition to an applicable theoretical

and conceptual framework. The duration of this research was contingent upon the

participants' willingness to effectively complete the interview process, which led to

substantial qualitative data.

Limitations, Challenges, and/or Barriers

It was of great importance to recognize limitations in the study. One of the most

common concerns in social science research is researcher bias (Yin, 2016). The role of

the researcher is as the primary instrument in qualitative research. The researcher is said

to be seeking their own identity as they build relationships and intersect with the concept

of the research they are conducting (Ravitch & Carl, 2016). Of course, the researcher

serves many purposes, but it is important that the researcher be mindful of any ethical

issues that can arise during the data collection process (Ravitch & Carl, 2016).

There were several limitations addressed in this study. The current study was

limited to a small sample size of Kingstonian parents who volunteered to participate in

the study. Therefore, the research study had limited generalizability to other settings of

parents in Jamaica. In addition, the study was limited to nine Kingstonian parents after

saturation was reached. The nature of participation in a limited geographical location may

have excluded other parents' views with different opinions and experiences. However,

this study was limited to the use of purposeful sampling method due to the availability of

the parents; therefore, the results of this study were not generalized to a larger population

of parents.

<div align="center">**Significance of the Study**</div>

Child maltreatment continues to be a huge issue despite all the studies that have

been done on the topic. There is ongoing debate on this issue, and parents and

communities can benefit from culturally competent and appropriate education to

potentially change their attitudes towards the acceptance of CP as a means of discipline

(Van der Kooij et al., 2018). Prevention is now on the forefront of global health and is

now a huge concern due to its violation of children's rights (Van der Kooij et al., 2018).

While it is known that these means of discipline can cause adverse experiences and that

children are protected from violence of all forms by the Convention of the Rights of Children, this issue remains a part of children's life (Van der Kooij et al., 2018). The need for intervention is imperative; therefore, the results of this study can help families in Kingston, Jamaica understand the adverse effects that CP can have on children when they become parents. Additionally, this study will offer culturally sensitive developments of preventative education that will contribute to a positive social change in Kingston, Jamaica.

Summary

The purpose of this qualitative study was to explore Kingstonian parents' perspectives on discipline using CP as seen in Kingston, Jamaica, and how improvement in domestic public policy can adequately improve social conditions for children through the implementation of prevention and intervention methods. These experiences explored were found in parents who were born and raised in Kingston, Jamaica, and who have used CP as a means of discipline. In spite of research that has identified Caribbean child rearing as a harsh and authoritarian type of discipline that includes "beatings," (Brown & Johnson, 2008), there remained a gap in knowledge regarding the understanding of why parents in Jamaica attempt to achieve outcomes by using cultural practices on discipline such as CP or CM. The results of this research are compelling as they will determine if the participants' governmental entity and community will see the benefit of effectuating domestic public policies that can improve social conditions for children in Kingston, Jamaica.

This study was a qualitative one as the sample used in qualitative studies is generally much smaller than quantitative (Yin, 2016). Qualitative research answers the questions of "why" and "how" and it aims to understand individuals in their natural setting reflecting on the meanings they make out of their own experiences (Ravitch & Carl, 2016). The research question is essential to the entire research process (Ravitch & Carl, 2016).

This research may contribute effectively to Walden University's mission of social change. Specifically, this study will contribute significantly to social change for parents, community partners, and child welfare professionals by proposing the improvement and implementation of domestic public policy that can adequately improve social conditions for children through the implementation of prevention and intervention methods not only in Kingston, Jamaica, but across the Caribbean as well. The study will explain and demonstrate best practices measures utilized in other countries to secure some form of improved cooperation and provide informal and formal support to parents. Child welfare professionals and community partners can therefore use this avenue to prevent and reduce harmful effects of the adverse childhood experiences stressing a focus on prevention of child maltreatment (Pritz, 2015).

Chapter 2 presents the literature review for this research study. It addresses the theoretical and conceptual frameworks that guided the study in addition to the identified gap in the research as it relates to the intervention and prevention programs needed to address the social conditions of child maltreatment.

Chapter 2: Literature Review

Introduction

The literature provided in this chapter will be for the review of CP and the imperative for preventative efforts and intervention necessary to improve outcomes in parents (Chaychati & Leventhal, 2015). The literature suggests that although violence against children poses a serious threat, CP is still used extensively and is ubiquitous in the Jamaican setting (Smith, 2016). Therefore, exploring the views of the chosen participants on preventative and intervention methods for CP will fill the gap in the literature as it relates to how parents in Kingston, Jamaica view and understand this phenomenon.

The purpose of this qualitative study was to explore Kingstonian parent's perspectives of discipline using CP in Kingston, Jamaica, and how improvement in domestic public policy can adequately improve social conditions for children through the implementation of prevention and intervention methods. Additionally, this chapter provides background on CP, as well as the efficacy of culturally adaptive prevention and intervention programs and strategies. Lastly, this review includes discussion of laws and public policies that systematize child welfare.

In the literature reviewed, my intention was to assimilate strikingly different positions on CP, while incorporating the understanding and knowledge of existing laws. Additionally, this chapter examined the causes and effects of CP as it relates to the beliefs and styles of the parents.

Literature Review Strategy

Through a frequentative search strategy, I administered an inclusive analysis of resources available on CP, Kingston, Jamaica, and parent education. This literature was found by searching several databases available through the Walden University Library: SAGE Journals, ProQuest Central, Soc. INDEX, and PsychINFO. Google Scholar was also effective, and I employed books on ECP as well as governmental websites. To guide the focus of this study, I used the following keywords in my searches: *corporal punishment, excessive corporal punishment, child abuse, discipline, child maltreatment, child abuse, parenting intervention, evidence-based parenting, culture and parenting, child abuse theories, social learning theory, Jamaica child abuse laws,* and *International child abuse laws.*

The keywords mentioned above were used individually or in combination with another to locate relevant articles for this study. Although numerous articles were found, the ones utilized were narrowed to scholarly resources that were published within the last 5 years with the exception of those on frameworks and theories that were of extreme importance and therefore may not fit in that timeframe. In total, over 100 articles were surveyed with special importance placed on those dealing with parenting education and discipline in Jamaica. All of the articles used for this review conveyed beneficial information to provide a holistic perspective of CP and discipline.

For the frequentative search conducted through the Walden University Library, I combined several phrases such as "excessive corporal punishment and parenting" producing additional articles to use. I applied the same approach using Google Scholar,

while using terminology connected to the research questions, framework, and methodology, which remarkably narrowed the number of articles with those notions in a customized date range of 2014-2020. In my review, I also perused the issue from sundry angles comprising well-being, trauma and prevention, in addition to policies and procedures.

Theoretical Framework

The grounds for this study are based on the social learning theory later reintroduced as social cognitive theory (Bandura, 1977). Theoretically, it has been assumed that there is a cycle of violence and that education and intervention based on theory focuses on the purposes of prevention to stop future instances of ECP. Bandura's (1977) SLT explains human behavior through cognitive, behavioral, and environmental influences. With that said, this theory seemed appropriate to seek an understanding of these participants' culture regarding disciplinary actions. Additionally, policy feedback theory appeared to be an appropriate framework at the onset, for this researcher; however, during the research process, I determined that the social construction framework was a more appropriate angle for this study. Being able to prevent CP by means of parent education can be inferred through a process utilizing the SCF for the establishment of social policies (Schneider & Ingram, 1993). Having a combination of a theoretical framework proved to be fundamental in explaining how CP is a great concern in societies across different cultural domains such as Kingston, Jamaica (Shapiro et al., 2015). This is due to the change in cultural values in the way children are disciplined today.

Social Learning Theory

Bandura (1977) developed SLT suggesting that it is a combination of cognitive and behavioral theories. He incorporated personal beliefs, attitudes, and knowledge with resources, and environmental behaviors such as choices and actions as an influential factor of learning (O'Rorke, 2006). This theory focuses on the impact that one's experiences have on their behavior (Milner et al., 2010). Bandura supported this, adding that behaviors are socially learned by observation and imitation of learned actions. Thus, considering CP when children are exposed to such behavior by parents, it is more likely than not that they may learn such behaviors and possibly maneuver these behaviors as they become parents (Kish & Newcombe, 2015). A common argument amongst theorists is that ECP models a great deal of aggression, and this form of imitation becomes a learning experience, which later causes children to become aggressive as a result of ACEs due to CP (Pritz, 2015). Kish and Newcombe (2015) found that attitudes towards parenting are learned and accepted when children with these experiences become parents to their own children. The same can be said of new patterns of behaviors, learning through experiences, and modeling as they can be important to the prevention and intervention of severe parental discipline such as ECP (Pritz, 2015).

Child maltreatment unfortunately has affected children throughout history, and although policies and laws have prohibited its use, some parents still lack the understanding of its effects (Van der Kooij et al., 2018). This phenomenon has warranted the need to understand the operation from the perspectives of child welfare professionals, communities, and all those involved. Experiences of ECP, left unattended, tend to

manifest later in life, and Romano et al. (2015) found that such experiences often have an effect into adulthood. As theories advance over the years, understanding why people behave the way they do presents a predictive power as it relates to changes in behavior (Bandura, 1977). In this case, prevention education can bring forth awareness cognitively and this level of learning involves an understanding of new responses, abolishing previously conditioned behavior (Bandura, 1977). SLT supports the effects of a changed lifestyle and offers valued outcomes and behavioral changes intended to reduce the threat of existing behaviors (Rosenstock et al., 1988).

One of the biggest contributions to prevention that SLT has offered is its emphasis on acquiring expectation through an influential, motivational and informative platform such as parent education for prevention (Rosenstock et al., 1988). This theory advises this research and is useful for planning, implementation, and prevention. SLT provides an acumen on how to shape strategies used to reach parents and communities and make an impact on them for positive social change (Smith & Holden, 2020). The Child Welfare Information Gateway (2019) has supported the notion that SLT focuses on encouragement of positive behavior through genuine child and parent connections.

As per Belsky (1993), theorists have argued that CP prevention can be successful when it is focused not only on changing the behaviors but also on assisting the system where the family resides. Exploring CP from the viewpoints of Kingstonian parents required an in-depth understanding of the impact that it had on a child immediately, while the trauma is still taking place, in the long- or short-term and into adulthood. Implementing preventative practices for parents in Kingston, Jamaica, will be beneficial

to reducing adverse experiences that children face that have an effect on them later in life.

Having theorized CP as an aboriginal issue and prevention as an effectual intervention method involves understanding the domains of the society and the context of life in which ECP is defined (Paat, 2013). Discipline is training an individual through a practice that makes them follow the rules or a certain code of behavior by using some form of punishment as a corrective method to disobedience (Hammarfelt, 2018). ECP is characterized by the infliction of physical injury as a form of discipline such as punching, kicking, beating, biting, shaking, burning, and other forms of harming a child. In these actions, the parent's intent may not have been to harm or hurt the child; rather, the injury is a result of over-disciplining and or physical punishment (Gershoff & Grogan-Kaylor, 2016).

Theorizing CP as a local issue and parent education as a commanding mediation method involves strong community support conceptualized as a means in which interpersonal relationships can become an armor between CP and parenting (Van der Kooij et al., 2018). Formulating strong families is a compelling facet of parenting; therefore, characterizing CP and its meaning is the source to knowing how parenting education a lucrative method in can be creating thriving families. Parents can benefit from a connection through community prevention and intervention that promotes positive reprimanding behaviors in parents while providing instrumental assistance, emotional encouragement, and disciplinary guidance (Gershoff, 2002). SLT plays an important role in understanding communicative influences on human behavior and therefore is strongly

influential in the lived experiences of parents (O'Rorke, 2006). Advocates of SLT would

argue that learning cannot materialize without awareness (Bandura, 1977). Acquired

responses require a profane relation between awareness and positive response to change

(Bandura, 1977). Through parental education, a platform adequate enough for awareness,

the ability to demonstrate and facilitate change in behavior will encourage and

successfully modify unwanted behavior (O'Rorke, 2006). Ideally, SLT emphasizes that

behavior can be shaped, resulting in new patterns, when people display, educate, and

inadvertently influence practices of a culture (Bandura, 1977). In addition, according to

SLT, modeled behavior influences one's learning, encouraging change and departure

from existing and established practices (Bandura, 1977).

There are several key components of SLT that are beneficial to understanding the

reasons for CP and suggest that parent education needs to seek the connection between

the domain of Kingston, Jamaica, and life. Of these components, three subsystems infer

that people can be influenced and learned through experience and social modeling. These

major components are the theoretical model, translation and implementation model, and

social diffusion model (Bandura, 2004). Collectively, these models provide a culturally

diverse platform in enabling guidance for parental success through education and

understanding the difference between CP and discipline.

This theory is relevant to this study because SLT emphasizes that behavior can be

shaped, which can result in new forms of discipline for their children instead of the use of

corporal punishment. Also, this theory can be used to education and influence people in

different cultures to change some of their disciplinary practices. This can result in a change in their societal views on corporal punishment.

Social Cognitive Theoretical Model

Bandura's SLT was relabeled social cognitive theory (SCT) of learning and stresses that individuals learn through the experiences that they have directly whether those experiences were rewarding or punishing, and they also learn through modeling (Bandura, 2004). This comprehensive theory analyzes how people procure attitudes, beliefs, and morals, and how they drive and determine their operational mindset (Bandura, 2004). Social modeling, also known as learned behavior, derives from the behaviors we watch. This type of behavior can be positive or negative, depending on what these behaviors are. If the behaviors in our environment are negative, then unfortunately one will be influenced by said actions (Bandura, 2004). Smith (2016) expressed that children and youth are increasingly affected as witnesses and victims of violence against children and that such problems are underreported. Smith stressed that attempts to accept CP in Kingston, Jamaica, have become characterized as "culture" and argued that "violence begets violence" and acceptance of such practices in their positional environment teaches them that infiltration and acceptance of this action is an appropriate and adequate problem-solving approach. This author also noted that what is considered discipline in Jamaica is considered and warrants criminal charges of physical abuse in many other countries (Smith, 2016).

Research shows that most CP and physical child abuse originate from the choice of a parent to use physical discipline such as a slap in the face, beating, choking, and

other repetitive dispiriting treatment (Smith, 2016). Bandura (2004) advised that an observation of punishing outcomes will create a negative outcome that disincentives for similar behavior. Smith (2016) confirmed this expressing that stressful childhood experiences such as CP have been proven to increase the risk of scanty health behaviors and modeling behaviors in parents on their own children (Smith, 2016).

Just as social modeling can have negative outcomes, it can also present positive outcomes as well. Parenting focused intervention is not only what is missing as a prevention strategy but is nonetheless climacteric. It is a great thing for a parent to learn a different style of behavior but it's another thing when they begin to put it into practice. Acquiring new behavioral patterns can be a result of new motivational factors. Social modeling can be a source of encouragement, proficiency, and actuation (Bandura, 2004). Bandura (2004) also expressed that SCT boosts the appreciation of human agency to unified agency promoting that the courage of families and communities lies at the most in their sense of concerted adequacy and the ability to problem solve and enhance their lives through collaborative efforts. The social change efforts consistently test alliances and rooted societal practices. This is why efforts to change practices and behaviors must consign sociocultural norms and practices on a systematic level. As a result of PE, people can be taught how to manage their setbacks by modeling new learned behavior, and they are guided through support for personal change through self-help groups, and other community-based agencies culturally competent to meet their needs.

This theory is specifically relevant to this study because the social learning model suggest that when parents use aggressive techniques to discipline their children, some

children learn to model the same behavior in their lives. This theory also noted that

children who receive CP by their parents may use the same type of discipline technique

to control their environment. CP may change the way some children perceive information

and may be aggressive when seeking out solutions to their issues and problems.

Translation and Implementation Model

Bandura (2004) indicates that being able to motivate people to change is of

limited value. Being able to create environmental support is a key factor and an

additional benefit in advocating for social change. In this constraint, bringing together

formal and informal support from one's community is an important factor in how parents

are willing to view, understand and accept a change in their behavior. In addition,

strategies for the prevention of CP that include PE that are community and family

focused are deemed most effective (Saul et al., 2014). Effective models of change take

place when there are positive connections made between parents and their children as

well as the parents within their community. (Sloman & Taylor, 2015), stressed the

importance of getting to the root of social and cultural factors that contribute to CP and

how beneficial it may be for parents to receive access to community-based resources for

prevention. These forms of alliances advance the changes for parental success placing a

durable focus on parents' intentions to enhance the quality of life for their children and

themselves (Bandura, 2004). To this point, Hodge et al. (2014) expressed that social

activities in the community as well as social interactions have a positive effect on parents.

These forms of social support find linkage through PE and connections to communities

and motivate parents to foster healthy, parental behaviors (Hooge et al., 2004). Rodrigo

(2016) supported this notion stressing that these forms of prevention work such as PE has

produced a vast number of changes for many families and that social service agencies

around the world have begun looking into its implementation. Additionally, he

advised that PE has been proven to improve the knowledge of parents and their attitudes

as it relates to child rearing issues (Rodrigo, 2016).

This theory is specifically relevant to this study because it is used to describe how

and what they have learned in life through the application of new knowledge. Also, what

motivates people to change the way they think and perform their duties. Being able to

create environmental support is a key factor and an additional benefit in advocating for

social change. In this constraint, bringing together formal and informal support from

one's community is an important factor in how parents are willing to view, understand

and accept a change in their behavior.

Social Diffusion Model

In many countries, there is a lack of expertise and resources to produce

sustainable programs that can effectively engage parents, capture their full attention, and

encourage changed behavior. SCT offers comprehensive principles of change however

the implementations of such principles desire practical adoption to a different cultural

element (Bandura, 2004). While this form of breakdown is important, it is also important

to understand the role that culture plays on parenting practices in countries such as

Kingston, Jamacia. Russa et al., (2014) focused their study on the reduction of CP

through parent education. This was one of their main constructs where they used a

sample of 300 participants who disclosed that the practices of parenting that were

influenced by previous beliefs and circumstantial factors were out of their families'

control. Smith (2016) confirmed this expressing that aspects such as values and beliefs

about CP affected a parent's style of parenting. As with any form of intervention, there is

an important need for valuable communication that is able to cultivate social change

(Bandura, 2004). Comprehensive cultural analysis such as in-depth interviews or focus

groups can provide culturally germane information identifying the need or level of

punitive change necessary for parental success (Bandura, 2004). CP in Kingston, Jamaica

necessitates the need for an in-depth understanding of the evolution from the perspectives

of the community, parents, and professionals that regulate the child welfare systems.

Romano et al. (2015) recorded that the experiences in the life of children who have been

exposed to CP generally evince activities that are violent and criminal. Nonetheless, if

their experiences are positive, the child stands a greater chance of becoming an adult with

minimal emotional and psychological issues. On the contrary, if they are exposed to

negative and or adverse experiences, it can impact them tremendously in a negative

manner (Romano et al., 2015).

This theory is specifically relevant to this study because the Social Diffusion

Model is when a positive concept is speeded by members in their society to make certain

changes in their lives. This communication can be spread through word of mouth or other

means of communication to the group.

The Theory of Learning in Qualitative Research

Bandura's Social Learning Theory and Social Construction Theory are

conspicuous in more than half of this literature review and studies utilizing a qualitative

approach provided a review of information. Evans et al. (2014), maintained the assertion that CP could be prevented earlier on in life by utilizing strategies as PE. These authors believe that strategies for prevention of corporal punishment should be a collaborative effort between community partners and social service agencies. The authors went further, by saying that these efforts should be culturally competent and conducive to meet the needs of the families (Evans et al., 2014).

Being able to bridge the gap between the conceptualization of SLT in qualitative study takes great consideration. Ellenbogen et al. (2014) analyzed the work of Stewart, Burns, and Leonard (2007) and their main objective was to understand the different sorts of CP that 20 mothers of the study had endured. What they found was that the familial dysfunctions as well as the cultural and social influences were prevalent factors. This confirms that a qualitative approach can be beneficial to understand a participant's perspective on CP.

CP develops from different risk factors that adversely affect life and the disparate social synergy of the person involved, child, parent, family, and community. SLT provides a comprehensive framework chartering a correlation between CP and prevention (Bandura, 1977). The models of SLT create a stage to discourse preventative systems that can be tailored to the needs of the family. Risk factors of CP can look differently from household to household. The variations of risk factors that affect families in Kingston, Jamaica are drugs, violence, mental illness, and a lack of education (Baker-Henningham & Francis, 2018). Researchers who aim to find a correlation between parental function and CP name competency level and literacy as an attribute (Tanaka et al., 2015). Tanaka

et al., (2015), identified that parents with a fair level of education have the ability to grasp

coping strategies needed to handle some of the intricacies of parenting. Parents who

lacked adequate education, be it emotionally or cognitively, become easily overpowered

by their parental expectations which may lead to frustration in their children which many

times lead to CP (Frusther et al., 2014).

Other risk factors that families face are domestic violence, poverty,

unemployment, and oversized families. Additionally, single family households,

especially those where fathers are absent, play an additional role as risk factors. CP

prevention becomes successful when the focus is placed not just on changing the

behavior but also on the system in which the family functions and lives (Bandura, 1977).

Bandura, who was a firm believer that a person's environment causes one's actions and

behaviors, later suggested that the behavior causes the environment (Bandura, 1977). In

later studies, he considered the interaction between three components being environment,

behavior, and the cognitive processes of a person (Bandura, 1977). The exploration of the

CP prevention methods in Kingston, Jamaica required a deep understanding of

Kingstonian parent's views on discipline versus CP.

A non-accidental injury to a child is the most prominent form of CP reflective of

marks, bruises, abrasions, lesions, or fractures (Calzada et al., 2015). Although there is no

isolated element for such inflicted harm, this sometimes occurs as a result of an action

deemed inappropriate by the parent in the child (Lanier et al., 2015). Although (CP) is the

most mundane form of discipline in many cultures, it has a tendency to bequeath violence

and other behavioral issues in children when excessively imposed (Holden, Brown,

Baldwin, and Caderae, 2014). However, the opinion of society on the use of CP or ECP as a tolerable cultural form of discipline can be subjective to the person's interpretation (Kish & Newcombe, 2015). CP is the only form of discipline in some cultures and despite the apparent harm that it causes, there are still a few studies that disagree with adverse effects on victims (Breland-Noble, 2014).

This theory is specifically relevant to this study because CP develops from different risk factors that adversely affect life and the disparate social synergy of the person involved, child, parent, family, and community. SLT provides a comprehensive framework chartering a correlation between CP and prevention. Although corporal punishment (CP) is the most mundane form of discipline in many cultures.

Social Construction Framework

In 1993, Schneider and Ingram proposed the Social Construction Framework (SCF) as a concept of "targeted populations" in order to focus on policy making for these populations. Later, Schneider et al. (2014) accentuated that the design of policy poignant to groups of individuals like those in Kingston, Jamaica had a need to be conferred in ways that would be able to be comprehended and represented by the beneficiaries and representatives of said policies. Gergen and Gergen (2008) highlighted that SCF offers primary focus on the researcher's affiliation with the subjects, the public, and with the community. Bottom line, SCF can be looked at as a cornerstone concept that will be beneficial to creating laws that offer diversified views, customs, and all around cultural considerations.

In exploring the understanding of discipline and CP, SCF and policy design offers an opportunity to recognize how the implementation of certain policies can benefit children and families in Kingston, Jamaica. The assumption was that SCF could provide the pertinent setting for the establishment of prevention and intervention strategies that can benefit families before having a long-term effect on the victims (Schneider, Ingram, & Deleon, 2014). Additionally, these authors affirmed that the SCF has an impact culturally on a person's attitude and wellbeing and would be contrived by public policy. Lastly, Schneider et al. (2014) determined that SCF is most valuable to vulnerable populations that are classified as being defenseless such as children. Accordingly, SCF is beneficial due to its appropriateness to children and families in Kingston, Jamaica.

In comparison to the child welfare field, Sahin (2014) proclaimed that SCF is a theory that provides an understanding of the historical and cultural impact developmentally and functionally. Schene (1998) confirmed this by emphasizing that the protection of children is a huge value, and that the well-being of children derive from the social and cultural norms as well as the legal frameworks that allow interventions for ECP in families. Crippen and Brew (2013) conveyed a grounded theory study using SCF. The study was a qualitative one where they interviewed parents on their cultural approach to parenting and how it had impacted their experiences personally. The parents characterized their experiences as it relates to education, knowledge of child development and discipline. The study's outcome pinpoints that there was a significant difference in the strategies used for parenting depending on their cultural background (Crippen & Brew, 2013).

Background of the Literature Review

Researchers have found that ECP influences the psychological and physical

functioning of a child (Chaiyachati & Leventhal, 2015). Children who are maltreated face

adverse experiences beyond their adolescent years and sometimes into adulthood (Chen

& Chen, 2015). Pe Cora et al. (2014) found evidence that ECP or child maltreatment

were linked to adverse effects physically, emotionally, and behaviorally. Important to this

study is the notion that many qualitative studies have documented how the use of

Evidence-Based Parent Education can be beneficial to the prevention, reduction, and or

intervention in the maltreatment of children. (Aleksandrov et al., 2016).

Evidence-Based Parenting Education

Training for parents or Evidence-Based Parenting (EBP) has been prevalent in a

great deal of qualitative studies. Chen and Chen, (2015) identifies it as one of the most

compelling strategies for the abatement of ECP. These authors affirmed that parent

education (PE) programs offer arbitration and intervention strategies to develop changes

in attitudes and demeanor of parents that will result in enhanced relationships with their

children (Chen & Chen, 2015). The effectiveness of PE assesses precise characteristics

that enhance after successful fulfillment of the required program (Leijten et al., 2015).

The length and depth of the program is dependent upon the requirement of the individual

program. These programs included have been internationally such as: Strengthening

Families; Positive Parenting Program: Nurse and Family Partnership.

According to Rodrigo (2016), in order to be considered as an effective "evidence-

based program" there are several properties that the program must possess. These include

(a) provide some form of case management in home, (b) provide ample training resulting in adjusted and improved behavior in the parents, (c) provide some form of therapy for the family, (d) offer training effective and skilled for the child/children (p. 2).

Corporal Punishment

Many parents in our society have used corporal punishment for several dedicates. Many researchers define corporal punishment as "the use of physical force with the intention of causing a child to experience bodily pain or discomfort so as to correct or punish the child's behavior" (Kish & Newcombe, 2015, p. 1). It includes spanking, hitting, squeezing, pinching, paddling, smacking, slapping or forcing a child to stand or sit in a painful position for long periods of time to correct some type of behavior (Gershoff, & Grogan-Kaylor 2016; Kish & Newcombe, 2015). Corporal punishment has been handed down from generation to generation. All societies throughout the globe have different ways of disciplining children for wrongdoing, although in today's society many parents discipline their children differently from past generations. Researchers noted that corporal punishment has several negative effects that can cause harm both mentally and physically for a child in their future endeavors (Kish & Newcombe, 2015). Although parents have used corporal punishment to discipline their children over the years, there has not been a clear evidence on whether or not corporal punishment is an effective means to discipline a child (Graham & Weems, 2015).

Researchers have noted that over the year's society opinions have changed in many cultural on the acceptable forms of discipline and how it played a role in making discipline a difficult parenting practice (Alampay et al., 2017). During the 1950s, many

parents used conventional wisdom with the use of strict and harsh types of punishment for their children. Many parents developed certain rules for their children to follow and the child had to follow the rules developed by their parents. However, the approaches to discipline change during the early 1969s. Parents used a more child-centered approach to parenting and disciplining their children. The parents focused on the feelings of their children and they were slow to set certain strict rules for their children to follow (Alampay et al., 2017). Also, during the 1980s many societies focus shifted from setting strict rules for children to follow to taking into consideration children's perceptions, temperaments, and abilities into perspective, yet holding children accountable for their actions by setting high standards with rules for their children to follow (The Center for Parenting Education, 2020).

The use of corporal punishment has been outlawed in many countries through the world. However, in countries such as the United States, Australia, and the United Kingdom, the use of corporal punishment is still lawful (The Center for Parenting Education, 2020). These countries have established legal justification for the use of corporal punishment through the rights for parents to use reasonable punishment to discipline their children (Alampay et al., 2017). For example, in the United States, in 2013, 67% of parents reported that they have used corporal punishment to punish their children for certain misbehavior (Kish & Newcombe, 2015). However, the use of corporal punishment is still present in many homes despite research illustrating that corporal punishment have a negative effect on the child and that the use of corporal

punishment is an ineffective disciplinary strategy to punish a child who misbehave (The

Center for Parenting Education, 2020).

Parents Perceptions of Corporal Punishment

Researchers noted that although many parents may be aware of the negative and

positive effects of using CP, they may be influenced by their view of discipline due to

their parent's styles of discipline during their childhood (Kish & Newcombe, 2015). This

may provide some insight on why some parents use certain disciplinary practices, despite

recognizing that CP is an ineffective means of punishing their children but might

continue to use it as a discipline tool (Alampay et al., 2017). In addition, parents also

might use CP out of obligation or a result of coercion (Holden et al., 2014). Coercion

might influence parental behavior as a result of what is considered good or bad in family

values on disciplinary practices (Holden et al., 2014).

Kish and Newcombe (2015) conducted a study on identifying myths on the use of

corporal punishment by parents. The purpose of the study was to identify whether beliefs

used by parents with CP, and do they predict whether parents might use CP with their

children. The population of the study consisted of 366 young people at a public

university. The sample population was administered the Corporal Punishment Myth

Scale. The result of the study indicated that strong myths existed among parents, but

these myths were due to the parents cultural and upbringing. Parent use of corporal

punishment use was due to whether they received corporal punishment as a child.

Holden et al. (2014) looked at a quantitative study to investigate corporal

punishment in the home. The purpose of the study was to examine whether home audio

recording could reveal new information about CP use in the home and whether it led to certain disciplinary practices. The population of the study consisted of 56 mothers of children 2 to 5 years at a daycare and head start centers in a large city. The mother wore an audio recorder in their home for 6 evenings. The results of the study showed that some mother used CP 73% of the time when providing discipline practices to their child. The type of CP used by the mother was hiding the child when they did not behave according to the rules of the mother.

Alampay et al. (2017) conducted a longitudinal study on the severity and justness of corporal punishment and negative child outcomes. The purpose of the study was to examine whether the severity and the justness of the use of CP moderated and frequency of corporal punishment with externalizing and internalizing behaviors with children. This study used a multicultural sample of participants from eight countries across the globe using 988 children aged 7 to 10 years. The results of the study indicated that there was a positive association between the frequency of CP and parent reported child-externalizing behaviors. There was no significant difference for internalizing behaviors. The fathers reported that they were fair in their use of CP and this was associated with the children's reports of aggressive behaviors.

Some researchers reported that anxiety sensitivity is a risk factor for the development of anxiety issues for children and parents' roles in CP (Graham & Weems, 2015). Graham and Weems (2015) conducted a quantitative study to examine the link between parent and child anxiety sensitivity and the use of CP. The purpose of the study was to examine how parenting behaviors may serve as a moderator in the association

between parent and child in relation to anxiety when a parent uses CP. The population for

the study consisted of 191 families. This included 255 children and adolescents aged 6 to

17 years old. The families completed the child anxiety sensitivity and the parenting

measure to determine their level of anxiety sensitivity. The results of the study indicated

corporal punishment was associated highly with child anxiety sensitivity and the child's

report of their parent's positive behaviors were moderated with the child's anxiety

sensitivity. The results also showed that the child's gender was also found to moderate in

the association between parent and child anxiety sensitivity. The authors noted that

corporal punishment in relation to anxiety sensitivity should be investigated to inform

parents of specific discipline techniques that may affect the child's anxiety sensitivity.

Parenting Styles

Caring for children in families is a universal process for mothers and fathers, yet

parents' attitudes and cultural beliefs with respect to strategies on raising children vary

from culture to cultural (Batool & Shehzad, 2019; Uji et al., 2014). In today society,

parents and other professions noted that children require adult guidance and protection

for children to develop and grow in different stages of development. Parents also want

the best for their children and push them to achieve success until their adult years.

Researchers noted that culture has a lot to do with the sound development of children (Uji

et al., 2014). Uji et al. (2014) noted that there are three basic types of parenting styles:

permissive parenting, authoritarian parenting, and authoritative parenting.

Permissive Parenting

Permissive parenting style is one where the parents do not provide much direction to the child and provide little or no control in reducing their children's behavior. The discipline style for this type of parenting is not strict. They set very few rules in the household and allow the child to figure out the acceptable rules. In addition, permissive parenting sets little or no expectations on the child in achieving family goals and values (Batool & Shehzad, 2019; Uji et al., 2014).

Authoritarian Parenting

Parents who use authoritarian parenting style are disciplinarians. They set strict rules for the child to follow, and they allow the child very limited room to negotiate rules in the family. Also, authoritarian parents provide punishment often for behavior issues to the child. Communication with this form of parenting style is a one-way street. The parents usually do not explain rules in advance to the child. In addition, the parents set high expectations for the child to follow with extremely limited flexibility (Batool & Shehzad, 2019; Uji et al., 2014).

Authoritative Parenting

Authoritative parents are very nurturing and reasonable, and they set high but clear expectations for the child to follow in the family. Children with this form of parenting allow their children to think for themselves in making certain decisions. The disciplinary rules in the family are reasonable and the parent explains in advance to the child the rules that the child should follow. In addition, this form of parenting allows the

child to have input in setting goals and expectations for the child to follow (Batool &

Shehzad, 2019; Uji, 2014).

Uji (2014) conducted a quantitative study on the impact that authoritative,

authoritarian, and permissive parenting styles have on children's mental health. The

purpose of the study was to confirm three factor structures of the Japanese version of the

Parent Authority Questionnaire in order to conduct the validity and reliability of the

measure. The population of the study consisted of 1,320 participants' ages 17 to 69 years

old. The results of the study indicated that the mothers were more authoritative than the

fathers in the study. The older a respondent's age, the more she or he perceived their

maternal and paternal parenting style as authoritarian and less permissive. The authors

also found that regardless of the participants' gender, authoritative maternal and paternal

parenting was more beneficial to children's mental health.

Parenting Programs

Parent education programs are resources that can improve the lives of families

across the world. Implementing these programs can improve the outcomes for children in

the areas of behavior interventions, safety, and family wellbeing in improvising their

environment (Smith & Holden, 2019). Researchers have over the years examined

parenting programs to provide them with evidence-based programs to help parent interact

with their children, provide cultural values, and identify best practices for parents in

helping their children to grow and develop in their society (Kumpfer & Magalhaes, 2018;

Williams et al., 2020)

Williams et al. (2020) conducted a quantitative study to enhance parenting skills programs. The purpose of the study was to examine the effectiveness and the feasibility of a parent program for young children with behavior problems. The population for the study consisted of 58 participants, 29 of the participants were recruited for the control group and 29 participants were recruited for the treatment group. The outcome measures included recruitment, retention program delivery, and program satisfaction. The study was implemented in each of the parents' homes for six months. The results of the study indicated that there was a significant change in the behavior of the children from the baseline to the end of the study. The recruitment and retention rates were lower than expected with respect to the delivery of the programs to parents and the child. The authors noted that for parenting programs to work, there is a need to improve strategies for recruitment and retention to enhance program delivery in order to examine the effectiveness of the program.

Kehoe et al. (2020) conducted a quantitative study to determine the effectiveness of parenting programs in relations to the emotions within the focus group parenting program. The purpose of the study was to examine the moderators of the program's effects on change in an emotion focused parenting program. Also, the purpose of the study was to determine the effectiveness of the Turning in to Teen (TINT) program. The population sample consisted of 225 parents and 224 young people during the final year of the youth's 6th grade year in elementary school. The results of the study indicated that there was an increase in the participation from both parents and the youth in the intervention phase of the program. Also, Parental internalizing difficulties and parental

difficulties with respect to their emotion's awareness did not have an effect on the program. The participants who enrolled in the programs made improvements in their overall self-regulation and self-awareness and reduced their internalizing behaviors.

Kumpfer and Magalhaes (2018) conducted a qualitative study on ways to strengthen families with evidence-based programs interventions for parents of high-risk children. The purpose of the study was to review the strength and weakness of the Strengthening Families Program for high-risk children and youth and their parents. The article reviewed 12 randomized control trials on 14-session intervention for drug prevention in high-risk children ages 0 to 17 years old. The results of the study indicated there was significant improvement in the youth behavioral health by some 50% in the areas of substance use, depression, anxiety and child mistreatment by the parents. The authors noted that there is a need for more funding for programs like the Strengthening Families Program to reduce substance abuse among young children and funding to help reduce the abuse of children by family members.

Rostad et al. (2017) conducted a quantitative study on strategies to reduce safety hazards in homes through the use of an evidence-based parenting program. The purpose of the study was examined whether behavioral parenting programs could reduce home safety hazards with families who were in the child welfare system. The sample population for study consisted of 57 caregivers referred to the Safe Care program for alleged reports of abuse by the child welfare system in the state of Georgia. The caregivers were administered the Home Accident Prevention Inventory-Revised. The result of the study indicated that caregivers in the study were able to reduce hazards in

their homes by 50% when applied to the evidence-based parenting program. Also, the results of the study indicated that families that are at-risk for child mistreatment can reduce their hazards in the home by following the safety recommendation in the program.

Key Laws in Jamaica on Human Rights

The rights of children have gained ground worldwide in the past. Researchers noted that this was true for Jamaica in the early part of 1989 with the ratification of the United Nation Convention on the Rights of the Child (CRC) (Miller, 2014; Samms & Cholewa, 2012). The CRC contained the rights protection element included those rights understood and accepted by the people and included the right to name, shelter, and food (Miller, 2014; Samms & Chlewa, 2012). Also, the government of Jamaica noted the rights of children and established a framework and implemented the rights for all children in the context of rearing children (Miller, 2014; Samms & Cholewa, 2012).

Throughout the years the government of Jamaica signed several international legal treaties and declarations that were aimed with preserving and upholding the welfare and rights of their vulnerable population of children and women (Miller, 2014). In addition, there were a number of laws implemented by the government that supported the international treaties. These included the Office of Children's Advocate (OCA), the Centre for the Investigation of Sexual Offences and Child Abuse (CISOCA), and the Child Development Agency (CDA). These laws were implemented through the areas of Jamaica to track and tackle the scourge of sexual molestation and abuse of women and children in their society. In addition, the aim of these laws provides protection and the

rights of women and children in Jamaica through a socio-legal interventionist model (Miller, 2014).

Miller (2014) reported that the entire Convention on the Rights of the Child is devoted to women and children rights and emphasized that the entire government have the obligation to protect women and children in areas such as sexual abuse and violence:

States Parties shall take all appropriate legislative, administrative, social and educational measures to protest the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child. (Miller, 2014, p. 1)

Researchers noted that Jamaica has several laws that are used to protect the care of women and children such as the Convention on the Rights of the Child and the Universal Declaration of Human Rights (UDHR). The UDHR promotes the right of all humans living in Jamaica (Jamaica for Justice, 2020). The Jamaica for Justice (2020) noted that UDHR promotes basic standards, which aid citizens living in Jamaica can in dignity, which provides standards by which people should treat each other. These agencies have a fundamental duty to care and protect the rights of all citizens especially women and children. In addition, all citizens living in Jamaica are encouraged to accept the responsibility not to infringe on the rights of others in their communities and to support those whose rights are denied or abused (The Jamaica for Justice, 2020).

Child Abuse in Jamaica

The Jamaica government officials have noted an increase in the prevalence of child abuse and sexual abuse through the country over the past decade (Efevbera et al., 2018; Samms & Cholewwa, 2014). There has been an increase in sexual abuse in recent years. Some 70% of sexual abuse cases in Jamaica involved children and women. This figure has reached to 79% with young women under the age of 16 years Efevbera et al., 2018). This group of sexual abuse account for 32% of the sexual abuse cases in the country (Samms & Cholewwa, 2014). In addition, from the years of 2008 to 2012 there have been some 7,245 cases of child abuse and sexual abuse (Samms & Cholewwa, 2014). Researchers noted that there are several speculations regarding the high numbers of child abuse especially sexual abuse in Jamaica, there is limited evidence-based research of the exact statistics on the incidences of abuse through Jamaica (Samms & Cholewwa, 2014).

Researchers reported that child maltreatment is any act in the commission or omission with intended or unintended to do harm to a child (Mills et al., 2013; Williams et al., 2017). This includes physical, sexual, and emotional abuse as well as child neglect. Child maltreatment is a great concern within many developing countries especially in Jamaica (Mills et al., 2013). Although this crisis has not gained much attention in Jamaica until the early 2000s, Mills et al. (2013) noted that cultural and economic factors can influence maltreatment for many children and women in Jamaica. Although in the Jamaican cultural, corporal punishment is not necessary a form of maltreatment, there

have been high levels of discipline using corporal punishment in this cultural (Mills et al., 2013; Williams et al., 2017).

Mills et al. (2013) conducted a quantitative study on child maltreatment and the relationship to cannabis and alcohol use in Latin American and Caribbean countries. The purpose of the study was to examine the association between child maltreatment and of alcohol and cannabis use in the past 12 months for 2294 students at universities in six countries. The result of the study indicated that there was an association of increased alcohol and cannabis use, which led to the maltreatment of children in the area. The results also indicated that the level of maltreatment rested with how religious the person was in relation to the amount of maltreatment.

Brown and Johnson (2008) conducted a qualitative study to explore childrearing and child participation within Jamaican families. The purpose of this study was to examine strategies with the implementation and rights of families with respect to harsh punishment and abuse. The sample population for the study consisted of 27 males, 33 females and several parents participated in the study. The researchers conducted six child focus groups with the children and eight parent focus groups. The age range for the children were 7 to 12 years. The children were interviewed using several topics such as harsh discipline they received through their family structures. The results of the study indicated that several parents believed that they needed to use strong authority in their family to teach values and make sure their children are obedient in all aspects of their life in the household. The parents also noted that there is a need for them to focus on their

child education, provide physical support, and to provide corporal punishment when need to their children.

Summary

The purpose of this qualitative study was to explore Kingstonian parents' perspectives of discipline using CP and how improvement in domestic public policy can adequately improve social conditions for children through the implementation of prevention and intervention methods. These experiences, to be understood, were found in Kingstonian parents who have used CP as a means of discipline. The goal of this research was to bring about awareness among these parents and child welfare officials on the thin line between discipline and CP and how parent-focused interventions can be beneficial for improvements (Brown & Johnson, 2008). There is a challenge for the design of culturally sensitive policy interventions to strengthen parenting in Jamaica as there is no research that expresses the understanding of the cultural meanings and practices of Jamaican parenting on discipline (Brown & Johnson, 2008).

The review of literature examined important research to assimilate strikingly different positions on CP, while incorporating the understanding and knowledge of existing laws. Additionally, this chapter examined the causes and effects of CP as it relates to the beliefs and styles of the parents. Chapter 3 presents the methods that were used for research and include the in-depth plan that directed and guided the study. The chapter begins with the design that was used for the research and the rationale for the selected approach. It also provides information on the design used for the research as well is the role of the researcher and the questions that guided the research. This methodology

section consists of the sample selection and the methods used to gather and analyze the

data. The chapter concludes with the assurance to trustworthiness and what was used for

the protection of the participants' rights.

Chapter 3: Research Method

Introduction

The purpose of this qualitative case study was to explore Kingstonian parents'

understanding of discipline practices of using corporal punishment to discipline their

children when they misbehave at home. Qualitative research is based on an inquiry into a

problem that the researcher seeks to explore or understanding an issue to its depths based

on the perspective of the participants that are selected (Smith & Sparkes, 2016). The

chosen approach answered direct questions about discipline and CP from the perspective

of parents and explore the phenomenon providing awareness to the issue. Merriam and

Tisdell (2016) argued that the case study inquiry provides the audience with a more in-

depth understanding of the subject matter through the analysis of personal perspectives or

by constructing a picture that handles a difficult phenomenon.

This chapter commences with the rationale for choosing a case study approach,

rather than any of the other four forms of inquiry used in qualitative research. I also

discuss the research design and its appropriateness to the approach selected. The chapter

also encompasses a comprehensive portrayal of the chosen participants and the strategy

for sampling that I used. Additionally, the chapter provides the data collection procedure,

including the action and strategy of the data, the design used to administer and evaluate

the data, and the coding software to note inverse patterns and detect established themes.

The chapter offers a characterization on the role of the researcher, concerns that may

arise ethically, and the precautionary steps taken to curtail bias and assure the

confidentiality of the chosen participants. The chapter concludes by focusing on the steps used to ensure trustworthiness and an aggregate of significant points.

Rudestam and Newton (2015) noted that qualitative research and its technique need to be as malleable as possible and that such research is not constructed to test a hypothesis or theory. This is why the research question needed to be composed in a manner that promoted the discovery process (Fleet et al., 2016). The research process bridged the gap between the research question surrounding each point, the problem statement, the purpose statement, and the conceptual framework of the study. Denzin (2017) specified that continuity creates the relationship that occurs amid all the listed points. Qualitative researchers provide a devoted view of a study by accentuating a single case study allowing for the scrutiny of the social issue (Ravitch & Carl, 2019).

Research Design and Rationale

Research Questions

The research questions are the infrastructure of this research study. In qualitative research, the research question should extract the necessary information from each participant (Ravitch & Carl, 2016). Ravitch and Carl (2016) confirmed that the research question can only be answered by conducting the study and must be broken down into specific core constructs to be studied. Ryen (2016) argued that qualitative research provides some form of flexibility through the use of open-ended questions to conjure responses that will be culturally applicable to the participant, nature rich, and unanticipated by this researcher. The following is the central research question and sub-questions for this research study:

RQ1: How do Kingstonian parents perceive corporal punishment with regards to disciplining their children?

SQ1: How do Kingstonian parents perceive child abuse?

SQ2: How do Kingstonian parents perceive parent education as a method to reduce corporal punishment?

SQ3: How do the cultural experiences of Kingstonian parents influence their views of corporal punishment to discipline their children?

According to Smyth (2016), qualitative inquiry is a distinct science where researchers are given an opportunity to examine human concerns and endeavors in peculiar settings. Procedurally, a qualitative researcher's focal point is on the relevance of the research questions to achieve the necessary perspectives of the lived experiences of each participant in their social and natural context (Fleet et al., 2016). This type of inquiry comprises a variety of strategies to attain the study's purpose. The nonlinear form of qualitative research makes it adjustable in that it offers the researcher the ability to formulate and reformulate the course of action as needed (Smyth, 2016). Establishing an acceptable research design provided the ability to attain the most desirable data possible (Smyth, 2016). Additionally, the research design requires conceptualization in a manner that will achieve and adequately address the research question as unequivocally as possible (Fleet et al., 2016).

The research design was the blueprint for the research process (Denzin, 2017). Smythe (2016) argued that a case study design is appropriate to answer the questions of "why" or "how" succeeding events that cannot be manipulated by the researcher. The

chosen inquiry for this study was a phenomenological inquiry. A phenomenological inquiry in qualitative research captures the essence of the participant's experience and allows researchers to study how people describe views and experiences through their own senses (Patton, 2015). This approach captures the meaning, structure, and essence of the lived experience of the phenomena for the choice group of individuals to be selected for the study (Smythe, 2016). This approach was most suitable for this research because it provided an understanding of the lived experiences of Kingstonian parents as it relates to discipline using CP, from their perspective. This approach also allowed me to analyze, in its entirety, the actual role that culture plays in the practices of discipline. Lastly, through this phenomenological approach, I was able to explore the benefits of preventative social practices and methods to improve the appreciation and understanding of the use of CP by Kingstonian parents as a means of disciplining their children for misbehavior.

A phenomenological approach also offered the ability to explore, utilizing the interview data collection method to capture the lived experiences of the parents (Patton, 2015). This approach prioritizes and allows for investigation of the experiences of individuals through exploratory interviews. The phenomenological approach directed the types of questions that I used for the interviews, showing how individuals' words and concepts shaped their experiences as they have lived them (Patton, 2015). In executing this research design and approach effectively, I had an engaging telephone conversation with each participant in order to achieve strong data required from the interviews, which produced insight for the research questions.

Role of the Researcher

The role of the researcher is that of the primary instrument in qualitative research (Yin, 2016). The researcher is said to be seeking their own identity as they build relationships and intersect with the concept of the research that they are conducting (Ravitch & Carl, 2016). Although the researcher serves many purposes, it is important that they be mindful of any ethical issues that can arise during the data collection process (Smyth, 2016). The researcher in this instance had a dual role, as the cultural background of the participants and of the researcher is the same.

Positionality and identity come together to shape qualitative research (Saidin, 2017). Positionality is the strong consideration of the influences and considerations under which a person's position may arise based on certain factors (Smyth, 2016). Ryen (2016) concedes that a researcher's positionality can influence the research process, adding that it is the researcher's worldview and the position they have adapted in relation to the study. Being born and raised in Kingston, Jamaica, I have witnessed and heard of discipline at an excessive level to the point of ECP. I am aware that such maltreatment can have an adverse effect on children because I have 18 years' experience in the State of New Jersey's Division of Child Protection and Permanency. I am also aware of the arguments that arise regarding the thin line between discipline, CP, ECP, and child abuse in some cultures, and I set forth to gain an understanding free from bias on these phenomena of interest. It is through my views, values, and experience growing up in Kingston, Jamaica, and the laws and policies learned and reviewed in the role of a child welfare advocate that this research topic has arisen.

Shared background between the researcher and participants can be conflicting and advantageous at the same time (Saidin, 2017). This can be looked at from an insider and outsider aspect. As an insider, participants whose expertise will be in Jamaican culture will demonstrate great familiarity with the experiences of parenting styles, which have shaped their opinions as parents. Advantageously, as an insider, there is a level of trust and respect from the community (Ryen, 2016). Saidin confirmed this adding that this form of trust can also facilitate the recruitment process for the participant in the study. Saidin (2017), however, cautioned that the researcher might miss important information as an insider. I have lived in the United States longer than in Jamaica and am more familiar with practices of parenting in the United States, and as such I provided clarity and validity for the role of the researcher. There are also some disadvantages to being the researcher/outsider, who could include the expectation of the responses that the participants would provide and ignoring demeanor that would require a more in-depth explanation (Saiden, 2017). In addition, the researcher/outsider's role would call for them to take steps accordingly to decrease role duality (Merriam & Tisdale, 2016). The researcher must ensure mindfulness of personal reactions, gestures, and expressions that may have some impact on the participant's responses during the interview (Merriam & Tisdell, 2016). It was critical for me to be cognizant of maintaining a professional attitude conducive to attaining the objectivity essential to this study. Merriam and Tisdell (2016) also advised that diligently documenting personal thoughts, awareness, and perceptions in a journal for research, and employing the assistance of member checking will attenuate researcher bias.

As a resource development specialist for a child protection service agency, conducting interviews and communicating with community partners, school administrators and parents is an intricate part of my job responsibilities. Throughout this process, I was able to always observe these individuals in their own element. Interacting with these individuals while they answer open-ended questions while simultaneously observing their additional verbal gestures was essential. These skills, utilized daily, were vital in being able to capture important indirect communication of each participant in this study. Lastly, having the experience that this researcher has with conducting interviews assisted in the interpretation of the contrasting meaning of discipline and CP and its methods of prevention that were contextually specific to this study.

Methodology

Qualitative research is based on an inquiry into a problem that the researcher is seeking to explore or understand to its depths based on the perspectives of the participants (Yin, 2016). Qualitative research is extremely complicated and is used across many different disciplines to probe real-world problems within phenomena of interest (Smith & Sparkes, 2016). To explore CP prevention methods and how they can alleviate adverse childhood experiences in Kingston, Jamaica, I conducted recorded telephone interviews. Exclusion and inclusion criteria were important when considering participants for this research. A phenomenological approach directed the procedures the research underwent as I used open-ended interview questions as the data collection method.

Population and Sampling

The sampling unit for this research was nine in-depth face-to-face interviews of parents who were born and raised in Kingston, Jamaica. I collected essential data through qualitative inquiry. For this specific research, I used purposeful sampling because this approach encouraged credibility for this study, which afforded an outright view of the Kingstonian parents as it relates to PE as a method of intervention to CP. Purposeful sampling allows the researcher in qualitative research to purposefully choose participants including and excluding some from the sample for specific reasons (Ravitch & Carl, 2016). It is the criteria that allow the deliberate selection of individuals and/or research settings that help the researcher gather necessary information to answer the research question (Ravitch & Carl, 2016). Individuals were purposefully chosen to participate in the research because they have the experience or knowledge of the chosen phenomena (Ravitch & Carl, 2016). Flick (2015) highlighted that because of the synergy that is needed between the participants and the researcher purposeful sampling will be a significant choice to lend profound awareness of the research questions from the perspectives of humans.

One aspect of conducting research in the social sciences is the determination of the data source for the analysis of the data collected (Ravitch & Carl, 2016). I used purposeful sampling, which enhanced credibility and validity of the inquiry as much as the experiences and attributes of the participants contributed to their answers to the research questions (Flick, 2015). The participants used in this study were parents born and raised in Kingston, Jamaica whose children were 18 years of age and above.

There were nine participants used in this study. Merten (2017) reported that a sample size of five to 20 participants is sufficient for qualitative interpretative phenomenological analysis (IPA) designs. In addition, Merten (2017) reported that a sample size of at least six participants is sufficient for IPA designs. The participants' sample size reflects and represents the homogeneity of the phenomenon being studied with the participants. Also, researchers have noted that it is important that all participants in a study have similar lived experience to the phenomenon being studied (Alase, 2017). I conducted interviews with the participants until saturation was achieved. In this case, I reached saturation at an early point in the research process and therefore stopped after the ninth participant was interviewed. Yin (2014) reported that saturation is reached when the participants provide no new knowledge or themes for a specific topic. Also, member checking was conducted with each of the participants. Member checking is used to make sure there is accuracy of the data being collected by the researcher. Yin (2014) reported that member checking is used to confirm and verify the accuracy of the data collected by the researcher. I transcribed the interview data and sent a copy of the data to each of the participants to verify the accuracy of their data collected with the interviews. The participants then were given the ability to provide additional feedback to their interview data and returned the transcribed data to me. I also asked the participants to provide additional feedback to their interviews, which they were asked to send the transcribed data back after 1 week.

Rationale and Procedure

In qualitative research, the source of the data that will be collected is requisite (Saidin, 2017). Purposeful sampling ensured credibility in the study and provided the view completely of the Kingstonian parents regarding the use of corporal punishment as a means of discipline along with intervention and prevention methods to CP. Qualitative research offers the participants the ability to speak while feeling a form of personal connection to the individual that they are being interviewed by (Ravitch & Carl, 2019). The researcher provided a formal letter to the participants prior to them being interviewed. There was a significance to this researcher being able to build rapport with each participant; in order to have engaging conversations while demonstrating genuineness, empathy, and competence at all times. This researcher demonstrated transparency, providing some information on her background as it related to the study.

Recruitment of the Participants

This researcher developed a recruitment flyer to recruit participants and posted it on social media to seek participants for this study. In addition, the researcher created an invitation letter for participants who showed interest in participating in the study. After potential participants responded to the recruitment flyer, the researcher emailed them an informed consent. At the beginning of each interview, the researcher received verbal consent from each of the participants. Verbal consent was encouraged to ensure anonymity of the participants. After that was received, this researcher thanked them for being a participant and the explained the research protocol to each participant. The researcher utilized a series of interview questions to interview each participant. All

participants were asked the same interview questions for this study. The participants were

also asked additional probing questions based on their responses to the interview question

to gather additional information. Once the process began, the researcher advised the

participants that they have the option to withdraw from the study at will at any time and

they can skip any questions they did not want to answer. Once recruitment was achieved,

the researcher conducted a recorded telephone call for each participant. The researcher

ensured that all instruments were used in an ethical way as outlined by Walden

University Institutional Review Board (IRB) and would not cause harm to the participant.

Data Collection and Instrumentation

The conduction of social science research calls for a process, part of which is to

decide as to the source of data that will be collected and analyzed (Yin, 2016). The core

of empirical research is the gathering of data (Merriam & Tisdell, 2016). This researcher

used an interview guide to assist with the interview process. A good interview guide is

important but does not necessarily mean that you will have to follow verbatim (Ravitch &

Carl, 2019). An interview guide or conversational guide is a great way to lower anxiety

as it reminds the interviewer of what main questions to ask and whom they should be

asked of (Ravitch & Carl, 2019). The interview guide can be protocols, jottings,

questions, matrices, or checklists to ensure that all the important information is captured,

and it also allows highlights for follow-up questions if necessary (Merriam & Tisdell,

2016). Yin, (2016) contended that having a guide gives the interviewer the confidence

needed to remember what to ask especially when it is not necessary to ask all the

questions on the guide. This researcher utilized questions as the interview guide for this research.

In addition to an interview guide, this researcher utilized reflective journaling. Reflective journaling in qualitative research is another tool that offers self-examination of the researcher (Saidin, 2017). For the researcher, it allows clarification into the meaning and intention of the study while exploring the experiences of the participants (Walden University, n.d.). Reflective journaling can also facilitate reflexivity, which is important considering the potential for biases with the phenomena of interest and the researchers' background (Ravitch & Carl, 2016). Other sources that were beneficial to this study were journals and literature reviews that provided sufficient information to support the background of this study.

Data was collected and recorded during a telephone interview process of the participants. Interviewing as the data collection method was appropriate for this research. Researchers use this method of interviewing as it is a mere social interaction where individuals, the interviewer/researcher and the interviewee/participation share a constructing story (Ravitch & Carl, 2016). Interviews are said to be at the center of qualitative studies because they provide deep, rich, individualized and contextualized data (Ravitch & Carl, 2016). This process offers a more exploratory conversation that extends the researcher the opportunity to explore the participant's individual experiences and perspectives as they relate to the phenomena of interest (Yin, 2016).

To gain an understanding of discipline and CP, the researcher chose one-on-one private interviews, which provided the study's ability to gain an understanding of the

participant's personal experiences and perspectives (Saidin, 2017). Smyth (2016) asserted

that being able to explore each participant's viewpoint and compare that information to

that of the others will provide the researcher with a better understanding with a full range

angle on the phenomena of discipline and CP.

      All interviews were via telephone, and were recorded for a total of 4 hours, 7

minutes, and 10 seconds, in addition to diligent researcher notes that were physically

documented in a journal. The researcher conducted several meetings with the

participants, one for a meet and greet, and the second for the actual interview and the

third for a follow up. All interviews were recorded via the iPhone application

"TapeACall" which allowed telephone communication to be recorded and transcribed.

      Each participant received their initial letter of invite and consents via email,

which highlighted the phenomena of interest and the verbal informed consent process.

The participants were informed that their participation was completely voluntary, and

they were briefed on all the points of Walden University's Office of Research and

Compliance requirements. Lastly, the researcher ensured that the identity of the

participants was protected while considering the sensitivity of the research topic,

therefore no names were mentioned during the interview process.

      It was important for the researcher to be mindful of the types of questions asked,

as research can be personal and, in some cases, embarrassing. The questions meddled into

the personal lives of the participants and it was salient that they understand the depths of

the questions that they were being asked prior to conducting the interview. It was not the

intention of the researcher to shame a parent who was seeking to contribute to this research process for the benefit of social policy improvement.

Interviews

Interviews were used as a method to solicit feedback from each interviewee in an effort to advance this research. Interviewing is said to be an exchange of views, ideas, and information between two individuals by a means of questions and responses (Ravitch & Carl, 2016). As a form of conversing, Merriam and Tisdell (2016) argued that a favorable interviewer must be aware of every point that is raised by the interviewee. Merriam and Tisdell also implied that the interviewer should be able to differentiate the approaches to communication that are given verbally in order to decide how it may pertain to each participant.

Interviewing is said to be an adequate instrument that offers clarification that cannot be challenged through observation (Merriam and Tisdell, 2016). Flick (2015) determined that interviewing is beneficial to qualitative inquiry as it focuses on the social problems of populations that are deemed vulnerable. Flick also indicated that this process could sustain information culturally from the participants. In order to execute this, it was important that while formulating the interview questions, the researcher develop ones that are basic yet descriptive, offering a big-picture approach in order to answer the research question (Smith & Sparkes, 2016). Flick (2015) argued in favor of the use of open-ended questions at the hand of semi-structured interviews garnering a sufficient amount of data.

Telephone interviews were the leading means of collecting data for this research study and follow-up questions were necessary for clarification. The interviewing process

provided the researcher with the platform to engage in beneficial conversations that

provided rich details (Flick, 2015). The researcher informed each participant that the

interviews were being recorded and offered them an opportunity to agree or decline their

participation. Once an agreement had been made, the interview was scheduled. Both the

researcher and the participant agreed upon a date and time based on their schedules. Once

the interview was completed, the interviewer informed the interviewee that there may be

a need for follow-up questions for clarification of some answers that may present some

form of ambiguity. The participants were offered and given the opportunity to add any

additional information that they may have or to ask any questions of the interviewer

regarding the research.

Observations

Yin (2016) expressed that observations grant the researcher the chance to dissect

the demeanor of the participants. Merriam and Tisdell (2016) pinpointed that an

observation is a complementary endeavor that the researcher can use to secure added data

from the participants. For the purpose of this study, observations of Kingstonian parents

were diligently documented for data analysis. To reduce bias in the observation data, this

researcher used the participants to review the collected data through member checking.

Yin (2016) noted that member checking is done when you send the transcribed back to

the participants to check the data for accuracy.

Data and Analysis Plan

Qualitative data analysis is antithetical to quantitative analysis as it is necessary

for the researcher to establish a qualitative inquiry framework (Rudestam & Newton,

2015). This process can be simplified by software that is deemed suitable for this venture.

The management and analysis of this qualitative study amidst the interview and

observation process will call for numerous steps that can present as a challenge (Yin,

2016). Once each interview has been organized, the researcher will utilize a constant

comparison analysis. This is an ongoing analysis of comparing the similarities and the

differences that may arise in each participant (Patton, 2015). This analysis plan will

cohere the data by detecting patterns, themes, and answering the primary questions that

frame the study (Patton, 2015).

Yin (2016) argued that in preparation of the research and analysis process, the

researcher should have protocols in place to protect the participants. The agreement

would involve chartering specific strategies for the participants and being ingenious

while collecting the data and documenting accordingly. Yin also advised on the

importance of mindfulness as to the participants' culture. This is primarily important to

establish the trust of the participant and engage them to be comfortable and relaxed. This

researcher intended to do just this being empathetic, patient, and objective while

demonstrating reflective listening.

The researcher organized each interview by simply coding similar terms that aid

to answer distinct aspects of each research question (Smith & Sparkes, 2016). Using IPA

is a process that utilizes that analysis process to ascertain patters, trends, and thematic

content that are central to the research questions (Shinebourne, 2011). The researcher

utilized this to strategically analyze the interviews data based on the five-stage process:

comprehensive reading, identifying themes, note taking, categorizing the text, and by

establishing a narrative for each of them to formulate the principle for emergent

perceptions and definitions (Shinebourne, 2011). This qualitative inquiry focused on

gathering information from local settings, which called for diversifying the data collected

to sort and code all recurring themes. Coding as per Saldana, (2016), is a key element in

the analysis of qualitative data. It is the use of short phrases or a word that symbolically

captures the essence of some language or visual data (Saldana, 2016). Ravitch and Carl,

(2016), expressed that coding is a process of assigning meaning to data which involves

seeking repetition in phrases, terminology, patterns, interactions, and strategies.

After the interviews were concluded, the researcher needed to transcribe the

participant's responses. This researcher used 'TapeACall' recording and transcription

applications for the interviews. Transcription offers a distinct point of evolution between

the collection of data and the analysis (Ravitch & Carl, 2016). This process necessitates

the researcher's ability to be able to make a choice as it relates to what is important. For

example, this researcher had to decipher where punctuations went, the gestures that

should be kept or left out, tone of voice, pauses, etc. Once all the interviews were

transcribed, the researcher then assiduously read, questioned, and engaged in the data.

This process was equivocal yet necessary, as it was imperative analytically for the

researcher to enlighten oneself with the data before the analysis is materialized (Ravitch

& Carl, 2016).

Qualitative data analysis is inclined to utilize some form of Qualitative Data

Analysis (QDA) software. QDA beneficially facilitates managing the many tasks

involved in qualitative research from the organization of the data based on characteristics,

categorizing data according to its themes, and searching for and receiving information that can build visual representations and significant patterns of data (Woods et al., 2016). One of the biggest advantages of QDA software is that it extricates time for the researcher with the tedious managing task while allowing them to focus on the actual data and their reactions to it (Woods et al., 2016). In addition, QDA software provides simultaneous access to the other components of the data analysis such as coding and annotations (Woods et al., 2016). Lastly, the use of a QDA software quickly directs the attention of the researcher to the themes and relationships that have emerged from the analysis allowing the researcher to get close to the actual data and further explore the phenomena (Woods et al., 2016).

In years past, most QDAs did not offer transcription of audio or visual files leaving the responsibility of analysis and interpretation to the researcher (Woods et al., 2016). If this were still the case, the researcher would settle for hand coding however the chosen QDA for this study was Atlas.ti. QDAs are said to be able to increase the capability to systemize the data, code, analyze, and establish themes from the information that will be collected through the interviews (Yin, 2016). Woods et al., (2016) pointed out that QDAs such as Atlas.ti abetted social service researchers to decipher qualitative data. In this manner, the assemblage of data for this study called for the researcher to safeguard all materials in the database as an electronic file to aid the researcher to determine the interpretation necessary (Yin, 2016).

Rudestam and Newton (2015) advised that computer-assisted technology could administer the processing of qualitative data in addition to the varying expressions and

terminology that will be collected. In explicating the qualitative data to modify it for the sense of reporting, the researcher needed discern the ramifications that often accompany this monotonous process (Saldana, 2016). Atlas.ti computer software was used to organize the data to develop patterns and themes from the collected data.

I used an IPA, which is a data analysis technique used in the qualitative data analysis process to determine trends, patterns, and thematic content of a central to the research questions (Shinebourne, 2011). I used IPA strategies to analyze the interview data based on a 5-stage process for analyzing phenomenological interviews. These included (a) comprehensive reading, (b) tertiary note taking, (c) identifying themes, (d) categorizing the text into integral units, (e) abbreviating understanding across participant experiences, and (f) establishing narratives for each theme to formulate the tenets for emergent definitions and perceptions (Shinebourne, 2011, p. 2).

The first step was a comprehensive reading of the data. Reading the transcribed data in order to understand information from the participants did this. This process had to be repeated several times for understanding. The second step was tertiary note taking. This process included examining the words used by the participants. In addition, with this step, the researcher looked at the contents of the transcribed data to lay the groundwork for the emergence of patterns and themes. The third step was identifying themes. Examining the data and making sense of the transcript to obtain emergence of themes did this process. Coding the transcripts based on patterns and themes did this. The fourth step was categorizing the text. Categorizing the meant putting the coded data into integral units. Sorting themes by categories and gathering their perceptions through classifying

the interpretation of their experiences accomplished this. The fifth step was abbreviate

understanding across cases. This was done to allow the development of patterns and

themes in the analysis of the data collected to guide in the understanding of the

phenomenon within a narrative context. The sixth step was establishing narratives for

each theme to formulate the text for emergent definitions and perceptions. In addition, the

researcher hand coded to organize and code the data for accuracy.

Trustworthiness Considerations

Trustworthiness in qualitative research is sometimes questioned as it is difficult

for validity and reliability to be addressed (Yin, 2016). Credibility, transferability,

dependability, and conformability are looked at in qualitative research as the four criteria

to be considered in pursuit of a trustworthy study (Shenton, 2014). Credibility is said to

be the ability of the researcher to take into consideration all the complexities that may

somehow present itself in the study (Ravitch & Carl, 2016). Transferability is the way in

which studies with qualitative inquiries can be applicable and transferable to broaden the

context while still being able to maintain its richness (Ravitch & Carl, 2016).

Dependability is similar to reliability in that there is a reasonable argument for how the

data was actually collected and that there is some form of consistency (Shenton, 2014).

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own biases but also to acknowledge them knowing that they could potentially map their

interpretation of the data while fully mediating them possible (Ravitch & Carl, 2016).

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In order to assure that there is credibility in qualitative data, there is a need to establish the propriety of the data collected and the process of reporting (Yin, 2016). Merriam and Tisdell (2016) proclaimed that credibility involves the coherence and tenacity of the gathered data. Ryen (2016) professed that the use of numerous sources of proof or triangulation is another means of securing credibility. Rudestam and Newton (2015) esteemed that during the phases of data collection and analysis, researchers should employ the assistance of persons not affiliated with the research to aid in the revision process making constructive criticism that is impartial offering accuracy to the protocol of the research. Yin (2016) declared that maintaining the string of evidence from the collected data would be an additional method for establishing reliability in the findings of research.

Transferability

Rudestam and Newton (2015) contended that transferability is an approach to definitive trustworthiness in qualitative inquiry. Transferability is impeded upon by the validity threats externally of the findings germane to the population's ethnicity (Denzin, 2017). As a result of this, an extensive characterization of the participants and their peculiar environment is constitutional in satisfying transferability. Qualitative researchers are said to view transferability from a different angle and there is unanimity in the overall description of the processes behind the gathering and reporting of evidence that would allow other researchers of the study to be stimulated (Denzin, 2017).

Dependability

Denzin (2017) offers that dependability is a distinct approach to satisfy a research study. It stands for the originality of the research study from the data collection process to the form in which it was utilized. Rudestam and Newton (2015) asserted that one of the essential plans of action for assuring dependability is to afford an audit trail of the collected data. In this precedent, an audit trail would be the procedure of the data collection for analogous studies, which can be cloned to attain comparable conclusions (Denzin, 2017). Carbon procedure can be utilized for affording credibility and later recycled for dependability as a result of member checks (Gergen et al., 2015). Rudestam and Newton (2015) tell us that member checks encompass retreating to the participants to corroborate that the collected data is factual or by using a person unrelated to the study to verify the results of the research. Accordingly, dependability will convey that the researcher needs to be transparent about the course of action leading to the findings of the research (Gergen et al., 2015).

Confirmability

The fourth step in the process of trustworthiness is confirmability. Similar to credibility, confirmability aims at decreasing bias that could emanate during the collection of data and analysis process (Ryen, 2016). This is gathered based on the appropriateness of the methodology elected in this exploratory research. Denzin (2017) confirmed that it is also focused on the established process of an audit trail demonstrating how the data collected was classified and analyzed. Additionally, as will be described in

detail in the ethical section, the use of bracketing and self-appraisal in each stage of the data collection and analysis process will encourage confirmability.

Ethical Considerations

The IRB ensures that research is ethically conducted, and this researcher acknowledges its notability. Research conducted in a qualitative manner often precipitates the researcher to have their own preconceived notions, which are sometimes associated with their own personal experiences (Denzin, 2017). It was a priority to this researcher to recognize bias, as the participants were of the same culture as the researcher. Reflexivity, in this case, can help minimize bias when the researcher interacts with the participants (Denzin, 2017). What this means is that this researcher had to proceed with caution and be mindful of her expressions during reflective listening as it pertained to the participants' responses. Failure to adhere to this may have prevented the participants from complete elaboration of their responses and therefore would have taken away from the research (Gergen et al., 2015).

Triangulation is said to be another strategy to decrease bias and endorse the research findings (Ryen, 2016). Data collection, in its numerous forms, such as interviews and observations affirm research finding's validity. The researcher gave the participant the opportunity to accept or decline to participate in the study as well as to withdraw themselves from participation, before, during, and even after the process has been completed. This was indicated in the 'Informed Consent' that intended to delineate the interview process with a list of questions to be asked, in addition to the protection of their privacy.

It was of importance to this researcher to be mindful of potential ethical concerns in this study specifically in the data collection and analysis phases. The participants were questioned ensuring that they are of age 18 and above and have no known emotional or physical impairment. Each participant was treated independently and collectively, with nobility and respect, and attention was paid particularly to the participant's level of comfort during their interview. Lastly, each participant was offered the opportunity to thoroughly check the transcripts of their interview to assure efficiency and provide them with the convenience of elucidating their points before the data analysis process concluded.

Summary

This methodology chapter conferred the engaged approach in the exploration of Kingstonian parent's perspectives of discipline using CP in Kingston, Jamaica. Qualitative inquiry materialized from the intellectual and cultural context to afford a glance at its significance to the research process (Rudestam & Newton, 2015). Smyth (2016) informed that it is important to researchers that they master how things function and find the root and consequences of one's experiences in life. The process of interviewing, observation, analysis, and interpretation of collected data and documents utilized for this study took great skill on the part of the researcher (Denzin, 2017). The selection of this researcher to utilize interviews and observation was principally to understand the phenomenon from the perspective of the participants (Yin, 2016). Achieving this understanding generated the groundwork for devising the research question to gain insight into the participants' perspectives.

Consistent with the demands of research such as a case study, information was gathered through open-ended, in-depth interviews, observations, and documented notes from the researcher. With the researcher being of the same culture as the participants, this researcher is classified as an informant in the qualitative inquiry (Denzin 2017). As a result of this, the researcher needed to be cognizant of the potential bias that could have existed during the research process therefore using bracketing to assure credibility (Ryen, 2016). Thus, the source of the research data was an essential process, which was justified by the use of the purposeful sampling approach to select each participant.

The participant's chosen were all born and raised in Kingston, Jamaica. Even though the research questions were based on the management of data and the process of analysis, a QDA such as Atlas.ti was used to categorize and code the data that will be received. The researcher intended to handle personal bias to assure trustworthiness as a result of transferability, dependability, conformability, and credibility. The process of triangulation was also utilized to provide credibility to this study. Chapter 4 of the research will provide the findings from all interviews and observations that was obtained.

Chapter 4: Results

In this chapter, I present the data analysis of the findings associated with this qualitative study. The purpose of this qualitative phenomenology study was to explore Kingstonian parents' perspectives on using CP as a form of discipline with their children when they misbehave at home, specifically as it relates to parenting in Kingston, Jamaica, where CP is used as a means of discipline. The goal of this research was to ascertain whether these parents are aware of where their disciplinary practices fall on the child abuse continuum as established by international standards on the use of CP in reducing problem behavior (Brown & Johnson, 2008). There is also a need to understand the challenge of culturally sensitive policy interventions to strengthen parenting in Jamaica as there is no research that expresses the understanding of the cultural meanings and practices of Jamaican parenting on discipline (Brown & Johnson, 2008). Child welfare laws in Jamaica are still in their infancy and there isn't sufficient data to support their efficacy. Therefore, it was the intention of this study to address the gap in the literature by exploring the understanding of discipline and CP in Kingston, Jamaica, from the perspective of Kingstonian parents and the society at large.

In the following sections, I explain the research settings, participants, demographics, data collection, and the data analysis process of this research study. I also provide evidence of the study's trustworthiness, ethical considerations, the results from the findings, and a summary of this chapter. In addition, ethical guidelines discussed in previous chapters were followed as delineated. The approval to conduct this research study was obtained from Walden University IRB committee before any contact with the

participants and the data collection took place. The IRB approval number is 12-28-20-

0078921.

Research Questions

The research questions are the infrastructure of this research study. In qualitative

research, the research question should extract the necessary information from each

participant (Ravitch & Carl, 2016). Ravitch and Carl also confirmed that the research

question can only be answered by conducting the study and must be broken down into

specific core constructs to be studied. Ryen (2016) argued that qualitative research

provides some form of flexibility using open-ended questions to conjure responses that

will be culturally applicable to the participant, nature rich, and unanticipated by this

researcher. This study was guided by one research question and three subquestions:

Research Question

How do Kingstonian parents perceive corporal punishment with regards to

disciplining their children?

SQ1: How do Kingstonian parents perceive child abuse?

SQ2: How do Kingstonian parents perceive the use of parent education as a

method to reduce the use of corporal punishment?

SQ3: How do the cultural experiences of Kingstonian parents influence their

views on the use of corporal punishment to discipline their children?

Setting

The study was conducted with participants who were living in different states in

the United States. I recruited the participants for this study by posting a flyer on social

media and by referrals from other participants. The data were collected between December 2020 and January 2021. I changed the interviews from face-to-face format to remote format via telephone and Zoom online platform (https://zoom.us/) due to the COVID-19 pandemic as instructed by the IRB. Each of the participants was interviewed individually to protect their identity.

To recruit participants for this study, I developed a recruitment flyer and posted it on social media. In addition, I created an invitation letter for participants who showed interest in participating in the study. After potential participants responded to the recruitment flyer, I sent each participant an invitation letter to review. Once recruitment had been achieved, I conducted phone interviews with the participants due to COVID-19 virus in the United States. I began by explaining the interview process to the participants. I then advised the participants that they had the option to withdraw from the study at any time and that they could skip any questions they did not feel like answering. Before conducting the interviews, I had each participant verbally consent noting that they agreed to participate in the study. After gaining consent from each of the participants and explaining the research protocol, I used a set of interview questions to collect data from each participant. All participants were asked the same interview questions for this study. I also asked the participants additional probing questions based on their responses to interview questions to gather additional information. I ensured that all instruments were used in an ethical way as outlined by Walden University IRB and not cause harm to the participant. There were 9 participants recruited and volunteered for this study.

Participant Demographics

The participants were recruited based on the criteria listed below. I interviewed nine participants who were Kingstonian parents aged 18 and over who were born in Kingston, Jamaica, and parents used CP as a form of discipline for misbehavior. In order to participate in this study, the Kingstonian parents met the following criteria:

- be Kingstonian male or female

- have parents who used CP as a form of discipline

- have been born and raised in Kingston, Jamaica

  be 18 years of age or older

- have children who are all over the age of 18

- reside in the United States

- agree to be audio recorded during the interview

- be available for an up to 60-minute interview

- be a volunteer

All participants interviewed for this study were born in Kingston, Jamaica and live in the United States, and male or female 18 years of age or older. The purpose of the study was to explore Kingstonian parents' perspectives on using CP as a form of discipline with their children when they misbehave at home, specifically as it relates to parenting in Kingston, Jamaica, where CP is used as a means of discipline.

The demographics of the participants consisted of three male and six female parents who used CP as a means of discipline for their children. Also, one participant's

age range was from 41 to 50, four participants' age range was from 51 to 60, and four

participants' age range was from 61 to 7 years (see Table 1).

Table 1

Demographics of the Participants

Gender	Total
Males	3
Females	6
Total	9
Age Range	
30-40	0
41-50	1
51-60	4
61-70	4
Total	9

Recruitment of the Participants

The sampling population for the participants who participated in the interviews

were nine parents born and raised in Kingston, Jamaica, but who live in the United States.

I collected essential data through qualitative inquiry. For this specific research, I used a

purposeful sampling approach used to encourage credibility for this study and afford an

outright view of the Kingstonian parents as it relates to CP as a method of intervention

for discipline. Purposeful sampling allows a researcher in qualitative research to include

or exclude participants from the sample for specific reasons (Ravitch & Carl, 2016). The

deliberate selection of individuals and/or research settings allows a researcher to gather

necessary information to answer the research question (Ravitch & Carl, 2016).

Individuals are purposefully chosen to participate in the research because they have the

experience or knowledge of the chosen phenomena (Ravitch & Carl, 2016). Flick (2015)

highlighted that because of the synergy that is needed between the participants and the researcher, purposeful sampling is a significant choice to lend profound awareness of the research questions from the perspectives of humans.

Data Collection

I emailed the consent forms to each of the participants to review, and before the interview began, they were asked to verbally consent. Also, I scheduled the interviews with each of the participants one at a time. Before beginning the interviews, I asked each participant if they had any questions or concerns before beginning the interview. I also reminded the participants that they could withdraw from participating in the study at any time. In addition, I reminded each participant that the interview would last from 30 to 45 minutes.

I collected data from a total of nine Kingstonian parents on their perspectives on using corporal punishment as a form of discipline with their children when they misbehave at home, specifically as it relates to parenting in Kingston, Jamaica, where CP is used as a means of discipline. I collected data through open-ended phone interviews due to the COVID-19 virus. The semistructured interviews were all conducted within a one-month period. Interviews for each research participant lasted from 30 to 45 minutes depending on the flow of the conversations. Patten (2015) noted that interviews are a way that the researcher can obtain participants views and perceptions on a topic. I began the interview process by making sure the participants were relaxed and felt that they were able to express themselves freely during the interview process. I used an interview protocol with 10 open-ended questions to conduct each interview with the participants.

Each interview was recorded using a digital recorder on an iPhone with the participants'

permission.

The interview recordings were transferred from the digital device and uploaded to

my computer and labeled with a code number (e.g., K1, K2, K3) to ensure the

confidentiality of the participants. I transcribed the data based on the recording from the

iPhone recording. I conducted member checking of the interview data by sending the

transcribed interview data back to each participant to check for accuracy. The participants

had one week to return the transcribed interview data back to the researcher. None of the

participants provided changes to the transcribed interview data. The audio recording and

the transcriptions from the interviews were stored on my personal computer that's

password protected to maintain confidentiality.

Data Analysis

In this study, I used IPA, which is a data analysis technique used in the qualitative

data analysis process to determine trends, patterns, and thematic content of a central to

the research questions (Shinebourne, 2011). I used IPA strategies to analyze the interview

data based on a five-stage process for analyzing phenomenological interviews. These

included (a) comprehensive reading, (b) tertiary note taking, (c) identifying themes, (d)

categorizing the text into integral units, (e) abbreviating understanding across participant

experiences, and (f) establishing narratives for each theme to formulate the tenets for

emergent definitions and perceptions (Shinebourne, 2011, p. 2).

The first step was comprehensive reading of the data. Reading the transcribed

data in order to understand information from the participants did this. This process was

repeated several times for understanding. The second step was tertiary note taking. This process included examining the words used by the participants. In addition, with this step, the researcher looked at the contents of the transcribed data to lay the groundwork for the emergence of patterns and themes. The third step was identifying themes. Examining the data and making sense of the transcript to obtain emergence of themes did this process. Coding the transcripts based on patterns and themes did this. The fourth step was categorizing the text. Categorizing the text was to put the coded data into integral units. This was accomplished by sorting themes by categories their perceptions through classifying the interpretation of their experiences. The fifth step was abbreviate understanding across cases. This was done to allow the development of patterns and themes in the analysis of the data collected to guide in the understanding of the phenomenon within a narrative context. The sixth step was establishing narratives for each theme to formulate the text for emergent definitions and perceptions. In addition, I hand coded the data to organize and code the data for accuracy.

Trustworthiness Considerations

Trustworthiness in qualitative research is sometimes questioned as it is difficult for validity and reliability to be addressed (Yin, 2016). Credibility, transferability, dependability, and conformability are looked at in qualitative research as the four criteria to be considered in pursuit of a trustworthy study (Shenton, 2014). Credibility is said to be the ability of the researcher to take into consideration all the complexities that may somehow present itself in the study (Ravitch & Carl, 2016). Transferability is the way in which studies with qualitative inquiries can be applicable and transferable to broaden the

context while still being able to maintain its richness (Ravitch & Carl, 2016).

Dependability is similar to reliability in that there is a reasonable argument for how the

data was actually collected and that there is some form of consistency (Shenton, 2014).

Lastly, conformability is the ability for qualitative researchers to not only explore their

own biases but also to acknowledge them knowing that they could potentially map their

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establish the propriety of the data collected and the process of reporting (Yin, 2016).

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employ the assistance of persons not affiliated with the research to aid in the revision

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definitive trustworthiness in qualitative inquiry. Transferability is impeded upon by the

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Confirmability

The fourth step in the process of trustworthiness is confirmability. Similar to credibility, confirmability aims at decreasing bias that could emanate during the

collection of data and analysis process (Ryen, 2016). This is gathered based on the

appropriateness of the methodology elected in this exploratory research. Denzin (2017)

confirmed that it is also focused on the established process of an audit trail demonstrating

how the data collected was classified and analyzed. Additionally, as will be described in

detail in the ethical section, the use of bracketing and self-appraisal in each stage of the

data collection and analysis process will encourage confirmability.

Results

This study was guided by the following research question and sub-questions:

Research Question and Subquestions

How do Kingstonian parents perceive corporal punishment with regards to

disciplining their children?

SQ1: How do Kingstonian parents perceive child abuse?

SQ2: How do Kingstonian parents perceive the use of parent education as a

method to reduce the use of corporal punishment?

SQ3: How do the cultural experiences of Kingstonian parents influence their

views on the use of corporal punishment to discipline their children?

The themes that emerged during the data analysis provided direct and indirect

answers to the research question and sub-questions. The systematic analysis revealed 10

themes that emerged from the data second cycle od coding. These include (a) correcting

an action, (b) corporal punishment, (c) physical methods of corporal punishment, (d)

emotional effects of corporal punishment, (e) discipline advice, (f) alternative discipline

methods, children view of corporal punishment, (g) resources on discipline strategies, (h) roles of parents, and (i) Jamaican discipline techniques.

Theme 1: Discipline is Correcting an Action

During the study, the Kingstonian parents shared several definitions of discipline and their understanding the meaning of discipline such as spanking received from a parent. Some of the participants noted that discipline mean spanking the child, taking things away for the child, the way you believe in discipline, home rules, a policy violation, correcting a certain action, punishing someone verbal discipline, correction behavior, correcting someone, time out, correction for a child, corrective action and measures, ground rules. Although the participants provided various answers to the meaning of discipline, they all noted that it had something to do with correction the actions or misbehavior of a child. In theme 1, discipline as a corrective action, was widely reported as being used by Kingstonian participants. Eighty-nine percent (8 of 9) participants reported discipline as an effective means of correcting bad behavior. Kingstonian 1 stated,

> I know I'm just speaking from my household and what discipline meant for us. I would say, when we raised our children, we didn't do a lot of spanking as far as corporal punishment. For us sometimes discipline was taking things away from them that they valued. We did not always discipline them at the moment. You know, we have gone as far as drive them to the place and said you're not going because you remember such and such happened before. So, and occasionally, we did spank because they needed it. We discipline this way because we believed in

it, and although we have state laws, and they said we can do that in our states. So,

we did spank we We're not going to bruise them up and beat them to the pulp, but

we did spank. And we do believe in spanking. The main thing is to correct the

misbehavior.

Whereas Kingstonian 3 stated, "My opinion of discipline is, a means of,

correcting outward action, that's not favorable. So, you know, outwardly correcting it,"

Kingstonian 5 stated that "discipline, as it referred to a child is to use a method to correct

a behavior that is basically not acceptable." Kingstonian 8 stated,

Well, discipline comes in different forms. You got verbal discipline, you got time

out, and people call it. And sometimes you got to get physical discipline, not in

the sense of physical to the point where you are being abusive, but, you know, to

let the child know that you're not playing around with and won't be repeating

yourself continuously.

Kingstonian 9 stated, "Well, discipline is actually doing something in order to correct

behavior with a child."

In Theme 1, the Kingstonian parents provided different definitions of the term for

discipline but all of them noted that discipline to them had to do with physical or verbal

punishment for their children when they misbehaved at home.

Theme 2: Corporal Punishment

All nine of the Kingstonian parents were able to provide a definition of corporal

punishment. The parents described knowledge of corporal punishment with such terms as

beating the child due to misbehaving, beating them but not hurting them, using an object

to discipline a child physically, paddling the child, spanking the child on the backside, physically abusing the child, and a form of discipline in Jamaica. In theme 2, the parents noted that CP was widely used in Jamacia as a form of punishment with their children Seven out of Sixty-seven percent (6 of 9) participants reported that corporal punishment was used in their home such as paddling and spanking their children. For example, Kingstonian 1 stated: "My definition of my understanding of corporal punishment is you're not beating that child that they start to bleed. You know, you're not doing that or hurting them in any way. But you can spank your children to enforce the point you are trying to get across."

Kingstonian 2 stated: Well, being police, retired police, corporal punishment to me mean using an object or, your hands to discipline the child physically. Some places it is like, using a paddle. You know, something is that you know, that object like that to use them on the preferably on the backside. However, a lot of times, that's about feasible, because, if you're a parent nowadays, the kids are 12, 15 years old, and they're much bigger and taller than the parents, so that wouldn't work. In that case.

Kingstonian 4 stated: "Corporal punishment is actually when you hit the person physically abused or harm the person. As a parent, I used it when my child did something wrong or in my opinion or something was wrong."

Whereas Kingstonian 5 stated: "Well, corporal punishment is using like some sort of discipline, which involves maybe using a belt or using some object or sometimes your hands to inflict, like some pain. "

Also, Kingstonian 6 stated: "My definition of corporal punishment would be like spanking or a beating with an object was corporal punishment used as a form of discipline when you were a child."

Kingstonian 7 stated: "Corporal punishment is discipline by which a parent used some form of physical discipline to get a point across. The physical force is the way we learned to bring them into discipline."

Whereas Kingstonian 8 stated: "So, corporal punishment is said to be physical application of some form of pain after behavior that has been deemed undesirable."

Kingstonian 9 stated: Well corporal punishment to me is a parent punishing a child physically to correct some unwanted or on appreciated behavior. It doesn't necessarily have to be a parent, but anyone who is in a caregiving role to that child. I'm thinking in terms of even when I was going to school back in those days in Kingston, we would be disciplined by our teacher or the principal. But it's really punishing a child by inflicting physical discipline.

Theme 3: Physical Methods of Corporal Punishment

Seven of the nine participants noted that their parents used difference objects as a physical method for corporal punishment on them. The participants described these physical methods such beatings with objects, spankings, pieces of sticks, guava trees, switch, strap across your back, your hands, beating with a belt, electric wire, poking you with an object and beating you with slippers. In theme 3, the participants reported that the most often method for misbehavior was the physical method of CP. Eighty-nine percent

(8 of 9) participants noted that the chosen method for discipline children was physical methods of CP. For example, Kingstonian 1 stated:

> I got a beating. They did not care, because I guess there were no rules and laws, and if they were, we didn't know anything about it. I did not get beating to the point where I was bruised or anything. I did not. That was not my life. I did not get spanking like that. You know, I got spanking with objects, but I did not get spanking a lot. I was one of those scared the children, So I did not get a lot of beatings personally, but I've seen it with my siblings and other children were around me. Others got a lot of spanking. I mean, horrible spanking, you know that I did not like it, but I've seen that. And then you see your cousins and other people but me personally, I did not get that.

Kingstonian 4 stated: "Oh man, as a child, a belt was used at home and a cane was used at school. The belt was mostly used at home."

> Kingstonian 2 stated: A piece of stick from the tree. Her big thing was a guava tree stick. Guava trees had a good solid switch. The other sticks I guess they will break easily. Okay. With a guava tree, for some reason, I guess it has a stronger, I guess. So that was used.

Kingstonian 5 stated: "I got a beating with the belts, and sometimes just with the hands on my bottom on my feet. Also, like a strap, a belt across your back and on your hands".

> Kingstonian 6 stated: As a child physical method that was used with, like, this strap or probably your parents would slap you with the palm of their hands, but

most time it's a belt that you got a beating with. I have physical marks. bruises

and welts from the electric wire and belts.

Kingstonian 8 stated: es, well, it was done by using a like a belt. Or, it could be

like you know, throwing something at your person or by pulling you up. It could

be poking you with some object. Anything that would hurt. Things that physically

would work".

Whereas Kingstonian 10 stated: Slippers, stick, wooden spoon, and any object

that was close by. They would just grab something. Also, a switch, depending on, if you

were outside.

Theme 4: Emotional Effects of Corporal Punishment

Six of the nine participants expressed their feels toward the emotional aspects of

their parents using corporal punishment then they were children. The Kingstonian parents

described being emotionally affected by their parents using CP with terms such as I did

not take it personally, I am okay now, I feel fine mentally, I do not have any bad feelings

mentally, I do not hold anything against my parents, I do not have any emotional

problems, don't have any mean spirits, I deserve it probably. In theme 4, the participants

reported that they still have some emotional effects from CP as a child. Sixty-seven

percent (6 of 9) participants noted some of the emotional effects of CP. For example,

Kingstonian 1 stated: I guess I did not think of it as anything because I mean, that

was the norm, Okay. No, I never I did not take it personal. And then again, I was

young. So, after one or two times, I am always trying to do things the right way,

and so I didn't, you know, but they seem to always be in trouble. My brothers and

cousins, they will do things, you know. Personally, and mentally, I didn't think of it being anything coming to the States. Yes, it was a different field because you hear people talk about it but living in Jamaica. And nobody thought of talk about that. Maybe now, about my age, I'm almost 60 and do not have many mental or emotional problems from it.

Kingstonian 3 stated: I do not have any feelings about corporal punishment. I am here today, and I feel fine. I do think that may parents went further they should have with corporal punishment but emotionally, I do not have any mean spirits toward them.

Kingstonian 4 stated: "Sometimes it was very emotionally because I felt that I did not do anything to deserve such a beating. In my mind I thought that I'm going to try not to do this again because I don't want that corporal punishment anymore. Today, I do not have many bad feelings emotionally".

Kingstonian 6 stated: Well, because being slapped with a belt hurt. Then my thought would be like, whatever they were punishing me for, I wouldn't want to do it again, because I know what's going to happen. So, my mental state was like, you know, I got this beating, I did not know otherwise. But one thing for sure is I would not do it again. But today, I feel fine emotionally.

Kingstonian 8 stated,

Most of the time when I got a beating, I knew it was coming because I knew that I had misbehaved. So, when you were prepared for it, I mean you knew it was

coming. I was mentally prepared. Today, as I look back on it, I do not have any

bad feelings toward my parents for doing it.

Kingstonian 9 stated,

Well, the first thing came to my mind is that I believe I did not feel like I was

loved. I became fearful. Yes, fearful and that you are not loved. Because then it

would make you lose your concentration so therefore my learning was affected,

because after you got a beating maybe you have to go to school and your mentally

distracted by the emotions. Also, if you did something wrong in school and then

you knew your parents would find out, you were then fearful of going home so

you were distracted all day in school because you knew you were going home to a

beating.

Theme 5: Discipline Advice from Friend or Family Fembers

The Kingstonian parents were asked to share their thoughts and views on where

they go to receive advise on strategies and ways of disciplining their children and if the

advice was different from the way their parents discipline their children. Sixty-seven

percent (6 of 9) participants noted that they receive the advice from a friend or a family

member. The Kingstonian parents describe their thoughts and experiences with terms

such as asking family members and friends on the strategies they use on discipline,

disciplining strategies, discipline advice, and I try and use different discipline strategies

from family members.

Kingstonian 1 stated,

I guess, I think my friends and my circle shared the same ideologies. You know, I think we use the same kind of discipline, with our Children. I mean, we disciplined them similarly. We share similar ideologies. So, you know, they would probably give me advice like what I was already learning. I know when I was in a place where one of my sons was being awful and I was about to lose it. My friend and I would call one friend and they came and pick my children up. You know, they were, like I'm on my way. We came together to raise our children like a village. That friend would keep my kids just to get me calm because not to let me walk in a direction to where I may have taken my frustration out on the child. I had a good I had a good village, and we shared similar views and values on discipline.

Kingstonian 3 stated,

Perhaps my maternal grandmother would be one of them. Well, you know what happened with that? The relationship, you know, developed as you got older, you know? So, you kind of understood the person a little more once I became and adult so certain things that maybe when you were younger, you may hold against them. You know, once you got older, you understood.

Kingstonian 4 stated,

I usually get advice on discipline from my family here in the United states. I did not like corporal punishment although I have used it in the past, it does not seem to work. I talk discipline to family members to see what they do and if it works for them.

Kingstonian 5 stated,

You know what for the most part, my circle of friends shared the same views as

me. If we expressed views to each other, it would not be on the fact that you

should not do that. It would be more of trying to understand how the children's

behavior that caused the physical discipline could be corrected. We're from

basically the same culture. And it was just practice and understood that the kid is

bad. He is going to get a beating, so we shared views never crossed the line with

each other

Kingstonian 6 stated,

Well, my mom and some friends give me advice that I think would work and I

would listen to my mom because they made me who I am as a parent by raising

me right. I was always open to their suggestion.

Kingstonian 7 stated,

I seek advice from my mom most of the time. But sometimes I talk to some of my

friends who have children on what they have done and if it worked for them in

their discipline strategies with their children. That seem to work for me as far

as teaching my children to do what is right.

Theme 6: Alternative Discipline Methods

Eight nine percent (8 of 9) Kingstonian parents were able to provide different

alternative methods of discipline their children other than corporal punishment with their

children. The Kingstonian parents used such terms as alternative methods other than CP,

do not traumatize children, take things away from them, do not let them go to certain

parties, take the phone away, take the games away, use verbal directions, take thing away of value, and restrictions, to being able to do something they want to do during the week or on the weekend. It should be noted that one Kingstonian parent reported that they always use corporal punishment as a discipline instead of alternative methods to corporal punishment:

Kingstonian 1 stated,

We sit and we talk, and you know, I don't see that they have been traumatized by it. I think that now they laugh about it, and because back then they had their own views. They can appreciate the discipline that they were given. I'm the big mouth. So, I was screaming at them, but when you took things away and when you did this, you know, like, I want to go to this party, I want to go to movies with my friends, this had more of an effect than if they went and got a spanking for it. The lesson wasn't the same. That really worked. That worked better than the corporal punishment.

Kingstonian 2 stated,

I usually deprive them of certain things that they wanted. Ok, I will give you a quick example. My son, I took the children to McDonald's and, bought them, whatever they wanted. And he was in the vehicle with us, and he got an apple. Okay, instead of a burger, punishment likes that, and I think it was more effective more than you know.

Kingstonian 4 stated,

I try not to maybe do more discipline through verbally but not physically corporal

punishment. That seemed to work with my children most of the time. I did not

like corporal punishment given to me by my parents and I try not to use it on

my children. Also taking things away seen to work with my children.

Kingstonian 5 stated,

I usually use alternative discipline methods by taking things away or not allowing

them to do certain things that they would like to do such as go to the movies, go

over a friend's house or allowing their friends to come over to the house.

This seems to work other than corporal punishment for older children.

Kingstonian 6 stated,

I think that nonphysical method probably works better. Like you would get a

beating if you did something wrong and after a while, they would not want to

subject themselves to that, so they corrected their behavior sometimes Alright, I

get a beating and I'm okay. But if I said I am going to take away this or going to

take away this opportunity from you. If they do not want to lose that opportunity,

then I think they respond better to the alternative method of punishment.

Kingstonian 8 stated,

Well, it comes to a point were. Okay, for instance, my oldest son, and we were

talking the other day and he was like, you know, when I was growing up, I

thought you were tough on me but then I see where my friends or, guys, that was

at my age where that turned out to be bad because they lacked discipline

Kingstonian 9 stated,

They respond better the nonphysical because let's think for

nonphysical, if you were to take away something from them, especially what kids

love and all of that, you take away something from them, it was much more of the

pain of, knowing that they are going to lose it for a day. To me, it was more

effective than just giving them a slap or two.

Theme 7: Children views of Corporal Punishment

The Kingstonian parents were able to provide different thoughts and views on

their children views of corporal punishment. They described their thoughts and

expression such as it is child abuse, I do not like corporal punishment, frustration, it made

me angry, and I don't understand why you are doing this to me. In theme 7, the children

reported that they did not like their parents using CP when they misbehaved at home.

Fifth six percent (5 of 9) participants reported their views of CP while they were children.

For example,

Kingstonian 1 stated,

They said that it was child abuse. Even though I have had

conversations with them about how I was raised and expressed the difference

between corporal punishment and child abuse they did not understand why it had

to be used. Later on, in life as they are adults, they can appreciate corporal

punishment but as children they felt it was torture.

Kingstonian 2 stated,

I mean, you know, they were angry and possibly upset about corporal

punishment. Not angry to the point where they are slamming doors or anything

like that. I remember my son too. Um, for a while, he did not have a television in his room. Okay, want to finish his homework and time and, you know, go to school, and didn't want to you know, uh, participate and you know, just getting bad grades. My wife reminds me that, um I took my daughter's door off the hinges when she slammed at one time,

Kingstonian 4 stated,

My children view corporal punishment as child abuse. I related to them how it was when I grew up and they could not believe how was beaten with belts and sticks. Also, they felt that it is torture and should not take place. But sometimes you have to use corporal punishment in order for them to understand the importance of during the right things in life.

Kingstonian 5 stated,

My children did not like it when they received a beating. They look on it as child abuse. They feel that it is child abuse, but I feel that I am showing the love and trying to correct their bad behavior. It hurts me to do it, but I feel that it is the right things to do before they get into bigger trouble".

Kingstonian 7 stated,

My children do not like it then they receive a beating from me, but I feel that it is something that I have to do in order to correct bad behavior. I talk to them and explain why I am punishing them or giving them a beating. I also, feel that they understand why they are receiving it. Although it is something they do not like.

Theme 8: Resources on Discipline Strategies

The Kingstonian parents were able to provide their views and thoughts on the theme resources on discipline strategies. Seventy-eight percent (7 of 9) Kingstonian parents were able to express their thoughts and perceptions of different resources and strategies that could be used to discipline their children instead of using corporal punishment all the time. The Kingstonian parents used such terms to describe their thoughts and views such as resources are a good idea, I use different types of resources, I use books and the internet for different resources, good ideas, parent education programs, alternative methods and strategies, needed for Jamaican parents, and resources could benefit new parents:

Kingstonian 1 stated,

Because my friends were all of the same culture as mine, we definitely utilized each other as resources. So, you going to take something from what they are saying they have taken from you. We all taken from each other learning some stuff that they do with their children. It does not sometimes drive with how you raise your children. But there were lots of people there who give us ideas, and, you know, you have to learn to listen to as well as a

parent, you know.

Kingstonian 4 stated,

So, a parents and education program are the course that can be followed pretty much to correct or improve a person's parents and skills. We all know as parents that there is no manual. Right. And so, such courses may offer general coverage

of the most common issue that parents may encounter from the time of child is an infant newborn, infant to teenage years.

Kingstonian 5 stated: "I think so. Absolutely Jamaicans need more resources such as parent education because, you know, parents can benefit from additional information to assist you in, you know, caring for your child, it should be something beneficial".

Kingstonian 6 stated,

I think resources are needed to teach them different ways of, like dealing with what children are doing and how to use alternative methods. alternative method of discipline. These could include books, internet sources, and talking to other friends and family members about resources they have used on discipline strategies for their children.

Kingstonian 7 stated,

Strategies and resources are needed for many Jamaicans due to the old ideas of disciplining their children. I also think they can benefit from parental education classes for all parents in the areas to review new ways of parenting their children today. Things have changed over the centuries from old to new.

Kingstonian 9 stated,

Yes, I think parenting resources would be definitely a good idea, because some of them could benefit new parents to use different strategies to help their children when they misbehave instead of using so much corporal punishment.

Theme 9: Roles of Parents for Discipline

Kingstonian parents were able to provide several types of thoughts on what their role as a parent meant to them. They used such expressions as they need to provide physical needs, they follow their grandmother examples on parenting, love their children, correct them when needed, make sure they follow hose old rules, work to take care of them, and discipline them when they need it.

Kingstonian 2 stated,

I would probably strive to have, you know, better relationship with my own children than the one I had with my grandmother. You know what I'm saying? You know like, have a more realistic, opposed to a dictating type of relationship. And I think it worked. I mean, because it was still respectful adults and children, but then it was not that dictatorship type thing. So, I think I was okay with that. Maybe a little bit too lenient with some things. But again, that is where I would try to pull back from the corporal punishment, you know, mentality, type of thing.

Kingstonian 3 stated,

The role of parents should be to love their children and provide corrective action when they do not follow their direction. Also, the role of parents should be to discipline their children and bring them up in the right way. Parents take on different roles with discipline because no two children are alike and what works for one might not work for the other one.

Kingstonian 4 stated,

The role of parent should be to correct their children before other will later on in life. They love them and they want them to do the right things in life. They feed them and provide for their every need, so when they misbehave, it is important for them to correct their actions before it gets out of hand".

Kingstonian 5 stated,

As a parent, I see myself as the person who had to set an example for my kids. I've been a role model for my kids. Whatever method I used to discipline them comes from, like what I draw from the discipline that I got from my parent. Because I think the discipline, I got from my parent such as corporal punishment helped me and molded me into a better person.

Kingstonian 9 stated,

The hardest part for me is because I was a working mother is making sure I was spending time with my children, because I had to work. A lot of my time was consumed with working. So, the fact that if I could you know, I think if I could do it again, I would probably seek to spend more quality time with the children Okay, so that was the hardest part about being a parent. My role as a parent is to work and provide for them and, it corrects them when needed.

Theme 10: Jamaican Discipline Techniques

All the parents were able to provide their thoughts and feelings on different discipline techniques they experienced while living in Jamaica. They noted that in Jamaica, parents still discipline their children using corporal punishment such as spanking them, hitting them with sticks, tree branches, belts, beating them with belts,

using aggressive and harsh behaviors as discipline techniques. Jamaican discipline techniques as a corrective action, was widely reported as being used by Kingstonian participants. One hundred percent (9 of 9) participants reported Jamaican discipline techniques as an effective means of correcting bad behavior.

Kingstonian 1 stated,

I know that the beatings that I saw with my brother and with my other siblings. I did not want to do that to my children. I know that for sure. I would not. I'm not going to say I wouldn't spank them, because I did. I disciplined them but not to the level of abuse. You know, my husband and I thought about different ways of handling them, and that is when we came up with the fact that you want to take things away from them more so than the corporal punishment which we grew up with because it had more of an effect, but we used both means of discipline you know. I was not I mean, but in our house the children knew who was in charge.

Kingstonian 2 stated,

Well, the norm is what it was spanking, you did something wrong, and you were going to get a beating. Like I said some Jamaican parents used switches, some use leather belt. And, you know, in my case, my uncle used to have this fan belt. So, growing up I thought it was normal. You know, some kids got, harder spanking than some, but there is a thin line between, child abuse and discipline. Now that you know, I am grown and I've been a police officer,

Kingstonian 3 stated,

I thought some of them got it a little worse than I did at times because, you know, again, it was like, the old school way of doing things. so, yeah, some was the same. And some was a little bit more, I would say, but I mean, no. No real comparison. I mean, like, no differences, you know. So, we were, like, all in the same boat we got beatings some harsher than others.

Kingstonian 4 stated,

Oh, because it was awfully bad. I remember, one occasion this girl was whipped with, the belt of a sewing machine. Oh, yeah, I remember that vividly. And how did that make you feel? It hurt; I was hurting for her but that that person wasn't my relative they lived in the yard? That would still hurt you though if you had a relationship with that person.

Kingstonian 5 stated,

I just took it as beating. I really did not have any true thoughts on it, I got a beating, that is what children got when they misbehave, that is what it's supposed to be. Okay, Yes, because I did not know anything different No psychologist, no therapy no social service to tell you that it was abuse. It is just that those who were bad got a beating. If you are bad, that was your punishment. It was an understood thing.

Kingstonian 6 stated,

I accepted it. That has the norm because that's how we grew up. I know. We didn't know any different, so it was like the norm for me. So, whether it was harsh or

less aggressive it was discipline and parents had the right to discipline their children how they saw fit.

Kingstonian 7 stated: "It was pretty much to say where everybody was for the most on the same page. Corporal Punishment would use across the board. It was the norm".

Kingstonian 8 stated,

When growing up in Kingston, Jamaica, what were your thoughts on the way members of your family or members of the community disciplined their Children? Well, as I said with my friend, that was his part. Was harsh with him. And the time that, um, it was time that I, you know, we had his friends stone him.

Kingstonian 9 stated,

I thought that was just so much. And how could he do that? That was cruelty. Not only not only him, but neighbor. But the way he would be the electrical cord and beat them, you know? Wow. I think that was you know, that was abuse, you know, that was abusive. It goes beyond the punishment. That was just cruelty.

Summary

The data analysis provided insights into the Kingstonian parents' perspectives on using corporal punishment as a form of discipline with their children when they misbehave at home, specifically as it relates to parenting in Kingston, Jamaica where CP is used as a means of discipline. The goal of this research was to ascertain whether these parents are aware of where their disciplinary practices fall on the child abuse continuum as established by international standards on the use of CP in reducing problem behavior.

Therefore, it was the intention of this study to address the gap in the literature by exploring the understanding of discipline and CP in Kingston, Jamaica from the perspective of Kingstonian parents and the society at large.

The themes that emerged during the data analysis provided direct and indirect answers to the research question and sub-questions. The systematic analysis revealed 10 themes that emerged from the data second cycle of coding. These include (a) correcting an action, (b) corporal punishment, (c) physical methods of corporal punishment, (d) emotional effects of corporal punishment, (e) discipline advice, (f) alternative discipline methods, children view of corporal punishment, (g) resources on discipline strategies, (h) roles of parents with discipline, and (i) Jamaican discipline techniques.

The following chapter includes the interpretations of the research findings and compares them to the literature review and how the study extends to current knowledge for Kingstonian parents on discipline of children. I also discuss the limitations of the study and make recommendations for future research that are grounded in the strengths and weakness of the limitations of the study. Finally, I present potential positive social change implications of the study.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this qualitative phenomenological study was to explore

Kingstonian parents' perspectives on using corporal punishment as a form of discipline

with their children when they misbehave at home, specifically as it related to parenting in

Kingston, Jamaica, where CP is used as a means of discipline. The goal of this research

was to ascertain whether these parents are aware of where their disciplinary practices fall

on the child abuse continuum as established by international standards on the use of CP

in reducing problem behavior (Brown & Johnson, 2008). The themes that emerged during

the data analysis provided direct and indirect answers to the research question and

subquestions. The systematic analysis revealed 10 themes that emerged from the data

second cycle of coding: (a) correcting an action, (b) corporal punishment, (c) physical

methods of corporal punishment, (d) emotional effects of corporal punishment, (e)

discipline advice, (f) alternative discipline methods, (g) children view of corporal

punishment, (h) resources on discipline strategies, (i) roles of parents with discipline, and

(j) Jamaican discipline techniques.

Interpretation of the Findings

In this section, each theme is discussed within the context of the literature review

in Chapter 2 and the theoretical framework for this study. I interpret the results to explore

Kingstonian parents' perspectives on using CP as a form of discipline with their children

when they misbehave at home, specifically as it related to parenting in Kingston,

Jamaica, where CP is used as a means of discipline. Also, the results of this study are

used to determine how the themes aligned with the theoretical framework and the literature review.

Theme 1: Correcting an Action

The study participants shared their thoughts that discipline means correcting the actions of a child. Also, during this study, the Kingstonian parents shared several definitions of discipline and their understanding of the meaning of discipline, such as spanking received from a parent. Some of the participants noted that discipline can mean spanking the child, taking things away from the child, the way you believe in discipline, home rules, correcting a certain action, punishing someone verbal discipline, correction behavior, correcting someone, time out, correction for a child, corrective action and measures, ground rules. Although the participants provided various answers to the meaning of discipline, they all noted that it had something to do with correcting the actions or misbehavior of a child.

The theme correcting an action aligns with the social learning theory. Bandura (1977) supported this adding that behaviors are socially learned by observation and imitation of learned actions. Thus, considering CP when children are exposed to such behavior by parents, it is more likely than not that they may learn such behaviors and possibly adopt these behaviors as they become parents (Kish & Newcombe, 2015). It is a common argument amongst theorists that ECP models a great deal of aggression and this form of imitation becomes a learning experience, which later causes children to become aggressive as a result of ACEs due to CP (Pritz, 2015). Kish and Newcombe (2015), found that attitudes towards parenting are learned and accepted when children with these

experiences become parents to their own children. The same can be said of new patterns of behaviors, learning through experiences, and modeling as they can be important to the prevention and intervention of severe parental discipline such as ECP (Pritz, 2015).

Theme 2: Corporal Punishment

All of the Kingstonian parents were able to provide a definition of CP. The parents described knowledge of corporal punishment with such terms as beating the child due to misbehaving, beating them not necessarily to hurt them, using an object to discipline a child physically, paddling the child, spanking the child on the backside, and physically harming the child unintentionally.

The theme corporal punishment aligns with the research on the use of corporal punishment. Researchers have noted that CP is one of the many ways that parents in some societies discipline their children (Prinz, 2016; Van der Kooij et al., 2018). Some parents in some societies view CP to reduce behavioral problems in children. But on the other hand, in other societies CP is not viewed as a positive way to reduce problem behavior for their children. Some researchers noted that CP has an adverse effect on the development of children and the negative effects of this form of punishment can have a negative effect on children later on in life (Prinz, 2016; Van der Kooij et al., 2018). Also, although many societies use CP as a form of disciplining their children, it has not been clear whether this method of discipline is effective in reducing problem behavior in children (Prinz, 2016).

Theme 3: Physical Methods of Corporal Punishment

All of the participants reported that their parents used different physical methods of CP when they misbehaved as children. The participants described these physical methods of CP, such as spankings, beatings with objects, pieces of sticks, guava trees, switch, "strap across your back", "your hands", "beating with a belt", "electric wire", "fan belt", "poking you with an object and beating you with slippers".

The theme physical methods of CP agree with research on using physical methods to discipline children as a form of CP. Research has shown that most CP and physical child abuse originate from the choice of a parent to use physical discipline such as a slap in the face, beating, choking, and other repetitive dispiriting treatment (Smith, 2016). Bandura (2004) advised that an observation of punishing outcomes will create negative outcomes that disincentives for similar behavior. Smith (2016) confirmed this, expressing that stressful childhood experiences such as CP have been proven to increase the risk of scanty health behaviors and modeling behaviors in parents on their own children (Smith, 2016).

Theme 4: Emotional Effects of Corporal Punishment

The participants were able to share their thoughts and feelings of the emotional effects of CP when they were children. The Kingstonian parents described being emotionally affected by their parents using CP with terms such as "I did not take it personally," "I am okay now," "I feel fine mentally," "I do not have any bad feelings mentally," "I do not hold anything against my parents," "I do not have any emotional

problems," "don't have any mean spirits," "I deserve it probably," "I feel fine now," and "my parent love me."

The theme emotional effects of CP agree with the research in the literature on the emotional effects of using CP on children. Child maltreatment unfortunately has affected children throughout history, and although policies and laws have prohibited its use, some parents still lack the understanding of its effects (Van der Kooij et al., 2018). This phenomenon has warranted the need to understand the operation from the perspectives of child welfare professionals, communities, and all those involved. Experiences of CP, left unattended, tend to manifest later in life and often have an effect into adulthood (Romano et al., 2015). As theories have advanced over the years, understanding why people behave the way they do presents a predictive power as it relates to changes in behavior (Bandura, 1977). In this case, prevention education can bring forth awareness cognitively and this level of learning involves an understanding of new responses, abolishing previously conditioned behavior (Bandura, 1977). SLT supports the effects of a changed lifestyle and offers valued outcomes and behavioral changes that intend to reduce the threat of existing behaviors (Rosenstock et al., 1988).

Theme 5: Discipline Advice

The Kingstonian parents were able to share their thoughts and views on where they go to receive advice on strategies and ways of discipline their children and if the advice was different from the way their parents discipline their children. Some Kingstonian parents noted that they received their advice from a friend or a family member. Also, the Kingstonian parents described their thoughts and experiences with

terms such as asking family members and friends on the strategies they use on discipline, disciplining strategies, discipline advice, and I try and use different discipline strategies from family members.

The theme discipline advice aligns with research on using different discipline strategies for children. Kumpfer and Magalhaes (2018) conducted a qualitative study on ways to strengthen families with evidence-based intervention programs for parents of high-risk children. The purpose of the study was to review the strengths and weaknesses of the Strengthening Families Program for high-risk children and youth and their parents. The authors reviewed 12 randomized control trials on a 14-session intervention for drug prevention in high-risk children ages 0 to 17 years old. The results of the study indicated there was significant improvement in the youths' behavioral health by some 50% in the areas of substance use, depression, anxiety, and child mistreatment by the parents. The authors noted that there is a need for more funding for programs like the Strengthening Families Program to reduce substance abuse among young children and funding to help reduce the abuse of children by family members.

Theme 6: Alternative Discipline

Eight of the nine of the Kingstonian parents were able to provide alternative methods of discipline for their children, other than corporal punishment. The Kingstonian parents used such terms as alternative methods other than CP, do not traumatize children, take things away from them, do not let them go to certain parties, take the phone away, take the games away, use verbal directions, take thing away of value, and restrictions, to being able to do something they want to do during the week or on the weekend. It should

be noted that one Kingstonian parent reported that they always use corporal punishment as a discipline instead of alternative methods to CP.

The theme alternative discipline aligns with research on Bandura's strategies on changing one's behavior. Bandura (2004) indicated that being able to motivate people to change is of limited value. Being able to create environmental support is a key factor and an additional benefit in advocating for social change. In this constraint, bringing together formal and informal support from one's community is an important factor in how parents are willing to view, understand and accept a change in their behavior. In addition, strategies for the prevention of CP that include PE that are community and family focused are deemed most effective (Saul et al., 2014). Effective models of change take place when there are positive connections made between parents and their children as well as the parents within their community (Sloman & Taylor, 2015) stressed the importance of getting to the root of social and cultural factors that contribute to CP and how beneficial it may be for parents to receive access to community-based resources for prevention. These forms of alliances advance the changes for parental success placing a durable focus on parents' intentions to enhance the quality of life for their children and themselves (Bandura, 2004). To this point, Hodge et al. (2014) expressed that social activities in the community as well as social interactions have a positive effect on parents. These forms of social support find linkage through PE and connections to communities and motivate parents to foster healthy, parental behaviors (Hooge et al., 2004).

Theme 7: Children's View of Corporal Punishment

The Kingstonian parents were able to provide different thoughts and views on their children views of corporal punishment. They described their thoughts and expression such as it is child abuse, I do not like corporal punishment, frustration, it made me angry, and I don't understand why you are doing this to them.

The theme children view of corporal punishment aligns with the social modeling theory. Social modeling, also known as learned behavior, derives from the behaviors we watch. This type of behavior can be positive or negative depending on what these behaviors are. If the behaviors in our environment are negative, then unfortunately one will be influenced by said actions (Bandura, 2004). Smith (2016) expressed that children and youth are increasingly affected as witnesses and victims of violence against children and that such problems are underreported. Smith stressed that attempts to accept CP in Kingston, Jamaica have become characterized as "culture" and argues that "violence begets violence" and acceptance of such practices in their positional environment teaches them that infiltration and acceptance of this action is an appropriate and adequate problem-solving approach. This author also noted that what is considered discipline in Jamaica is considered and warrants criminal charges of physical abuse in many other countries (Smith, 2016).

Theme 8: Resources on Discipline Strategies

The Kingstonian parents were able to provide their views and thoughts on the theme resources on discipline strategies. Some of the Kingstonian parents were able to express their thoughts and perceptions of different resources and strategies that could be

used to discipline their children instead of using corporal punishment all the time. In addition, the Kingstonian parents used such terms to describe their thoughts and views such as resources are a good idea, I use books and the internet for different recourse. They advised that parent education programs, alternative methods and strategies are needed for Jamaican parents, and these resources could benefit new parents.

The theme resources on discipline strategies align with the research on discipline as outlined in Chapter 2. Parent education programs are resources that can improve the lives of families across the world. Implementing these programs can improve the outcomes for children in the areas of behavior interventions, safety, and family wellbeing in improvising their environment (Smith & Holden, 2019). Researchers have over the years examined parenting programs to provide them with evidence-based programs to help parent interact with their children, provide cultural values, and identity best practices for parents in helping their children to grow and develop in their society (Kumpfer, & Magalhaes, 2018; Williams et al., 2020)

Theme 9: Roles of Parents on Discipline

Kingstonian parents were able to provide several types of thoughts on what their role as a parent meant to them. They used such expressions as they need to provide physical needs, they follow their grandmother examples on parenting, love their children, correct them when needed, make sure they follow hose old rules, work to take care of them, and discipline them when they need it.

The theme role of parents aligns with the research on parenting strategies. Caring for children in families is a universal process for mothers and fathers, yet parents'

attitudes and cultural beliefs with respect to strategies on raising children vary from culture to culture (Batool, & Shehzad, 2019; Uji et al., 2014). In today society, parents and other professions noted that children require adult guidance and protection for children to develop and grow in different stages of development. Parents also want the best for their children and push them to achieve success until their adult years. Researchers noted that culture has a lot to do with the sound development of children (Uji et al., 2014). Uji et al. (2014) noted that there are three basic types of parenting styles.

Theme 10: Jamaican Discipline Techniques

The participants were able to share their thoughts and feelings on different discipline techniques they experienced while living in Jamaica. They noted that in Jamaica, parents still discipline their children using corporal punishment such as spanking them, hitting them with sticks, tree branches, belts, beating them with belts, using aggressive and harsh behaviors as discipline techniques.

The theme Jamaican discipline techniques align with the research on CP used in Jamaica. Jamaica government officials have noted an increase in the prevalence of child abuse and sexual abuse through the country over the past decade (Efevbera et al., 2018; Samms & Cholewwa, 2014). There has been an increase in sexual abuse in recent years. Some 70% of sexual abuse cases in Jamaica involved children and women. This figure has reached to 79% with young women under the age of 16 years (Efevbera et al., 2018). This group of sexual abuse account for 32% of the sexual abuse cases in the country (Samms & Cholewwa, 2014). In addition, from the years of 2008 to 2012 there have been some 7,245 cases of child abuse and sexual abuse (Samms & Cholewwa, 2014).

Researchers noted that there are several speculations regarding the high numbers of child

abuse especially sexual abuse in Jamaica, there is limited evidence-based research of the

exact statistics on the incidences of abuse through Jamaica (Samms & Cholewwa, 2014).

Limitations of the Study

It is of great importance to recognize limitations in the study. One of the most

common concerns in social science research is researcher's bias (Yin, 2016). The role of

the researcher is the primary instrument in qualitative research. The researcher is said to

be seeking their own identity as they build relationships and intersect with the concept of

the research they are conducting (Ravitch & Carl, 2016). Of course, the researcher serves

many purposes wearing several hats but while that is all true, it is important that the

researcher be mindful of any ethical issues that can arise during the data collection

process (Ravitch & Carl, 2016).

There were several limitations that were addressed in this study. The current study

was limited to a small sample size of Kingstonian parents who volunteered to participate

in this study. Therefore, the research study has limited generalizability to other settings of

parents in Jamaica. In addition, the study was limited to nine Kingstonian parents. The

nature of participation was a limited geographical location may exclude other parents'

views with different opinions and experiences. In addition, this study was limited to the

use of purposeful sampling method due to the availability of the parents; therefore, the

results of this study may not be generalized to a larger population of parents.

Another limitation to this study was the inability to review the body language of

the participants. In accordance with the guidelines from Walden University IRB, the

interviews were changed from face to face to telephone interviews due to COVID-19 pandemic. To mitigate this limitation with telephone interviews, I conformed the accuracy of the data collected with the participants through member checking. I used member checking by sharing the transcribed data of the interviews with the participants to ensure the accuracy of the information gathered from the participants.

Recommendations for Future Research

I conducted this study to explore Kingstonian parents' perspectives on using corporal punishment as a form of discipline with their children when they misbehave at home, specifically as it related to parenting in Kingston, Jamaica where CP is used as a means of discipline. The nine participants were able to share their own experiences with CP as a form of punishment for parents in Kingston, Jamaica as a form of punishment. therefore, future research is needed to expand the scope of research to a wider audience due to only nine participants were used in this qualitative study which limited the generalizability of the findings to other settings.

In addition, future research should be conducted to include parents from other countries and age groups on their experiences as it relates to corporal punishment for their children who misbehave. This research could be used to help parents in different age groups to alternative methods of discipline. Also, this research can yield research-based factors influenced the decision-making process of deciding which discipline could yield the best results in reducing problem behaviors for their children.

Several researchers noted that there should be more training and parenting programs to decrease the use of CP among Jamaican citizens (Chen & Chen, 2015). A

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program such as Evidence-Based Parenting (EBP) has been prevalent in a great deal of

qualitative studies. Chen and Chen, (2015) identifies it as one of the most compelling

strategies for the abatement of CP. These authors affirmed that parent education

programs offer arbitration and intervention strategies to develop changes in attitudes and

demeanor of parents that will result in enhanced relationships with their children (Chen &

Chen, 2015). The effectiveness of PE assesses precise characteristics that enhance after

successful fulfillment of the required program (Leijten et al., 2015). The length and depth

of the program is dependent upon the requirement of the individual program. These

programs included have been internationally such as: Strengthening Families; Positive

Parenting Program: Nurse and Family Partnership.

According to Rodrigo (2016), to be considered as an effective evidence-based

program, there are several properties that the program must possess. These include (a)

"provide some form of case management in home, (b) provide ample training resulting in

adjusted and improved behavior in the parents, (c) provide some form of therapy for the

family, (d) offer training effective and skilled for the child/children" (p. 2). These

evidence program and strategies could lead to many citizens to use other methods of

punishment for their children instead of the use of CP.

<center>**Implications for Positive Social Change**</center>

The theoretical framework that underpinnings this study was the Social Learning

Theory (Bandura, 1978) and Social Construction Theory (Berger & Luckmann, 1966).

The SLT is a process of social behavior that a person acquires by observing the actions of

others. Bandura (1978) reported that learning is a cognitive process that occurs when a

person observes certain behavior either direct or through direct reinforcement. Also

learning occurs through the observation of a person is given a reward and punishment.

This process can either stop or increase the behavior (Bandura, 1978). The Social

Construction Theory believes that knowledge can arise out of human being in a

relationship with each other. Also, what society takes as being true and objective in a

result of the social process that can be historical and in culture contexts. They also

believe that truth can be achieved through a given discipline, and there is no ultimate

truth that is more legitimate than any other (Berger & Luckmann, 1966).

There are many implications for social change as a result of this study. The

findings from this study contribute to the research about Kingstonian parents'

perspectives on using corporal punishment as a form of discipline with their children

when they misbehave at home, specifically as it related to parenting in Kingston, Jamaica

where CP is used as a means of discipline. There is ongoing debate on this issue and

parents and communities can benefit from culturally competent and appropriate education

to potentially change their attitudes towards the acceptance of CP as a means of discipline

(Van der Kooij et al., 2018). Prevention is now on the forefront of global health and is

now a huge concern due to its violation of children's rights (Van der Kooij et al., 2018).

While it is known that these means of discipline cause adverse experiences and that

children are protected from violence of all forms by the Convention of the Rights of

Children, this issue remains a part of children's life (Van der Kooij et al., 2018). The

need for intervention is imperative therefore the results of this study can help families in

Kingston, Jamaica understand adverse effects that it can have on children when they

become parents. Additionally, this study intends to offer culturally sensitive.

Conclusion

The purpose of this qualitative phenomenology study was to explore Kingstonian

parents' perspectives on using corporal punishment as a form of discipline with their

children when they misbehave at home, specifically as it related to parenting in Kingston,

Jamaica where CP is used as a means of discipline. The goal of this research was to

ascertain whether these parents are aware of where their disciplinary practices fall on the

child abuse continuum as established by international standards on the use of CP in

reducing problem behavior (Brown & Johnson, 2008).

Previous researchers suggested that there was a need to understand the challenge

of culturally sensitive policy interventions to strengthen parenting in Jamaica as there is

no research that expresses the understanding of the cultural meanings and practices of

Jamaican parenting on discipline (Van der et al., 2018). Child Welfare laws in Jamaica

are still in their infancy and there isn't sufficient data to support their efficacy. Therefore,

it was the intention of this study to address the gap in the literature by exploring the

understanding of discipline and CP in Kingston, Jamaica from the perspective of

Kingstonian parents and the society at large.

The findings of this study addressed the gap in the literature by exploring the

understanding of discipline and CP in Kingston, Jamaica regarding the preventions and

interventions needed. The relevance of this topic is a possible avenue for policy

implementation in the Caribbean countries, specifically Jamaica. There is a need for best

practice measures to secure cooperation of parent intervention and prevention in the child welfare field in order to address the challenges parents face to solve CP as a discipline practice and reduction of adverse childhood experiences (Prinz, 2015). In addition, a strong consideration is needed for these methods to improve the understanding and appreciation of the concepts of children's rights and their protection from abuse in the future, pursuant to the Child Care and Protection Act of 2004 (Brown & Johnson, 2008). There is an imperative need for parents in Jamaica to be encouraged to adjust or even change their behaviors when it shows that their actions may cause adverse childhood experiences.

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Appendix A: Recruitment Flyer

Participants needed for a study!

Research Title: Kingstonian Parents'

Perspective of Discipline Using Corporal Punishment

Were you born and raised in Kingston, Jamaica?

Are you a parent over the age of 18?

Have you ever used corporal punishment as a form of discipline?

Are you willing to share your experiences on parental discipline?

Are all of your children over the age of 18?

If you answered yes to these questions, then you are ideal for this study!!!!!!!

The purpose of this study is to explore parents' perspectives on using corporal

punishment as a form of discipline with their children when they misbehave at home,

specifically as it relates to parents in Kingston, Jamaica.

The researcher will need you to:
>Participate in a brief telephone or Zoom conversation to verify participant criteria.
>Sign an informed consent in agreement of the criteria
>Participate in a recorded interview (about 45 to 60 minute) at an agreed upon time.

IF INTERESTED PLEASE CONTACT DONNETTE GREEN AT
*****************.
THANK YOU IN ADVANCE FOR YOUR PARTICIPATION ☺ ☺ ☺