

Gender Differences or Not? Harsh Discipline in Childhood and Its Impact on Bahraini Teacher Candidates' Perceptions and Classroom Practices

Nina Abdul Razzak

Bahrain Teachers' College- University of Bahrain

Bahrain Teachers College (BTC) S-22

University of Bahrain

P. O. Box 32038

Manama, Kingdom of Bahrain

Abstract

This study focused on Bahraini childrearing practices implemented on young girls and boys at home. Its purpose was to check for discrepancies in the application of harsh physical and verbal discipline between the two groups and to assess if the type of discipline that Bahraini public school teachers had been subjected to as youngsters could possibly be reflected in their disciplinary and classroom management practices at school. The results of this study for the male participants compared with results from a previous study for the females indicated some discrepancies between the two genders. It also pointed out a need for a change in the perceptions of prospective female and male teachers in relation to the implementation of harsh discipline, as well as a need for specific educational and training measures to be taken, especially in the case of the males, in order to ensure a brighter future for the Bahraini public schools.

Keywords: Harsh discipline; childrearing practices; classroom management; teacher candidates' perceptions; Bahraini educational reform; punishing styles; Generational theory of discipline

1. Introduction

The Bahrain Teachers' College (BTC) is a teacher preparatory institution that was primarily established as a part of the Kingdom of Bahrain's national education reform project. The college offers a multiplicity of programs among them the Bachelor of Education (B.Ed.) program for fresh high school graduates and the Educational Leadership Program (ELP) for assistant principals working in the public school system. Bahrain, as a country, is an archipelago of islands in the Arab Gulf region and consists of three main types of communities: the generally poorer tribal and rural communities and the richer urban centers. (Khuri 1980). The country has lately witnessed major economic, social, and cultural developments. Despite this, however, the Bahraini public school system is in need of major reforms, which explains the national education reform project underway in the kingdom. Bahraini public schools have been primarily fashioned in accordance with the British educational system and their method of teaching is mainly that of direct instruction. Maintaining student discipline in such schools, as in the traditional British educational system, is of utmost importance. The researcher of this study was interested in investigating at what cost is discipline being maintained in these schools and, as a result, discussed this question at BTC with a focus group of thirteen experienced ELP assistant principals from the Bahraini public schools.

The discussion focused on harsh discipline and its implementation in the Bahraini elementary public schools. The following is a summary of the main aspects of the focus group's discussion, as quoted in the researcher's latest manuscript under publication:

“There is a general law issued by the Ministry of Education (MOE) in the Kingdom of Bahrain that prohibits harsh discipline in schools. This law is generally abided by in the Bahraini elementary schools but there are cases of violation and the violations are more common in schools located in rural areas than in those located in the urban centers; they are also more prevalent in the boys' schools than in the girls' schools. The violations are manifested in two forms of harsh discipline: verbal and physical, with the verbal existing at a higher scale than the physical. The common types of verbal discipline in schools are yelling, name-calling, and negative criticism; while, the common types of physical discipline are slapping, pinching, hair-pulling, ear-pulling, and beating with a ruler.

There is a general consensus among the elementary school assistant principals that harsh discipline needs to be completely eliminated from Bahraini schools because of the emotional scars it can sometimes leave in students; they all agree that an alternative needs to be found for more effective classroom management on the part of some Bahraini teachers guilty of resorting to such harmful discipline methods.” (Abdul Razzak, 2011)

2. Background and Purpose of the Study

The focus groups’ discussion resulted in a number of serious concerns for the researcher in relation to harsh discipline implementation in Bahraini schools. But what is exactly meant by *harsh discipline*? Harsh discipline is commonly referred to as corporal punishment and is defined as “an act carried out with the intention of causing a child to experience physical pain, but not injury, for purposes of correction or control” (Strauss 2001: 4). The definition of harsh discipline in this study includes not only harsh physical discipline but also harsh verbal discipline. Both types represent adults’ ways of making their authority known to children (Lawrence and Smith 2008) and in their extreme modes, they both appear to result in more damage than in correction of behavior. One outcome of the assistant principals’ discussion was a concern about the short and long-term effects of such discipline on children, in general, and on public school graduates who enroll at BTC as teacher candidates, in particular; for such candidates will eventually become employed in the Bahraini schools, where there is a chance that they may duplicate methods of harsh discipline similar to those that they were subjected to at home as youngsters.

Several research findings, mainly those that provide evidence for the trans-generational theory of punishing styles, support the hypothesis that this chance is possible. For example, studies indicate that children having experienced different forms and levels of punishment are at a significantly high risk of approving that type of punishment and implementing it upon adult development (Blount & Robinson, 1997); teachers who were punished by their parents and who had been beaten in school are more likely to use corporal punishment on their students more often than those who were not (Dubanoski, Inaba, & Gerkewicz, 1983); and teachers who had experienced restrictive consequences at home were more likely to select aversive interventions for their students (Lee & Weis, 1992). Duplicating forms of harsh discipline may prove to be detrimental to the future of Bahraini public schools for despite the fact that to use or not use harsh discipline with children has been a point of dispute for years (Firmin and Castle 2008), a considerable number of research studies have demonstrated a sharp association between this type of discipline and child internalizing and externalizing problems (Lansford et al. 2004; Strauss and Field 2003; Strauss and Stewart 1999).

Externalizing problems stand for behavior difficulties while, the internalizing ones represent psychological troubles (McKee et al. 2007). For instance, corporal punishment has been found to intensify antisocial behavior (Strauss and Donnelly 1993), weaken relational trust, give rise to depression (Gershoff 2002), fuel physical aggression (Huesmann and Podolski 2003), and set off detrimental adolescent behavior problems (Lansford et al. 2004). This is on top of its negative effect on cognitive ability, like limited or inaccurate coding and weakened elaboration (Heuer and Reisberg 1992; Perry 2006) and its association with adverse changes in brain structure (Tomoda et al. 2008). An important point to note here is that the majority of research studies have found that harsh discipline in general is more frequently used with boys than with girls and is more prevalent within low-income families and especially in impoverished residential areas (Pinderhughes et al. 2000) – a point highly consistent with the BTC assistant principals’ report. Furthermore, the harsh physical discipline implemented on the boys is usually done more by the fathers than by the mothers (McKee et al. 2007).

Knowing these facts about the effects of harsh discipline, and guided by the key points provided by the focus group of assistant principals, the researcher was thus encouraged to pursue further investigation by studying at BTC a group of newly enrolled B.Ed. freshman students. The study intended: (1) to assess discrepancies, if any, between childrearing practices and discipline implemented in Bahrain on girls on the one hand and boys on the other (2) to check how the discipline BTC students had received at home may have shaped their perceptions of ways of dealing with and managing young children (specifically of elementary school age) in the classroom and (3) to discover if there is a need to change their perceptions, for the improvement of and reform of the state of conditions in the Bahraini public schools, and to determine if the need is the same or different between the two gender groups. In Bahrain, respect for elders and their authority is usually highly cherished (Bradley and Corwyn 2005). As a result, child-rearing practices in this island kingdom and the views of its people are more conventional than modern.

To be precise, adults in the Bahraini society tend to be less responsive and more penalizing with children than in other societies (Bradley and Corwyn 2005). In addition, Bahraini society, like many other societies, bears in addition to cases of harsh discipline in school and at home cases of child maltreatment or abuse (Al-Mahroos et al. 2005). Although the two are considerably different- in that harsh discipline does not involve non-accidental injury while child maltreatment or abuse usually does (Mckee et al. 2007) - there is occasionally a mix between the two. What is regarded as adult-inflicted violence that ends up in child abuse or maltreatment, on the one hand, and harsh discipline on the other, get confused together. This is chiefly due to the fact that physical violence is considered as an effective and normal child-rearing practice in many parts of the Arab World in general (Makhoul et al. 2004), and particularly in the rural communities, and those of Bahrain are no exception.

The majority of BTC students in the B.Ed. program inhabit those poorer, rural areas - the areas whose schools, according to the assistant principals' report, witness more cases of harsh discipline than schools in other areas. This fact about the BTC students increased the researcher's concern and rendered the study at hand necessary as a potential tool for social change, due to its likelihood to: (1) assess through BTC students' experiences and perceptions the extent and range of the phenomenon of harsh discipline implementation, (2) if need be, to help draw their attention to such a problem and (3) to recommend healthier and more effective methods of behavior correction through both formal courses of study as well as less structured educational activities and campaigns. Research studies indicate that positive discipline/parenting is an effective behavior correction method (Lawrence and Smith 2008). It can be defined as warm supportive relationships between adults and children. The goal of those relationships, especially in the school context, is to invite children to "... see themselves as capable of tackling tough challenges, overcoming obstacles, accomplishing great things, and behave accordingly" (Purkey and Strahan 2002, 4).

3. Conceptual Framework

Conceptually, this study was guided by the main principle of the Generational Theory that states that adults usually discipline children in ways similar to practices earlier used by their own parents/caregivers (Firmin and Castle 2008). It was also based on the belief that corporal discipline needs to be replaced with more positive methods- a belief strongly supported by the studies done by Murray Strauss et al. (1997). Diana Baumrind's Parenting Styles Model (1968) and her idea of the authoritative style of parenting - i.e. being firm and strict but also encouraging interaction and dialogue with one's children- as being superior to all other styles are considered here as one of the initial building blocks in laying the foundation for effective childrearing practices and classroom management in Bahrain.

4. Materials and Methods

This qualitative study involved 127 freshman students from BTC who had not yet completed any educational foundations courses like Educational Psychology or Classroom Management. "Their views on parenting and discipline were therefore still intact and primarily the result of their own experiences and upbringing, without the influence of any formal presumptions or conceptual backgrounds" (Abdul Razzak 2011). The study took place in the first couple of weeks of the fall semester of 2010-2011 and its participants were non-randomly selected, since they represented the freshman population of students that the researcher was mainly interested in studying. The questionnaire (Appendix A) that the male students were required to fill, only after giving their consent to do so, was the same as the one used with the females and included in the researcher's latest unpublished manuscript (Abdul Razzak 2011). It consisted of sixteen main items which centered on the students' experiences of how they were disciplined as youngsters, their views- as adults and prospective teachers- on harsh discipline practices, and their future plans for using/not using harsh discipline as parents and teachers. The questionnaire items were rated on a frequency scale of one-to-five where 1=always, 2=frequently, 3=sometimes, 4=never, and 5=not applicable, and some of them required the students to provide justifications for their responses.

5. Results

Questionnaires were distributed by hand to 45 males and 82 females during their classes. 41 questionnaires were completed and returned by the males and 80 by the females. The number of female participants was much bigger than the males simply because females are the majority at BTC in all programs of study and cohorts. Because of the large body of data collected, the data pertaining to the female participants was first looked at separately and analyzed in a previous paper (Abdul Razzak 2011), which is currently under review to be possibly published in the near future.

The same data has been incorporated here for the purpose of comparing it with that of the male participants. The collected data for each gender type was organized into the following 4 groups: students who received only harsh physical discipline; students who received only harsh verbal discipline; students who received both harsh and physical discipline; students who received no type of harsh discipline. Table 1 and Table 2 correspondingly display the female and male findings in number of responses and these designate several key interpretations arranged into the following three categories:

5.1 Category 1: Students' Experiences of How They Were Disciplined as Children (Questions 1-8)

Less than half of the women (precisely 32) and only a few men (7) reported having been disciplined in a reasonable way and receiving an explanation for why they were being punished. Most of them (22 women and 6 men) were always or frequently reasonably disciplined. Those who received some kind of harsh discipline (a total of 48 women and 34 men), differ in that the percentage of men harshly disciplined was greater than the percentage of women and also in the fact that the majority of women (26) was subjected to only harsh verbal discipline while the majority of men (22) was subjected to both verbal and physical discipline. Some women (17) reported receiving both verbal and physical discipline and some men (10) reported receiving only verbal discipline. A few men and women received only harsh physical discipline. The rate of harsh discipline in most cases of both men and women was for the most part occasional. In a few cases, it was frequent and only in the case of one woman and 4 men it was constant. This woman and one of the four men were constantly subjected to both harsh verbal and physical discipline. The harsh physical discipline was done almost equally by the mother and the father in the group of women who were only physically disciplined and also in the group who were harshly disciplined both physically and verbally. In the case of harsh verbal discipline, it appears to have been implemented more frequently by the mother than the father for those women who were subjected to this type of discipline.

In the case of the men, the harsh physical discipline was done more by the father than the mother for the group of men who were subjected to physical discipline alone and also for the group who received both harsh physical and verbal discipline. In the case of harsh verbal discipline, it appears to have been implemented slightly more by the mother than the father for those men who received this type of discipline. Most of the men and women who were reasonably disciplined maintained that their undesired behavior got corrected as a consequence. Only one woman reported that her behavior did not change. A significant number of women (38) and men (26) of those who were harshly disciplined also reported behavior correction but some (10 women and 8 men) reported no behavior correction at all as a result of the harsh discipline they had received.

5.2 Category 2: Students' Current Views on Harsh Discipline Practices (Questions 9, 10, 14, 15 and 16)

In relation to the student's views on the effectiveness of harsh physical discipline, most of the women (62) and more than half of the men (24) regard it as never being effective in correcting children's undesired behavior. Some women (13) and men (15) however think that it can be sometimes or frequently effective and a few men and women consider it as being always effective.

More than half of the women (43) and some men (17) believe that harsh verbal discipline can never be effective in correcting undesired behavior. A significant number of men (22) and women (31) nevertheless consider it as sometimes or frequently effective. Only a few students find it to be always effective.

Half of the women (41) and some men (16) think that avoiding harsh discipline never spoils a child. A considerable number of women (32) and almost half of the men (20) though consider that it sometimes or frequently does and a few of both gender groups even believe that avoiding it always leads to a spoiled child.

A significant number of the women (46) and some men (14) find that using harsh discipline (whether verbal or physical) with children is never justified; whereas, some men (17) and women (21) regard it to be sometimes justified because, to begin with, it is the children's bad behaviors that cause parents and/or teachers to resort to harsh discipline practices. A few men (10) and women (13) consider it as always or frequently justified for the same reason.

With respect to implementing harsh discipline practices in classrooms, only a few women (4) but more men (10) believe that it always or frequently makes classroom management easier. A large number of women (28) and some men (12) think that it sometimes makes it easier and the majority of women (48) and half of the men (20) suppose that it never makes it easier.

5.3 Category 3: Students' Future Disciplining Plans as Parents and Teachers (Questions 11, 12 and 13)

Only a few men (6) and women (15) reported that, as parents, they would most probably never use the same type of discipline with their children that their parents had used with them. Most of these men and women (11 and 5 respectively) had received some form of harsh discipline. Nonetheless, almost half (39) of the 80 women and half of the 41 men stated that they, as parents, will most probably always or frequently use the same type of discipline their parents had used with them. A significant number of the students (26 women and 14 men) said that they would sometimes use it. Surprisingly, to the researcher, a large number of the women (38) and the men (28), who maintained that they would most probably use the same type of discipline as their parents, had received as youngsters some kind of harsh discipline.

In relation to using harsh physical discipline in class with students who are misbehaving, almost all of the women (78) and men (36) reported that they most probably would never make use of such practices as teachers. The two women who would, one would do so sometimes and the other would do it always whenever students are misbehaving. As regards the men who would use it, one would use it frequently while the remaining four would resort to it only sometimes. With respect to the question *whether harsh verbal discipline would be resorted to in class with misbehaving students*, the responses were a little different: A few women (5) and men (5) said that they most probably would frequently use such type of discipline; some women (21) and men (13) would resort to it only sometimes; and a large number of women (52) and a considerable number of men (18) would never use it. Unexpectedly, to the researcher, among the men and women who would sometimes or frequently use it are ones who had been reasonably disciplined as youngsters.

The reasons that the participants gave for resorting or not resorting to harsh verbal or physical discipline were similar between both gender groups and so there were no discrepancies in that respect. Some of the overlapping reasons for not using harsh verbal discipline were, as mentioned in the researcher's latest manuscript under publication (Abdul Razzak 2011), the following: "It would make the students hate the teacher and hate school; it is not an effective way of dealing with students; it psychologically affects children in a negative way; it hurts students' feelings and does not lead to behavior correction; it is bad role-modeling and is morally wrong; and it ruins the reputation of the teacher." While, some of the overlapping reasons for not using harsh physical discipline were that "it is not effective and does not help in solving problems; it is old-fashioned and uncivilized; it hurts students; it creates fear in the students and hatred between the students and the teacher; it teaches children violence; it makes things more complicated; and it is religiously- and precisely Islamicly- wrong to hit or beat up a child" (Abdul Razzak 2011). The participants who reported sometimes resorting to harsh physical discipline in class explained that they would use it mainly because, with some mischievous students, nothing else works! Those who reported sometimes or frequently resorting to harsh verbal discipline said that that they would use it mainly because it can be an effective tool in keeping students under control and in quickly communicating to them the message that they are misbehaving and that their misbehavior will not be tolerated. One of the men clarified that he would resort to this type of discipline only after the misbehavior gets repeated.

6. Discussion and Conclusions

The results indicate some discrepancies between the men and the women in that the harsh discipline implemented on women tends to be mainly verbal while that implemented on the men tends to be both verbal and physical. The implementation of the verbal discipline for both groups, however, tends to be done more by the mother than the father but in the case of physical discipline, it is done more by the father in the case of the men and equally by both the mother and the father in the case of the women. Another discrepancy is that more men than women consider that harsh discipline always or frequently makes classroom management easier.

Taking into consideration that more than half of the female participants and the majority of the male participants of this study received some kind of harsh discipline as youngsters, it is safe to conclude that the results are satisfactorily consistent with research on Bahrain, which reports that usually the childrearing practices are conventional i.e. more penalizing than the modern practices, especially in the rural areas. The fact that more men than women in this study had received both harsh physical and verbal discipline, however, signifies a more alarming state of affairs in the case of Bahraini boys than girls; for although harsh verbal discipline alone can result in emotional risks to a child, harsh physical discipline has the potential of being a source of both physical and emotional risks. The combination of both types of discipline then would certainly ensure some type of harm be inflicted on the child.

This alarming state in the case of the boys may explain the reason why- as initially reported by the assistant principals- harsh discipline exists at a larger scale in the boys' schools than in the girls' schools. For if we (1) presuppose that others in Bahrain, like most of our participants, were as youngsters disciplined traditionally, and (2) think in terms of the Trans-generational Theory, then there may be an association between how the current Bahraini in-service teachers had been disciplined at home as youngsters and the type of discipline they are nowadays implementing in their homes and schools. This is because harsh discipline in this case would be the mode of discipline they are most familiar with and are accustomed to because of their traditional upbringing. So to sum up, according to our assumptions, male teachers in the Bahraini boys' schools lean toward using harsh discipline more so than the female teachers in the girls' schools possibly because more of them had been harshly disciplined at home as youngsters.

If this is really the case, then the goal should lie in trying to put an end to this cycle of harsh discipline implementation and especially in the boys' schools. The study at hand is an initial step in that direction as it hopes to bring about some kind of social change, particularly since its results reveal that there are some teacher candidates who to some extent believe in the effectiveness of harsh discipline- the verbal type in particular- in correcting behavior and in its ability to make classroom management easier. There are also those who believe that its absence usually results in a spoilt child and those who even think that its implementation is sometimes justified. Let us not forget also that a large number of both the male and female participants reported their intention to use the same type of discipline their parents had used with them, despite the fact that they had been subjected to some kind of harsh discipline as youngsters.

In light of this and with the adverse effects of harsh discipline in mind, there seems to be a serious need to try and change Bahraini teacher candidates' perceptions in this regard. This need appears to be more critical in the case of the male candidates. Still, however, it is a need that has to be met regardless of gender, especially since although some participants maintained that they most probably would never resort to harsh discipline in their classrooms, there is no assurance that they would not. For "how many people promise themselves when they are young to never repeat the same behaviors of their parents/teachers only to find themselves as adults doing exactly the same kinds of things" (Abdul Razzak 2011).

The need therefore is a pressing one and can be fulfilled through educating and training teacher candidates- in particular the ones who had been raised in traditional ways and had been harshly disciplined- in alternative discipline approaches, so that when they are employed as classroom teachers, they don't unintentionally fall into the trap of applying a trans-generational model of discipline. The education and training offered to them can be carried out formally through BTC courses (mainly courses in Educational Psychology and Educational Foundations especially Classroom Management) and informally through advising, talks, awareness campaigns etc. The responsibility on BTC's shoulders is therefore great, as it would be for any other similar institution involved in educational reform, since it is never easy to change the mindset of individuals and to make them acquire new uncommon practices. It is however doable and worth the try. What also needs to be done in one or two years, however, is a follow-up study of the same group of participants, so as to measure the changes and hopefully progress in their disciplinary views and future plans, as a result of the education and training they would have then received. Concerning the teacher candidates who had been reasonably disciplined as youngsters and who are at home with positive forms of discipline, they too could profit from such education and training, mainly as a kind of reinforcement and validation of the practices they were brought up on.

7. Concluding Remarks

The fact that this study relied on more than one method of data collection, and that these instruments resulted in compatible data interpretations, lends some credibility to its findings. What makes its research findings more credible, though, is the fact that when the researcher returned to the participants to try to gain verification of the data interpretations, all the findings were recognized and agreed on by the participants. Still, however, the study would have certainly been much more significant had the number of its participants been larger and had it focused not only on Bahraini public schools; for, the conditions in the private schools may be totally different. Besides, there is no guarantee that the participants' responses were totally honest, especially when they were being asked to share something so personal to their families. Nonetheless, a study such as this has helped in clarifying better the scope of, and scale at which, harsh discipline is being implemented in Bahrain and mainly in its rural communities.

It has also helped in making implications as regards to the cost at which discipline is being maintained in the Bahraini public school system. This all leads to a clearer understanding of the types of challenges that need to be surmounted by BTC and also by other educational institutions in similar cultural contexts around the world. It also acts as a useful eye-opener for in-service teachers in general; since, it has the potential to draw their attention toward themselves and make them reflect on their own disciplinary practices, to see whether or not they could be implementing a trans-generational model of discipline without really noticing it. Of course if they are and their mode of discipline happens to be positive and closer to an authoritative style of parenting, then there is no problem there. However, if it happens to be a mode of harsh discipline, then this study can remind them of the need to try to modify their mindset and to prevent themselves from being bound by what is generally common and familiar to them in terms of discipline and classroom management practices. In some cases, there may even be a need for them to go beyond reflection and seek continuing professional development opportunities specifically in alternative and more positive discipline practices.

Biography: Nina Abdul Razzak (Ph.D.), assistant professor of educational psychology at Bahrain Teachers' College (BTC) of the University of Bahrain (UOB) and Academic Head of the Curriculum Studies Division, has research interests in best practices in education, technology access and integration in schools, the effects of child maltreatment, and gender-related issues.

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APPENDIX A

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|---|----------------------|-----------|---------------|--------------|----------|-------------------|
| Questionnaire | Rating Scale: | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">A. Always</td> </tr> <tr> <td style="padding: 5px;">B. Frequently</td> </tr> <tr> <td style="padding: 5px;">C. Sometimes</td> </tr> <tr> <td style="padding: 5px;">D. Never</td> </tr> <tr> <td style="padding: 5px;">E. Not Applicable</td> </tr> </table> | | A. Always | B. Frequently | C. Sometimes | D. Never | E. Not Applicable |
| A. Always | | | | | | |
| B. Frequently | | | | | | |
| C. Sometimes | | | | | | |
| D. Never | | | | | | |
| E. Not Applicable | | | | | | |

1. When I was growing up, I would _____ get physically disciplined in a harsh way (*slapped or beaten or kicked or hair/ear pulled, etc.*) for doing wrong things.
2. When misbehaving as a child, I _____ received harsh verbal discipline (*was yelled at, called names, cursed at, negatively criticized or mistreated, etc.*).
3. When I did wrong things as a child, I _____ was reasonably disciplined and received an explanation of why I was being punished.
4. After being harshly disciplined physically, my undesired behaviour would _____ get corrected.
5. After being harshly disciplined verbally, my undesired behaviour would _____ get corrected..
6. After being reasonably disciplined and receiving an explanation of why I was being punished, my undesired behaviour would _____ get corrected.
7. (A) The harsh physical discipline at home was _____ done by my father.
 (B) The harsh physical discipline at home was _____ done by my mother.
8. (A) The harsh verbal discipline at home was _____ done by my father.
 (B) The harsh verbal discipline at home was _____ done by my mother.

9. Now as an adult, I believe that harsh physical discipline is _____ effective in correcting the undesired behaviour of children.
10. Now as an adult, I believe that harsh verbal discipline is _____ effective in correcting the undesired behaviour of children.
11. As a parent, I will most probably _____ use the same type of discipline with my own children that my parents had used with me. Why or Why Not?
12. As a teacher, I will most probably _____ resort to harsh physical discipline when students are misbehaving. Why or why not?
13. As a teacher, I will most probably _____ resort to harsh verbal discipline when students are misbehaving. Why or why not?
14. As an adult, I believe that avoiding disciplining a child harshly _____ spoils a child.
15. As both an adult and a prospective teacher, I believe that using harsh discipline (*whether verbal or physical*) with children is _____ justified because, to begin with, it is the children’s problem behaviours that lead parents and/or teachers to use harsh discipline practices.
16. Implementing harsh discipline practices in class _____ makes managing the classroom easier.

Table 1- Female Responses

| Group | Only Harsh Physical Discipline | Only Harsh Verbal Discipline | Harsh Physical and Verbal Discipline | | No Harsh Discipline |
|---|--|--|---|--|---|
| Total Out of 80 Disciplined + Frequency | 5 0 Always 1 Frequently 4 Sometimes | 26 0 Always 5 Frequently 21 Sometimes | 17 <u>Physical:</u> 1 Always Always 1 Frequently Frequently 15 Sometimes Sometimes | 1 5 11 | 32 <u>Reasonably Disciplined:</u> 11 Always 11 Frequently 10 Sometime |
| Behavior Correction | 2 Always 2 Frequently 0 Sometimes 1 Never | 8 Always 7 Frequently 6 Sometimes 5 Never | <u>Physical:</u> 4 Always 5 Frequently 4 Sometime s 4 Never | <u>Verbal:</u> 5 Always 3 Frequently 5 Sometimes 4 Never | 14 Always 10 Frequently 5 Sometimes 1 Never |
| Adult Implementing Harsh Physical Discipline | <u>Father:</u> <u>Mother:</u> 0 Always 0 Always 2 Frequently 4 Frequently 3 Sometimes 1 Sometimes 0 Never 0 Never | NA | <u>Father:</u> 2 Always Always 0 Frequently Frequently 8 Sometimes Sometimes 7 Never | <u>Mother:</u> 1 3 7 6 Never | NA |

| | | | | |
|--|--|--|---|--|
| Adult Implementing Harsh Verbal Discipline | NA | <u>Father:</u> 0 Always 6 Always 2 Frequently 4 Frequently 17 Sometimes 11 Sometimes 7 Never 5 Never | <u>Father:</u> 1 Always 3 Always 1 Frequently 2 Frequently 10 Sometimes 8 Sometimes 5 Never 4 Never | NA |
| Physical Discipline's Effectiveness | 1 Always 0 Frequently 2 Sometimes 2 Never | 1 Always 0 Frequently 7 Sometimes 18 Never | 2 Always 1 Frequently 1 Sometimes 13 Never | 0 Always 0 Frequently 3 Sometimes 29 Never |
| Verbal Discipline's Effectiveness | 0 Always 0 Frequently 0 Sometimes 5 Never | 1 Always 3 Frequently 14 Sometimes 8 Never | 4 Always 2 Frequently 3 Sometimes 8 Never | 1 Always 2 Frequently 7 Sometimes 22 Never |
| Using Parents' Discipline | 1 Always 0 Frequently 3 Sometimes 1 Never | 7 Always 5 Frequently 13 Sometimes 1 Never | 2 Always 3 Frequently 4 Sometimes 8 Never | 13 Always 8 Frequently 6 Sometimes 5 Never |
| Will Resort to Harsh Physical Discipline as a Teacher | 1 Always 0 Frequently 0 Sometimes 4 Never | 0 Always 0 Frequently 0 Sometimes 26 Never | 0 Always 0 Frequently 1 Sometimes 16 Never | 32 Always 0 Frequently 0 Sometimes 0 Never |
| Will Resort to Harsh Verbal Discipline as a Teacher | 0 Always 0 Frequently 0 Sometimes 5 Never | 0 Always 2 Frequently 12 Sometimes 12 Never | 0 Always 2 Frequently 4 Sometimes 11 Never | 0 Always 1 Frequently 5 Sometimes 24 Never |
| Avoiding Disciplining a Child Harshly Spoils a Child | 0 Always 0 Frequently 4 Sometimes 1 Never | 5 Always 3 Frequently 7 Sometimes 11 Never | 1 Always 1 Frequently 7 Sometimes 8 Never | 1 Always 2 Frequently 8 Sometimes 21 Never |
| Using Harsh Discipline is Justified | 2 Always 0 Frequently 1 Sometimes 2 Never | 0 Always 5 Frequently 6 Sometimes 15 Never | 0 Always 2 Frequently 6 Sometimes 9 Never | 1 Always 3 Frequently 8 Sometimes 20 Never |
| Implementing Harsh Discipline Makes Classroom Management Easier | 0 Always 0 Frequently 1 Sometimes 4 Never | 1 Always 1 Frequently 11 Sometimes 13 Never | 1 Always 0 Frequently 4 Sometimes 12 Never | 1 Always 0 Frequently 12 Sometimes 19 Never |

Table 2- Male Responses

| Group | Only Harsh Physical Discipline | Only Harsh Verbal Discipline | Harsh Physical and Verbal Discipline | No Harsh Discipline |
|---|---|--|--|---|
| Total Out of 41 Disciplined + Frequency | 2 0 Always 0 Frequently 2 Sometimes | 10 0 Always 4 Frequently 6 Sometimes | 22 <u>Physical:</u> 1 Always 4 Always 4 Frequently 17 Sometimes <u>Verbal:</u> 4 8 10 | 7 <u>Reasonably Disciplined:</u> 2 Always 4 Frequently 1 Sometime |
| Behavior Correction | 1 Always 1 Frequently 0 Sometimes 0 Never | 2 Always 1 Frequently 4 Sometimes 3 Never | <u>Physical:</u> 7 Always 5 Frequently 5 Sometimes 5 Never <u>Verbal:</u> 7 Always 7 Frequently 4 Sometimes 4 Never | 2 Always 3 Frequently 2 Sometimes 0 Never |
| Adult Implementing Harsh Physical Discipline | <u>Father:</u> <u>Mother:</u> 2 Always 0 Always 0 0 Frequently 0 0 Sometimes 0 0 Never 0 Never | NA | <u>Father:</u> 4 Always Always 5 Frequently Frequently 9 Sometimes Sometimes 4 Never <u>Mother:</u> 2 4 6 10 Never | NA |
| Adult Implementing Harsh Verbal Discipline | NA | <u>Father:</u> <u>Mother:</u> 0 Always 1 Always 1 Frequently 1 Frequently 4 Sometimes 4 Sometimes 5 Never 4 Never | <u>Father:</u> <u>Mother:</u> 1 Always 6 Always 6 Frequently 5 Frequently 9 Sometimes 3 Sometimes 6 Never 8 Never | NA |
| Physical Discipline's Effectiveness | 0 Always 0 Frequently 2 Sometimes 0 Never | 0 Always 1 Frequently 1 Sometimes 0 Never | 2 Always 4 Frequently 6 Sometimes 10 Never | 0 Always 0 Frequently 1 Sometimes 6 Never |
| Verbal Discipline's Effectiveness | 0 Always 0 Frequently 0 Sometimes 0 Never | 1 Always 2 Frequently 2 Sometimes 5 Never | 3 Always 8 Frequently 4 Sometimes 7 Never | 0 Always 2 Frequently 2 Sometimes 2 Never |
| Using Parents' Discipline | 1 Always 1 Frequently 0 Sometimes 0 Never | 4 Always 2 Frequently 3 Sometimes 1 Never | 5 Always 2 Frequently 10 Sometimes 5 Never | 2 Always 4 Frequently 1 Sometimes 0 Never |

| | | | | |
|--|--|---|---|--|
| Will Resort to Harsh Physical Discipline | 0 Always 0 Frequently 1 Sometimes 1 Never | 0 Always 0 Frequently 0 Sometimes 10 Never | 0 Always 1 Frequently 3 Sometimes 18 Never | 0 Always 0 Frequently 0 Sometimes 7 Never |
| Will Resort to Harsh Verbal Discipline | 0 Always 0 Frequently 0 Sometimes 2 Never | 1 Always 0 Frequently 2 Sometimes 8 Never | 2 Always 5 Frequently 8 Sometimes 4 Never | 0 Always 0 Frequently 3 Sometimes 4 Never |
| Avoiding Disciplining a Child Harshly Spoils a Child | 0 Always 0 Frequently 1 Sometimes 1 Never | 0 Always 1 Frequently 4 Sometimes 5 Never | 5 Always 2 Frequently 10 Sometimes 5 Never | 0 Always 0 Frequently 2 Sometimes 5 Never |
| Using Harsh Discipline is Justified | 0 Always 0 Frequently 2 Sometimes 0 Never | 0 Always 2 Frequently 2 Sometimes 6 Never | 2 Always 6 Frequently 9 Sometimes 5 Never | 0 Always 0 Frequently 4 Sometimes 3 Never |
| Implementing Harsh Discipline Makes Classroom Management Easier | 0 Always 1 Frequently 1 Sometimes 1 Never | 0 Always 1 Frequently 4 Sometimes 5 Never | 2 Always 4 Frequently 6 Sometimes 10 Never | 0 Always 2 Frequently 1 Sometimes 4 Never |