



WOLKITE UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCE

DEPARTEMENT OF PSYCHOLOGY

**ASSESSING THE CAUSE, TYPE AND CONSEQUENCE OF PHYSICAL
PUNISHMENT ON STUDENT BEHAVIOUR (IN CASE OF ABBA FERANSA
ELEMENTARY SCHOOL).**

By ; Hirut Shiferaw

ADVISOR;- MR Chair amelake.Fire snbent (MA)

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Approved by.....Signature.....Date.....

Advisor..... Signature.....Date.....

Examiner..... Signature..... Date.....

Department headSignature..... Date.....

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Abstract

The main purpose of this study was to assess the cause, type and consequence of physical punishment in aba ferasa elementary school. for this case the main research questions were do teachers use physical punishment to adjust student miss behavior, what type of punishment preferred to handle student miss behavior and what are the consequence of physical punishment on the discipline of the student and to use descriptive study The populations of the study are members of the grade eight (8th) students and the study has used systematic random sampling method to select samples. The collection instrument was questionnaire and interview. From the total 240 population 68 students and two teachers were selected and the data collected have been analyzed in descriptive study of method using qualitative and quantitative research design. The study tries to assess the cause, type and consequence of physical punishment in aba feransa school student's behavior and give appropriate discussion, summary, conclusion, recommendation

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CHAPTER ONE

INTRODUCTION

1.1 Back ground of the study

Physical punishment or corporal punishment is punishment intended to cause physical pain on person. School corporal punishment of the students by teachers or school administrators has been banned in many countries including Canada, Kenya, South Africa, Newzealand and all of Europe. it remains legal, if increasingly less common ,in some states of the united states. John locks work was highly influential and may have helped influence polish legislators to ban corporal punishment from Poland schools in 1783. Poland was the first country in the world to start physical punishment. Physical punishment was used in Egypt, china, Greece and Rome for both judicial and educational discipline.

The psychosocial pediatrics committee of Canadian pediatric society found that corporal punishment has a negatve child out comes such as delinquency ,aggression and antisocial behavior, corporal is to limit effectiveness and has potentially deleterious side effects parents should find other methods of discipline teach effective lesson to child such as time out grounding(John.w.s.2005). Eagleton (2001) defines it as a training which corrects molds or perfects the mental facilities, or moral characters, obedience to authority or rules, punishment to correct poor behaviors. However, discipline does not necessarily have to involve corporal punishment. Corporal punishment is usually related to school discipline with the tern discipline itself which is problematic and such as several ramifications for all actors in education (Slee, Rosen 2000).

Agbenyega (2006) reports on the practice of corporal punishment in two basic schools in the greater Accra district in Ghana. The findings reveal that an over whelming majority of the teachers 94 and 98 present use corporal punishment to in force school discipline. The results further indicate that the majority of the teachers in both school sites administer corporal punishment to students who perform poorly in academic work. This implies that students with special learning problems who are not officially identified may be punished often for poor performance. Another surprising aspect of this result is that a large number of teachers from all the schools indicate unwillingness to discontinue corporal punishment in their schools.

Rams burg (1999) not's that spanking, used as a primary discipline method, may have some potentially harmful effects such as increasing the chance of misbehavior. Punitive behavior management methods have been shown to be ineffective and in some cases harmful to students (Cameron 2006). Verbal reprimands, persistent nagging of students about their behaviors may be effective in the short run but they do not work and students suffer from violence in the long run (Hyman and prone, 1999) as it would cost more (Clark, 2004), Cause aggression and violence (Straus, 1999).

Abebe and Hailemariam,(2007) not that the student behavior problems must be viewed as complex and multi-level. Policy makers must be proactive practices in the form of mandated child development. As well parenting classes for parents and enrichment and intervention programs for children. The use of physical punishment as disciplinary methods has persisted for many years in the world family systems. It was common elsewhere in the world (UNESCF, 2010).

1.2 Statement of the problem

Child discipline was an integral part of child rearing in all cultures. In line this, the use of physical punishment as a way of getting children compliance was deep with rooted from ancient time traditional societies to contemporary family system. Most people believe physical punishment brings good disciplinary behavior to children,(Ayalew, 1999).However, most people don't recognize the way to do it and differ with the extent of measure the take consequently; they result in physical, mental and psychological injuries on their child.

Corporal punishment cause student mental activates to reduce, play truant from school, increasing in reacting against to existing social system, loss of self-confidence and boldness, creates cramming qualities in students overturn to aggression, mal-showmen of respect towards teachers and elders.

Corporal punishment is harming parts of body and inflicting pain to a person because of the offense he has committed. Mostly teachers think that they do well by pushing students; they also believe that it is the best way to motivate students in order to behave more properly. Teachers and even children's do not know the consequence of corporal punishment. They just imitate all these from their teachers in school and classrooms that give a hidden and long lasting to them and they

consider it is alright to beat others. Academic success depends on variety of factors and this factor can have both positive and negative influence on children ability to stay motivated and succeeded in school. For example children living in high poverty, urban environments, there are increased challenges when it comes to succeeding in school (Murray & Malmgren,2005).

According to (Wilson, 2000) discipline was not synonymous with physical measure. Likewise Freidman,(1999) argued that there was difference between physical punishment and discipline. That reveals that the case of physical punishment vis-à-vis discipline require deep in site and study. in this town there is not study the cause, type and consequence of physical punishment to minimize the gap. Therefore, that study was attempted to explore the cause, types and consequence of physical punishment in AbaFeransa elementary School (wolkite).

To come up the required result the following research questions were formulated.

1.3. Research Question

1. Do teachers use physical punishment to adjust student's misbehavior?
2. What type of punishment preferred to handle student's misbehavior?
3. What are the cause and consequence of physical punishment on the discipline of the
Students?

1.4. Objectives of the study

1.4.1 General objective

The general objective of this study was to assess the cause, type and consequence of physical punishment in aba feransa elementary school in Wolkite gubere town

1.4.2 Specific objectives

- .1. To assess the use of physical punishment to adjust student's misbehavior.
- .2.To assess the kinds of punishment prefers to handle student's misbehavior.
- 3 To assess the consequence of physical punishment on students misbehavior

1.5. Significance of the study

This study provides information about the use of physical punishment to teachers and added further knowledge for teachers. The study provides information and give constrictive recommendation for the teachers in aba feransa elementary school. The study used as inputs for concerned bodies by learn teachers on the cause, type and consequence of physical punishment. The study help other who wants to investigate the problem further and used us reference for another studies.

1.6 Limitation of the study

The researcher had found it difficult to conduct the study due to the following reasons such as scarcity of the time, cost and other related literatures studies this factor affect my research result because of not found full of information, time and lack of money.

1.7. Operational definition

1. Punishment;- Punishment is negative consequence that leads to a reduction in the
Frequency of behavior that produced it.
- .2.Physical or corporal punishment;- inflecting pain to their body by using materials
Like stick, slap, pinch hand the use of physical force or degrading treatment that
Cause some degree of dissatisfaction or pain, for the purpose of modeling,
Correcting, monitoring and changing the behavior or the manner of the child.

CHAPTER TWO

2. REVIEW LITERATURE

2.1. PUNISHMENT

According to Church, 1969; Tarpy and Mayer, 1978 as cited as Lahey (2000) sometimes consequence of behavior is negative and as a result the frequency of that behavior will decrease. In other words the behavior has been punished. For example, if you buy a new set of pots and pans with the metal handles and pick up a hot pan without a pot holder, negative consequences that surely occur. And you will probably not try to pick up your new pans in that way again.

Punishment is negative consequence that leads to a reduction in the frequency of behavior that produced it. (Lahey B. 2000). Punishment can be ethical and valuable tools for discovering appropriate behavior. In our society, however, physical punishment is still used with children by parents, teachers and authority. In addition to obvious ethical issues in using physical punishment, there are serious dangers inherent in the use of any form of punishment that must be weighed against its potential benefits. (John W.S. 2005).

2.2. Types of punishment

There are two types of punishment

Positive punishment: - punishment by application, or type 1 punishment, an experimenter punishes a response by presenting an aversive stimulus into the animal's surroundings (a brief electric shock, for example).

Negative punishment: - punishment by removal, or type 2 punishment, a valued, appetitive stimulus is removed (as in the removal of a feeding dish). As with reinforcement, it is not usually necessary to speak of positive and negative in regard to punishment.

2.3. Corporal punishment in school

Corporal punishment of school students for misbehavior has been outlawed in many countries. It often involves striking the student on the buttocks or the palm of the hand with an implement kept for the purpose such as a rattan cane or spanking paddle, or with the open hand. There may be restrictions in some jurisdictions, e.g. in Singapore caning is permitted for boys only. Medical Professionals have raged an end to the practice, noting the danger of injury to children's hands Especially Newell, peter (2000).

2.4. When physical punishment to be used

According to Elizebeth T.G (2003) Parents are more likely to use physical punishment They Strongly favorite believe and believe in its effectiveness.

They were themselves physically punished as child They have actively back ground, namely their religion, their ethnicity and their country of origin that they perceived approve of the use of physical punishment.

They are socially disadvantage in that they have low income, education or live in dis advantage neighborhood. They report being frustrated or aggravated with their children on arugula bias.(Elizebeth.T.G . 2003).

2.5. The consequence of punishment

The consequence of physical punishments on the behavior and development and links with aggression, mental health problems child abuse, So forth are so inter related in such complex manner with so many potentialities cause that the contribution of physical punishment may be seem impossible to unpick. Furthermore, because physical punishment of children is so common it is hard to identify control gropes of non-smackers. (Marry A.W 2009).

2.6. Physical punishment

To Elizebeth T.G.(2005) Physical punishment is defined as the use of physical force with the intention of causing children to experience bodily pain or discomfort so as to correct or punish child's behavior. This definition includes light physical force such as a slapped child's hands as well as behavior physical force including hitting children with hard objects such as wooden spoon or paddle. However, physical punishment dose not refer only to hitting children as a forms of discipline, it also includes other practices that involves propose fully causing children experience. It has also consequence physical punishment also includes washing a child's tongue, forcing to stand or it painful positions for long period of time and compelling a child to engage in excessive exercise or physical exertion (Elizebeth T.G]

2.7. Forms of punishment that peoples use

Peoples is not always filled with finger paintings and setting around dinner tables as a family eating your evening meal. Children occasionally break rules and require punishment to learn from mistakes, but the method of punishment is not the same for all peoples. What works for one mother might not work for another, while a punishment suitable for folder might not be as effective on teenager the Virginia cooperative extension states that the four methods of punishment are physical, verbal, penalties and withholding rewards. The key to proper discipline and punishment is finding a method and sticking with it to reinforce appropriate behavior.

(Robert. K (9.2004).

The 5 most common forms of punishment Yelling:- scolding, name calling, demanding

Withdrawing or withholding:- taking away privileges which may or may not have anything to do

With their unacceptable behavior.

Using "logical consequence's":- i.e. if the child is late for dinner, they are made to go without

Eating.

Grounding: - not allowing them to do anything but what is (according to the parents) necessary.

Isolation: - giving them "time outs", alone and away from everyone else.

2.8. The effectiveness of physical punishment

In the debate on physical punishment there have been dominate view, firstly there are those who argue that physical punishment is legitimate forms of instilling discipline that has been used through the history of human being to constrain children's behavior. The view was back to ancient time and some physical punishment of children (Lahey .B.2000). The second view of physical punishment depends on how often it is used and the level of physical force exerted .The argument is not frequent and does not involve the use of intensive exercises (Lahey.B.2000).

The third argument is that physical punishment neither desirable nor effective as modern method of dieseline children. The view is that or my form of physical violence threat of violence against children is a functional violating of their rights as human beings and nor many counties productive. Both pre or portal punishment argument and that advocating mandate use of physical punishment how been greatly dislocated by imaging knowledge regarding children development Psychology.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. DESIGN OF THE STUDY

To study this paper, the researcher would employed use descriptive study the reason that method was enables the researcher to collect data from large number of population and by using mixed approach (to generate quantitative by using numerical, table and percentage and for qualitative data by using thematic approach).

3.2. STUDY AREA

The study would be conducted southern Ethiopia, gurage zone in gubure town in aba feranisa elementary school because data would be collected daily. Gubure was one of the special towns in the southern nation nationalities and peoples region (SNNPR) of Ethiopia .Gubure was bordered On the south east by the hadiya ,on the west yem special woreda ,on the north and east oromia region and on the south east by silte.

The administrative center of gubure is wolkite, is the largest town in gurage.This town is located 158km and 255km far from the capital city of Ethiopia Addis Ababa and regional city hawassa respectively. Most of the habitants or peoples in the town are participating in commercial activities and services an economic source of their livelihood.

The school located in Wolkite in gubera town in 01 Keble. The study would be conducted in worm particularly in aba Feransa elementary School. Abaferansa established in 1935.This school incorporates student study from grade one to grade eight.

3.3. Population of the study

The total population of the student in this School were 240(116 Male and 124Female).The target population for this study would be grade eight students those who live in gubera aba feransa elementary school. The total number of populations in this study would be 240 Student there for 116 Male and 124 Female in grade eight abaferansa elementary school students.

3.4. Sampling Size and sampling technique

The total number of the population in this study would be 240.from these total population 70 respondents would be taken in 2011E.C .The researcher would be use probability sampling

method particularly systematic random sampling technique for the purpose of the study. Because it provide fair way of select simple from give population that means give equal chance of all physical punish Male and female. This sample size was determined based on the following sample.

Mathematical calculation for determining sample size

Where n = Sample size

$$n = \frac{N}{1 + N(e)^2}$$

N =total population

(e) = margin of error

Were

$$N = 240$$

$$e = 0.1$$

$$n = \frac{N}{1 + N(e)^2}$$

$$\frac{240}{1 + 240(0.1)^2}$$

$$\frac{240}{3.4}$$

$$= 70$$

3.5. Data collection instrument

Questionnaire would be the main tool applies to collect data. Both open and close ended questionnaires would use. The questionnaire used to assess the cause, type and consequence of physical Punishment on student's behavior. The questionnaire would interpret to make it clear to the respondent

3.6. Data collection procedure

While conducting this were researcher the following procedure would be makes so this primary data was collected by questioners.

After collecting data both qualitative and quantitative tools was employed. The data that collect by close ended questionnaires was analyzed by using percentage, tabulations and statements. Similarly open ended questionnaires were analyzed by words.

3.7. DATA ANALYSIS

While conducting this research the following procedure would be made, so this study used primary data. Primary data was collected by questioners.

After collecting data both qualitative and quantitative tools would be employed. The data that collected by close ended questionnaires was analyzed by using percentage, tabulations and statements. Similarly open ended questionnaires would be analyzed by words.

3.9. Ethical consideration

Ethical issue was considering in all aspects of research process. Some or the most important aspect is the following

*The respondent information kept confidentiality

*The researcher did not force the respondent and tell them participant voluntary and trying to have good communication and avoid discrimination stereotype and do not record without voluntary of the workers and I was give the letters for those institution

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

This chapter concerns with data analysis and interpretation on the cause, type and consequence of physical punishment on students behavior

This provides information about the characteristics of the respondents of gender, age, and grade level Religion, family and place to live and so on

Table 4.1: show the respondent back ground those are sex, age, grade level, religion, whom to live and where to li

Variable	Frequency	Valid percent
Sex		
female	36	51.4%
Valid		
male	34	48.6%
Total	70	100%
Age		
14-16	36	51.4%
17-19	24	34.3%
20-22	10	14.3%
Total	70	100%
Grade level		
Eight	70	100%

Religion		
Orthodox	19	27.1 %
protestant	17	24.3 %
Muslim	27	38.6 %
Catholic	3	4.3 %
Adventists	4	5.7 %
Total	70	100.0%
With home to live		
with Mather and father	27	38.6%
with only father	12	17.1 %
with only mater	17	24.3 %
with brother and sister	8	11.4 %
with neighbor	6	8.6 %
Total	70	100.0 %

Where to live		32.9 %
	25	67.1 %
Rural	45	
Urban		
	70	100.0
Total		

As can be seen from the above table 1 the majority 36(51.4%) of the respondent were female and 34(48.6%) of the respondents were male.

And the majority 36(51%) of the respondent age were between 14-16 and 24(34.3%) of the respondent age were 17-19 and 10(14.3%) of the respondent age were 20-22

And educational status of respondent from all of grade 8 students.

Religion of the respondent the majority 27(38%) of the respondent were Muslim and 19(26.8%), Of the respondent were orthodox of the respondent

The majority the respondent were live with

The majority 27(36.6%) of respondent were live with for mother and father and 17(24.3%) of the respondent family live with only mother.

47(66.2%) of the respondent live in urban area and the other 23(32.4%)of the Table respondent live rural.

Table 2 the back ground of the respondent family educational status, work status, marital status, and income in monthly and living area

	Frequency	Valid percent
Educational status		
Illiterate	16	22.9
primary school		
Secondary	24	34.3
College	13	18.6
Total	17	24.3
	70	100
Work status		
Private(merchant)	33	47
government	11	15.7
Farmer	19	27.1
unemployed	7	10
Total	70	100.0
Marital status		
Married		50.0
Single	35	21.4
separation because of work	15	15.7
Divorce		12.9
Total	11	

	9	100.0
	70	
Monthly income		
<500	8	11.4
600-1000		12.9
1100-1500	9	12.9
1600-2000	9	12.9
>2000		
Total	14	20.0
	30	42.9
	70	100.0
Living area		
Rural		
Urban	25	35.7
Total	45	64.3
	100	100.0

. As can be seen from the above table shows that the educational statuses of the respondent family and the majority 24(33.4%) of the respondent family were to finished elementary school and 17(24,3%) were to finished collage and above. And work statues of the respondent family were the majority 25(35.2%) of the respondent family were private work and 19(27.1%) of the respondent family were farmer person. And the marital status of the respondent family and the majority 35(49.3%) of the respondent family were married or live together and 15(21.7%) of the respondent family were single. Monthly income of the respondent family majority 30(42.3%) of the respondent were paid above 2000 and 14(20%) of the respondent family to

gain less 1600-2000. and that the living area of the respondent and the majority 45(63.4%)of the respondent family live in urban area and the left 25(35.2%)of respondent family live in rural

Table 3 punishment in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	60	84.5	85.7	85.7
	No	10	14.1	14.3	100.0
	Total	70	98.6	100.0	
Missing	System	1	1.4		
Total		71	100.0		

As can be seen from the above table 3 shows the majority 60(84.5%) of the student to agree to there is punishment in school and 10(14.3) of the respondent say that there is no punishment in school

table 4 punishment in school student to show miss behavior

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	64	90.1	91.4	91.4
	No	6	8.5	8.6	100.0
	Total	70	98.6	100.0	
Missing	System	1	1.4		
Total		71	100.0		

As can be seen from the above table 4 show that 64(90.1%) of the respondent say that the teacher punish when we show miss behavior and the other 6(8.5%) students say that the teacher not punish when we show miss behavior.

Table 5 cause of punishment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	when you do not home work	22	31.0	31.4	31.4
	class disturbance	22	31.0	31.4	62.9
	feud with friends	16	22.5	22.9	85.7
	when we late in class	10	14.1	14.3	100.0
	Total	70	98.6	100.0	
Missing	System	1	1.4		
Total		71	100.0		

As can be seen from the above table 5 show that types of misbehavior the student show and the majority 22(31.4%)of the student punish because of when do not homework and disturber class and 16(22.9%) and 10(14.3%) of the students were feud with friends and when we late in class respectively.

Table 6 types of punishment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid out of the class	43	60.6	61.4	61.4
kicking box	6	8.5	8.6	70.0
slosh a face	8	11.3	11.4	81.4
biting with stick	5	7.0	7.1	88.6
5.00	8	11.3	11.4	100.0
Total	70	98.6	100.0	
Missing System	1	1.4		
Total	71	100.0		

As can be seen from the above table 6 shows that types of punishment on their school and most of the time 43 (60.6%) the teachers to punish the student out of the class and 8(11.4%) of the student were punish by slosh a face type of physical punishment.

Table 7 agree and dis agree to that physical punishment damage body

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid YES	49	69.0	70.0	70.0
NO	21	29.6	30.0	100.0
Total	70	98.6	100.0	
Missing System	1	1.4		
Total	71	100.0		

As can be seen from the above table 7 show that 49(70%) agree there is physical punishment in school that cause damage and the other were 21(30%) say no

Table 8 types of physical punishment

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	.kicking in stick	21	29.6	30.0	30.0
	Smack	12	16.9	17.1	47.1
	stay on the sun	15	21.1	21.4	68.6
	getting pen between fingers	6	8.5	8.6	77.1
	breaking their teeth	12	16.9	17.1	94.3
	pinch their ear	4	5.6	5.7	100.0
	Total	70	98.6	100.0	
Missing	System	1	1.4		
Total		71	100.0		

As can be seen from the above table 8 show that type of punishment cause physical damage the majority 21(29.6%) say that kicking in stick and 15(21%) stay on the sun 12(16.9%) smack and breaking teeth and 6(8.5%) and 4 (5.6%) were getting pen b/n finger and pinch their ear respectively.

Table 9 students told for family when to punish teachers

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Yes	24	33.8	34.3	34.3
	No	46	64.8	65.7	100.0
	Total	70	98.6	100.0	
Missing	System	1	1.4		
Total		71	100.0		

As can be seen from the above table 9 show that the student to punish in school that told their family that the majority

Of the student 46(65.7%) of the respondent do not tell and 24(33.8%) of the student not tell

Table 10 consequence of physical punishment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	accessed teacher	22	31.0	31.4
	accused school	34	47.9	80.0
	miss from school	6	8.5	88.6
	with draw from school	8	11.3	100.0
	Total	70	98.6	100.0
Missing	System	1	1.4	
Total		71	100.0	

As can be seen from the above table 10 show that based on table the respondent say yes to tell the family and the family what do thing the majority of the student family 34(47%) accused the school and 22(31,4%) of the respondent with draw from school and miss from school.

Table 11 types of physical punishment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	withdraw from class	23	32.4	32.9
	stay on sun	13	18.3	51.4
	getting pen between finger	12	16.9	68.6
	withdraw from school	13	18.3	87.1
	batting with sticks	9	12.7	100.0
	Total	70	98.6	100.0
Missing	System	1	1.4	
Total		71	100.0	

As can be seen from the above table 11 show that most of the time the respondent to punish 23(32.4%)withdraw from class 13(18%) punish stay on the sun and withdraw the school and 12(16.9%) and 9(12.7%)were punish getting pen b/n finger and betting with stick respectively.

Table 12 number of punishment in weekly

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	28	39.4	40.0
	2	28	39.4	80.0
	3	14	19.7	100.0
	Total	70	98.6	100.0
Missing	System	1	1.4	
Total		71	100.0	

As can be seen from the above table 12 shows that how many time punish in weekly most the respondent say that 28(40%) punish 1 and 2 and 14(20%)were 3

Table 13 consequence of physical punishment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never reaped our miss behavior	18	25.4	25.7
	obedience of teacher	18	25.4	51.4
	not obedience	20	28.2	80.0
	with draw from school	9	12.7	92.9
	we think to stop in the school	5	7.0	100.0
	Total	70	98.6	100.0
Missing	System	1	1.4	
Total		71	100.0	

As can be seen from the above table13 show that the respondent think when your teacher punish the majority 20(28.6%) of the respondent after punishment not obedience the teacher and 18(25.7%) of the respondent were obedience the teacher.

Table 14 attitudes for punishment

3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Punishment is fair	14	19.7	20.0
	punishment is unfair	22	31.0	51.4
	hating the subject	16	22.5	74.3
	not responsible for our misbehavior	11	15.5	90.0
	hating the teacher	7	9.9	100.0

Total		70	98.6	100.0	
Missing	System	1	1.4		
Total		71	100.0		

As can be seen from the above table 14 show that the respondent attitude to punishment and most 22(31.4%) of the student to perceive or judge punishment is unfair and 16(22.9%), were the respondent hating the subject,.

Table 15 consequence of physical punishment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	55	77.5	78.6	78.6
	No	15	21.1	21.4	100.0
	Total	70	98.6	100.0	
Missing	System	1	1.4		
Total		71	100.0		

As can be seen from the above table 15 show that is there withdraw from school b/c of physical punishment the majority 55(78.6%) of the respondent were yes and 15(21.4%) of the respondent no.

Table 16 number of student to withdraw to school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.one	15	21.1	21.4	21.4
	Two	25	35.2	35.7	57.1
	Three	17	23.9	24.3	81.4
	Four	8	11.3	11.4	92.9
	Five	5	7.0	7.1	100.0
	Total	70	98.6	100.0	
Missing	System	1	1.4		
Total		71	100.0		

As can be seen from the above table 16 show that based on table 25 if yes how many student with draw ? the majority 25(35.7%) of the respondent were say 2 and 17(24.3%),15(21.4%),8(11.3%) and 5(7%) of the respondent were say 3,1,4 and 5 respectively.

Table 17 feeling of the student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	68	95.8	97.1	97.1
	No	2	2.8	2.9	100.0
	Total	70	98.6	100.0	
Missing	System	1	1.4		
Total		71	100.0		

As can be seen from the above table 17 show that the is there your brake feeling when your teacher abuse the majority 68(97.1%) of the respondent were say yes and 2(2.9%) of the respondent say no.

Table 18 consequence of physical punishment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Aggressed	25	35.2	35.7	35.7
	Hopelessness	25	35.2	35.7	71.4
	holding ridinict	9	12.7	12.9	84.3
	thinking to with draw	7	9.9	10.0	94.3
	Correcting mistake	4	5.6	5.7	100.0
	Total	70	98.6	100.0	
Missing	System	1	1.4		
Total		71	100.0		

As can be seen from the above table 18 shows that the felling or consequence of punishment on respondents the majority 25(35.7%) of the respondent fill aggressed and hopelessness and 9(12.9%)of the respondent feel, holding ridinict, thinking to withdraw.

Table 19 perception of physical punishment for students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correcting misbehavior	17	23.9	24.3	24.3
	Aggression	25	35.2	35.7	60.0
	to minimize interest of learning	14	19.7	20.0	80.0
	to reduced self esteem	10	14.1	14.3	94.3
	to hold ridinict	4	5.6	5.7	100.0

Total		70	98.6	100.0	
Missing	System	1	1.4		
Total		71	100.0		

As can be seen from the above table 19 show that is the perception of why the teacher abuse you the majority 25(35.5%) of the respondent say that for aggression and 17(24.3%), of the respondent were fell correcting misbehavior.

Table 20 consequence of physical punishment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	51	71.8	72.9	72.9
	No	19	26.8	27.1	100.0
	Total	70	98.6	100.0	
Missing	System	1	1.4		
Total		71	100.0		

As can be seen from the above table 20 show that is there student absent from school because of teachers abuse were the majority 51(72.9%) of the respondent were say yes and 19 (27.1%) were no

Table 21 number of student miss from school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.1	19	26.8	27.1	27.1
	2	44	62.0	62.9	90.0
	3	6	8.5	8.6	98.6
	Above 4	1	1.4	1.4	100.0
	Total	70	98.6	100.0	
Missing	System	1	1.4		
Total		71	100.0		

As can be seen from the above table 21 show that based on table 20 how many students the majority 44(62.9%) of the respondent were 2 and 19(26.8%) were 1 and 6(8.6%) and 1(1.4%) of the respondent were 3and4 respectively.

Table 22 agree and dis agree for physical punishment to damage physically

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	19	26.8	27.1	27.1
	NO	51	71.8	72.9	100.0
	Total	70	98.6	100.0	
Missing	System	1	1.4		
Total		71	100.0		

Table 22

As can be seen from the above table 22 shows that who was going to clinic get first aid because of physical punishment the majority 51 (71.9%) of the respondent no and the majority 19(27.1%)Of the respondent say yes.

Table 23 number of student to damage physical punishment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.1	51	71.8	72.9	72.9
	2	18	25.4	25.7	98.6
	Above 3	1	1.4	1.4	100.0
	Total	70	98.6	100.0	
Missing	System	1	1.4		
Total		71	100.0		

As can be seen from the above table23 show that based on table 31 how many well the majority 51 (71.9%)of the student say tha 1 and 18(25.7%) and 1(25.4%) of the respondent say 2and 3 respectively.

Table 24 types of punishment**3**

	Frequency	Percent	Valid Percent	Cumulative Percent
	Decrease grade	3	4.2	4.3
Valid	getting out of the class	6	8.5	12.9
	giving advice	61	85.9	100.0
	Total	70	98.6	100.0
Missing	System	1	1.4	
Total		71	100.0	

As can be seen from the table 24 show that in what type of punishment to correct miss behavior the majority 61(87.1%) of the respondent says giving advice an

CHAPTER FIVE

5. Discussion

The purpose of this study mainly focused on discussing about all the result the researcher has identified in this study based on the data collected through one instruments. This study has attempted to assess the cause, type and consequence of physical punishment on elementary school student's behavior. According to the study it tried look the consequence physical punishment on student behavior. As can be seen in the result grade 8th students result about 64 % of participants were responded agree on the physical punishment leads students to be aggression and lack of self-confidence. The result of (John W.S 2005) shows us there are serious dangers in inherent in the use of any form of punishment that must be weighed against its potential benefits and it became a similar with this study. Punishment is negative consequence that leads to a reduction in the frequency of behavior that produced it. (Lahey B .2000). This also makes similar with my study.

Most response was reported for the consequence of physical punishment on students behavior links with aggressiveness, mental retardation, lack of self-confidence, demoralizing, inferiority and bleeding the finding was consistent with the finding reported by (marry .W, 2009, the consequence of physical punishments on the behavior and development links with aggression mental health problems and child abuse so further are so interrelated in such complex manner with so many potentialities cause that the contribution of physical punishment may be seem impossible to unpick. Furthermore because physical punishment of children so common it is hard to identify control group of non-smackers.

In many research finding the result clearly shows that the respondents responded 35% were responded that physical punishment not shaping the behavior of students. The finding was consistent with the finding reported by (Elizabeth T.G. 2003), physical punishment is defined as the use of physical force with the intension of causing children to experience bodily pain or discomfort so as to correct or punish children's behavior. This definition includes light physical force such as slapping child's hands as well as behavior physical force including heating children with hard objects such as wooden spoon or paddle. However, physical punishment does not refer only to hitting children as forms of discipline; it also includes other practice that involves purpose fully causing children experience. It has also consequence physical punishment also

includes washing child's lounge, focusing to stand or in painful positions for long period of time and compelling a child to engage in exercise or physical exertion.

In my research findings clearly shows that physical punishment has impact on students behavior when punish like aggressive and inferiority. In addition to this most of the participants argue that physical punishment not shaping the behavior of students.

CHAPTER SIX

6. SUMMARY, CONCLUSION AND RECOMMENDATION

6.1. Summary

The main purpose of this study was to assess the cause, type and consequence of physical punishment on student's behavior. The researcher had formulated the following leading questions.

- Do teacher use physical punishment to adjust student misbehavior?
- What kinds of punishment prefer to handle student misbehavior?
- What are the consequence of physical punishment on discipline of the students?

To get answer for those question, the researcher was conducted this study from aba feransa elementary school. The researcher selected 68students and 2 teachers from the total population of 240. The researchers collected and organized relate literature and previous research findings, and then based on the literature review. The researcher employed both close and open ended questionnaires consist of 40 items and administered 70 students and teachers whom researchers chose to be selected population.

Generally, based on the data collected from the participants by using questionnaire the analysis of the data made through qualitative and quantitative tools. Researcher selected the participant by using systematic sampling technique from the total population. From the result of the study conclusion and recommendation are drawn.

6.2. Conclusion

Based on the analysis and interpretation of the data made based on the response of respondents the following findings were obtained.

- Teacher use other type of punishment beside physical punishment like advice and learning consequence of bad behavior.
- Teacher punishing their children by using pinch, slapping, insult and stick.
- Most the respondents punish their students immediately when they misbehave.
- Most respondents disagree with the punishment of students at every time when they misbehave.
- Most of the respondents argue that physical punishment not shaping their students misbehavior
- Physical punishment leads students to be fearful and shine.
- Physical punishment has impact on students when punish like aggressive and inferiority.

6.3. Recommendation

In this study the I will like to recommend the following points based on the finding results.

- Teacher should prefer another types of punishment to punchy their children like giving a dive, because, physical punishment has its impact on children.
- Student right protection bodies should work collaborative with the teacher in order to minimize physical punishment that effect on student.
- Media play vital role by creating awareness about the effect of physical punishment on students.
- Keble meeting, social training and school parental meeting should available in order to discuss about the effect of physical punishment.
- Counselor should play a role by giving counseling service for students those are suffered by punishment.

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APPENDEXCE

ለአባፈራንሳ አንደኛ ደረጃ ት/ት

ለአባፍራንሳ የመጀመሪያ ደረጃ ት/ ቤት ለ 8 ክፍል ተማሪዎች የተዘጋጀ ጥያቄዎች

የዚጥናት አላማወብ አባፈራንሳ ት/ት ቤትያ ለተማሪዎች ጥፋት ሲያጠፉ ምን ዓይነት አካላዊ ቅጣት እንደሚከተል ማወቅ እና እነሱን ለማስተካከል መሥሪያዎች የሚደርጉትን ጥረት ለማወቅ ወ፡ ስለዚህ ምስጢራዊነት ተበእናን ተናበእኔ መካከል ይቆያል የምስጢራዊ መረጃ እውነት ሆኖ ተመሰረተ እንዲሆን በአክብሮት እጠይቃለሁ ለቀናት ብራቹ ከልብ አላማ ግና ለሁ፡ ፡

መመሪያ፡- የተሰጡ ባዶ ቦታዎች ከተጠቀሱት አሜሪካኛ መካከል መርጣቹ ይህን (✓) ምልክት በማስቀመጥ መልሱ

ምዕራፍ አንድ የግል መረጃ

1. ስም
2. ዕድሜ-----
3. የክፍል ደረጃ-----
4. ሀይማኖት (religion) አርቶዶክስ ፕሮቴስታንት ማስሊም
- ካቶሊክ አድቨንቲ ሌላ ምክላለይ ጠቀስ

5. ከማን ጋር ነ ወይ ምትኖረ ወ/ሪ ው?

- ከእናት እና ከአባት ጋር
- ከጎረቤት ጋር ከወንድም እና ከእህት ጋር
- አባት ጋር ብቻ ከዘመድ ጋር ከእናት ጋር ብቻ

ሌሎች ምክላለይ ጠቀስ-----

6 የ ማኅበራት ቦታ

ገብር ከተማ

ምዕራፍ ሁለት የቤተሰብ መረጃ

1. የትምህርትሁኔታ

መጣ ፍና ማን በብዙ ማጭቻል

ደግሪ እና ከዛ ምብላይያ ለው

አንደኛ ደረጃ ያለው ጠናቀቀ

ሁለተኛ ደረጃ ያለው ጠናቀቀ

ሌላ ምክላይ ጠቅሰ (other)

2. የስራሁኔታ

የግል (ነጋዴ)

የመንግስት

ገበሬ

ስራ የለሌ ሰው (un employ)

ሌላ ምክላይ ጠቅሰ

3. የጋብቻሁኔታ (marital stuetes)

ያገባ አግብቶ ፈታ ()

ያላገባ (ሌላ ምክላይ ጠቅሰ)

የተለያየ

4. የገቢሁኔታ በወር

100 - 500 1100-1500 2100-2500 3000 በላይ

600-1000 1600-2000 2600-3000

5. የሚከሩበት ቦታ

ገብር ከተማ

ምዕራፍ ሰባት ለተማሪዎች አጠቃላይ ጥያቄ

1. እናንተት/ ቤት ቅጣት አለ

አለ የለም

2. እናንተ ተማሪዎች ጥፋት ስታጠፉ አስተማሪዎቻችሁ ይቀጣቸዎታል?

አዎ አይቀጠኝም

3. እናንተ ተማሪዎች ምን ዓይነት ጥፋት ስታጠፉ ነው አስተማሪዎቻችሁ የሚቀጠሉት?

የቤት ስራ ስራ ስራ ተቀሩ ከጎደኞቻችሁ ጋር ስትጣሉ
ስትረብሹ ሰዓት ስታረፍዱ ሌሎች ምክሉ ይጠቀሱ.....

4. እናንተ ት/ት ቤት ምን ዓይነት ቅጣት ነው ያለው?

ከክፍል ማከወጣት በጥፊ መምታት ያመጣጠት
በቦክስ መምታት በዳላ መምታት ሌሎች ምክሉ ይጠቀሱ.....

5. እናንተ ትምህርት ቤት አስተማሪዎቻችሁ አካላችሁ ላይ ጉዳት የሚደርስ ቅጣት ተጠቅሞቻችሁ ወቃሉ?

አዎ አያወቁም

6. ከላይ ባለው ጥያቄ መሰረት መጻፍ ላይ አዎ ከሆነ አስተማሪዎቻችሁ ምን ዓይነት ቅጣት ሲቀጣቸዎት ነው ወይስ አይደለም?
ይጉዳት የሚደርስው?

በዳላ ሲመቱን አስጎን ብሰው ጆራችንን እንደንይዝ ሲደርጉን
ፀሐይ ላይ ሲያንበረክኩን ጉልበታችን ሲለጥ ጥርሳችንን ሲመቱን
በስክብር ተጠቅሞችን ሲቆልፉን ሌሎች ምክሉ ይጠቀሱ.....

7. አስተማሪዎቻችሁ አካላችሁ ላይ ጉዳት የሚደርስ ቅጣት ሲቀጣቸዎት ሆስፒታል ቤተሰብ ትናን ራላች?

አዎ አንናገርም

ተስፋ እንቆርጣለን እንታረማለን

ቂም እኒ ዝባቸዋለን

17. ብዙጊ ዜአስተማሪዎቻችሁ የሚሰጡት ስራዎች ለሌሎች ለማይሆኑ ለ

እኛ እንደንሰተካከል የበታችኑ ትስማሪ እንዲሰማን

እንደንናደድ ቂም እንደኒ ዝባቸው

የመግቢያ ልማት ስራዎችን እንዲቀንስ ሌሎችም ያሉ መቀሰ... ..

18. አስተማሪዎቻችሁ በሙያ ገር አቸውን ገር የሰጡት ስራዎች / የልብስ ብራት ደርሶባቸው ከትምህርት ገንቢዎቻቸው ጋር ጠዋታ ማድረግ ወቅተኛ ስራዎች አሉ

አዎ የሉም

19. ካሉበቁጥር ስንት ይሆናሉ

1-5 5-10 ከ10 በላይ

20. እናንተ ተማሪዎች አስተማሪዎቻችሁ በሙያ ገር አቸውን ገር የሰጡት ስራዎች ለሌሎች ለማይሆኑ ለ ወይም ለሌሎች ለማይሆኑ ለ

አዎ የሉም

21. በጥያቄ ቁጥር 20 መሠረት መሰረት ስራዎች ስንት ይሆናሉ?

1-5 6-9 10-15 16 በላይ

22. እናንተ ተማሪዎች አስተማሪዎቻችሁ ለሌሎች ለማይሆኑ ለ

ልትመላሱ ወይም ለትስተካከሉ የምትችሉት

ወጠቅሱት ከክፍል ሲያሰጡ ክርክር ለማሰብ ሲሰጡ

ከትምህርት ቤት ሲባርሩን ሌሎችም ያሉ መቀሰ... ..

Declaration

I under signed declare that this research study paper is my original work and has not been presented for a degree in any other university, and all the material used for this study have been duly acknowledged.

Name of student: **HIRUT SHIFERAW**

Date

Signature.....