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ABSTRACT

This study explored how corporal punishment affects academic performance in secondary schools in Mogadishu, Somalia. This research used the X and Y theories advanced by Douglas McGregor. 1940 students from eight secondary schools, 100 parents, 34 head teachers, and 68 disciplinary committee teachers were planned. The sample included 307 respondents, who were divided as follows: 261 secondary students, 30 selected parents, eight selected schools, eight head teachers, and eight teachers on disciplinary committees. Professional judgment determined the content's validity. The test-retest method assessed instrument reliability. Expertise ensured questionnaire validity. The study employed cross-sectional survey methodologies. A questionnaire, interview script, and document review were the main data collection methods. The study randomly chose government and private secondary schools in Mogadishu to examine corporal punishment. More teachers are adopting corporal punishment, resulting in more serious school injuries. PSS quantitative data analysis solely used descriptive statistics like frequencies, percentages, averages, and standard deviations. Charts, bar graphs, and frequency tables showed the study results. Objective-based themes narrate qualitative data. The study indicated that in public and private secondary schools, corporal punishment lowers academic performance. Parents opposed school corporal punishment. Few parents disagreed that corporal punishment worked. Corporal punishment has detrimental impacts and does not sustain discipline, according to this study. This study may help stakeholders and education ministry policymakers understand that caning causes school delinquency, rebellion, and enmity. Finally, aggressive discipline damages students physically, psychologically, and academically. Corporal punishment in schools demeans and hampers students.

Keywords: Punishment, Students' Discipline and Academic Performance.

INTRODUCTION

Around the world, many nations are passing laws to shield kids from physical punishment. Children in Somalia are among the 75% of children worldwide who have some protection from physical punishment in school. Our goal is to ensure that all our children receive protection on paper and reality. Investment in human capital might take the form of education. It advances economic growth and increases the income of the underprivileged (Moyoetal., 2022).

Articles 30(1) and (2) of the Somali Constitution state that every citizen has the constitutional right to free education up to and including secondary school. As a result, the Ministry of Education, Culture, and Higher Education (MoEcHE 2008) states that the goal of Somali education and training is to emphasize the development of a person's personality to enable them to fit in the society as a productive and civic individual. Boys and girls are frequently subjected to corporal punishment in various ways and for different reasons. According to data from multiple research studies, boys typically receive greater physical punishment than girls (Lokotet al., 2020). According to research done in Durban, South Africa, boys are supposed to bear the brutality of physical punishment as a sign of their manhood (Steinbach, 2021). According to the study, using physical punishment to train boys to tolerate pain effectively evolved into a method of shaping boys into manly individuals. Girls can still be physically punished, even though boys can be subjected to it more frequently. For girls taking part in a study in Malawi, corporal punishment was the most reported form of abuse (Finkelhor et al., 2019). The use of corporal punishment to retain control over students in an educational context, whether applied to boys or girls, is every day (Mahlangu, P. et al, 2021).

Teachers in Africa who employ physical punishment claim that by doing so, parents and teachers lose control over their charges, which has led to the continent's high failure rate since there is a relationship between student accomplishments and discipline (Hunter & Morrell, 2021). It is also crucial to recognize that some instructors' resistance to change in conflict resolution may be the root of their unwillingness to accept the prohibition on corporal punishment (Lumato & Mwila, 2022). They could not be willing to adapt and pick up new abilities,

which would explain their frustration. As noted by Kalisti (2021), there is a rising worry that some teachers are focused on and even obsessed with physical punishment, even though its efficacy is still up for debate, and it is still used in households. A handful of schools openly discuss their use of corporal punishment to demonstrate their resistance, even if principals and teachers know it is against the law (Everhart, 2022). This is because it is a known fact that some parents agree with teachers beating their children (McDougall et al., 2021).

According to Saleemet al. (2021), some teachers claim that out of frustration and desperation to maintain discipline in schools; they occasionally use corporal punishment with or without the support and consent of parents. They also claim that they sometimes send a note to the parent requesting that they punish the child for something they did at school. According to Zakirah (2023), emotional and psychological impacts can significantly affect a person even though the physical harm done to the body can be addressed. According to Mnisi (2021), significant evidence links corporal punishment to several detrimental emotional and psychological effects. Deteriorated parent-child trust, aggression toward siblings, sadness and anger, crying, fear, embarrassment, withdrawal, and compliance, bullying and disobedience, poor mental health, weaker internalization of moral values, anti-social behavior, poor adult adjustment, depression, withdrawal, sleep disturbances, avoidance of school, learning issues, loss of self-esteem, and delinquency are a few examples of the adverse emotional and psychological outcomes.

Additionally, studies show that using physical punishment as a discipline is ineffective because it does not teach children alternative behaviors. Children who have been physically punished typically feel resentful, humiliated, and helpless afterwards, but they still misbehave because they have learned to avoid being caught (Abbaset al., 2020).

The Ministry of Education, Culture, and Higher Education (2017) asserts that improved political stability, new educational programs, and strong governance have increased the number of students attending school since 2014. Lower primary and upper primary students with inclusive ABE studied in the afternoon while secondary students studied in the morning under the double shift education system. As mandated by the Ministry of Education, this helped to achieve a balanced student-to-teacher ratio of 1:45. At that time, maintaining order in classes and across the school was simple. While there was some indiscipline, it was not particularly unusual (MoECHE, 2018).

They are trying to teach students basic manners to support and uphold positive habits they have acquired at home (Nkarichia, 2021). Having a conducive, efficient, and well-run school is one of the discipline objectives in secondary school administration. This is accomplished by implementing carefully thought-out rules and regulations that inform pupils of what they are expected to do and refrain from doing while working to create effective secondary schools with outstanding discipline. The use of reward systems, pastoral teaching, encouraging positive behavior, mentoring, counselling, and other techniques are examples of ways to maintain discipline (Lynnette et al., 2021). When positive motivation does not work, damaging penalties are applied. Several types of punishment can produce different outcomes. Specific modes of discipline are thought to increase cases of high truthfulness and indiscipline.

Some schools have switched to boarding sections to keep up with the increasingly fierce rivalry among students, schools, and national-level exams. Also, because of this, children spend more time at school than with their parents. They are believed to be more likely to develop risky behaviors, including smoking, substance misuse, and derogatory language (Ball, 2021). Additionally, there is the worry that indiscipline has assumed new forms with an increase in violence, drug use and sales, theft, and disregard for school rules and regulations, which has led to widespread use of corporal punishment, student expulsion and suspension from schools, an increase in cases of arson in schools, and issues that extend beyond educational institutions.

Problem Statement

The use of corporal punishment as a form of discipline by school personnel has been linked to an increase in the number of students who sustain significant injuries while attending school. The use of corporal punishment in schools occurs on a massive scale and in a manner that is non-compliant with the norms and regulations that have been established by the Ministry of Education and Training (School Guideline and Procedures, 1978). High rates of disengagement from school, indifference to study, and exam carelessness are all problems in secondary education where corporal punishment is used. Some principals and educators are on board with using corporal punishment in the classroom, while others are completely against it.

Despite this, the use of physical punishment is still commonplace in Somali schools. It is not known whether the extensive use of corporal punishment in Somali schools does in fact boost the students' academic performance. The purpose of this study is to determine whether the use of corporal punishment has an influence on the students' academic performance.

Purpose of Study

The purpose of the study was to find out how corporal punishment affects students' academic performance in secondary schools in Mogadishu, Benadir Region, Somalia.

Hypothesis

The study hypothesis is that:

Corporal punishment significantly impacts students' academic performance in secondary schools in Mogadishu, Benadir Region, and Somalia.

LITERATURE REVIEW

According to Gcelu et al, (2020), some complainants think that corporal punishment is an essential component of upbringing and education and that children learn from being smacked and beaten; if they are not hit and beat, they won't develop the following values: respect for parents and teachers, a sense of right and wrong, compliance with rules, and hard work. Therefore, without physical punishment, children will become spoiled and unruly. According to Tadesse (2019), who disputes the prior claim, corporal punishment is not justifiable because it is frequently employed in a routine, unreasonable, and unfair manner and serves more often as an outlet for adults' pent-up emotions than as an attempt to educate children. The opponents of corporal punishment stress that it is never acceptable to let youngsters suffer for the problems of actual adults. Furthermore, Khewu (2012) concurs that there is no convincing evidence that corporal punishment improves classroom discipline, fosters the development of children's moral character, or increases students' respect for teachers or other authority figures. This is because corporal punishment does not teach a child appropriate behavior; without the replacement behavior being prepared, there will be nothing to replace inappropriate behavior. According to Amin(2012), there is a world of difference between children or ordinary citizens going around beating each other, locking each other up, and demanding monetary tributes (such as lunch money) and legitimate authorities—the judiciary, parents, or teachers—using punitive powers responsibly to punish wrongdoing. There is a significant moral difference, and there is no reason why children shouldn't learn about it. Disciplining children for bad behavior seem to be a pivotal way to do this. Parents and teachers may underestimate the expressive role of punishment and people's capacity to comprehend it if they claim that children can only understand the cruder version of the abovementioned message. There is insufficient evidence that the properly restricted use of corporal punishment increases violence, even though those who are beaten do so. It may not be that the sentence sent this message but being subjected to the willful infliction of pain causes rage, which is released through acts of violence against others. Ngubane(2018), supports this viewpoint by noting that a seat on the bottom draws a child's attention who is running toward the street, unaware of the cars passing by, or a child's hand is reaching toward the lit burner on the stove may be considered an appropriate form of discipline to prevent injury and keep your child out of harm's way. Willems (2012), states that there are instances of abuse and abusive physical punishment, but this does not indicate a causal link between corporal punishment and abuse, nor has a study into this topic yielded any noticeable results. Some studies have claimed that violent parents discipline their children more harshly than nonviolent parents, while others have refuted this claim. These findings are inconclusive because a survey conducted a year after parental corporal punishment was outlawed in Sweden found that Swedish parents were just as likely to abuse their children severely as parents in the United States, where corporal punishment was common. Based on the studies, people are advised against jumping to conclusions about the abusive effects of corporal punishment. The fact that some parents and teachers use physical discipline against their students in an offensive manner does not prove that corporal punishment is always wrong. If this were the case, it would mean that, for instance, anyone who drinks alcohol before driving is to be punished because some people cannot regulate how much they drink. Governments should condemn the use of corporal punishment that is abusive but not the usage that is not abusive, just as they allow excessive but not moderate alcohol consumption before driving. Ngubane(2018), also opposes the threatening strategy and notes that positive discipline encompasses everything from setting rules and expectations for your children to follow and meet to emphasizing listening skills on your part and that of your child and choosing consequences that will provide teaching opportunities. Therefore, intimidating your child into submission is ineffective. According to Tshella (2022), there is no compelling evidence to support corporal punishment, nor has it been demonstrated to be a significantly effective deterrent. People only have the right to exercise their religion freely if doing so does not violate the law or human rights. Its impact is more likely to be demeaning than restorative. As children carry their human dignity and bodily integrity everywhere they go, corporal punishment, according to those who oppose it, is a crisis that should be honored in all circumstances. Children must be treated with respect, decency, and integrity because they are also people (Sungwa et al., 2022). To allow students to investigate the diversity of religions and the morality and values that underlie them. Mahilall (2021), contends that all religions must be included in the curriculum. According to Thomas (2020), it is crucial to integrate religious education into the curriculum from an early age to foster democratic characteristics in our students and to reinforce their dedication to diversity, tolerance, respect, justice, and compassion. Linder (2019) offers information-sharing sessions where religious organizations give teachings that favor children's rights instead of those infringing on their rights to address the issue. According to Linder (2019), it is essential that religious leaders take part in advocacy strategies. Gibney (2020), disputes the idea that using physical punishment on children is a common practice in parenting. He contends that no culture can be

claimed to "own" corporal discipline and that all communities must renounce it, just as they have disowned other human rights violations that were a part of their cultural traditions.

Martin-Denham(2020), challenges that most parents favor corporal punishment in schools by pointing out that some parents feel helpless and have no choice but to withdraw their children from school rather than put them in a dangerous environment of fear of social rejection. Some people believe that it is undemocratic to prohibit corporal punishment. Since teachers, parents, and broader communities weren't consulted, even though this nation is a democracy, there is no democratic support for abolishing physical punishment (M'muyuri, 2021). Each child's individuality is also thought to play a role in determining how they will react when disciplined. Defenders of physical punishment contend that because every child is unique and does not respond to corporal punishment similarly, it is incorrect to assume that all children are impacted equally by it (Choo et al., 2022). However, the opposition to the ban advises that the children's differences, reliance, developmental stage, and fragility do not diminish their human rights or justify less protection from all forms of violence, including physical punishment. No youngster should be subjected to corporal punishment, regardless of whether they can tolerate it (Sun, 2022).

Methodology and Tool

The study aimed to examine how students in secondary schools in Mogadishu, Somalia, fared academically after receiving corporal punishment (CP). This study aimed to determine if there were any differences in the academic performance of students who received a corporal penalty from their teachers compared to those who received alternatives. It used a survey approach and was descriptive research. Questionnaires were collected from 291 students, 63 parents, eight head teachers, and eight disciplinary teachers who were randomly chosen. *The gathered information was organized and coded. Software called SPSS was used to evaluate the coded data.*

Table 1.1: Target Population

Respondents	Schools
Head Teachers	34
Teachers on Disciplinary Committee	68
Parents	100
Students	1940
Total	2142

Source: Researcher, 2022

Sample Size

The sample size for this study was drawn from the eight (8) secondary schools in Mogadishu, Somalia that were chosen at random, based on accessibility; 8 headteachers from 34 headteachers in 23.53% of the schools (i.e., one from each school) would directly participate given their positions as school administrators and were more knowledgeable on the practice of discipline management in their schools. In addition, because they were well-versed in discipline in terms of adherence to time management, school rules and regulations, and the punishment used by their headteachers of school, 291 of the 1940 secondary students in secondary classes would be randomly selected out of the total. This would make up eight of the total teachers on the disciplinary committee (11.76%, one from each school), 63 of the total 100 parents, and 14%, respectively. Consequently, 307 people in all participated in the study.

Table 1.2: Sample Size

Respondents	Target Population	Percentage	Sample size	Sampled Method
Headteachers	34	23.53	5	Simple random
Disciplinary committee	68	11.76	10	Simple random
Parents	100	63.0	14	Simple random
Students	1940	15.0	278	Simple random
Total	2142		307	

Source: Researcher, 2022

Validity and Reliability of the Research tool

The reliability of the instrument employed in this study was determined by calculating the correlation between test scores using Cronbach's alpha. Table 1.3 displays the findings.

Table 1.3: Results of Reliability Tests

Variable	Cronbach's Alpha Index (α)	Remarks
Corporal Punishment	0.811	Reliable
Student Academic Performance	0.799	Reliable
Total	0.799	Reliable

Source: Pilot Study (2022)

Corporal punishment and student academic achievement had Cronbach alpha values of 0.811 and 0.799, respectively, using SPSS 21.0. According to Mugenda & Mugenda (2003), an alpha coefficient score above 0.7 indicates that the instruments are dependable in the study. Any study with an alpha coefficient between 0.75 and 1.0 is credible, according to Punch (2015). Therefore, the mean Cronbach's Alpha Index (α) value of 0.799 was acceptable and within the suggested range.

RESULTS

Various impacts of corporal punishment on students' academic performance in secondary schools in Mogadishu, Somalia.

Respondents were asked to identify the various effects of corporal punishment on the academic performance of secondary school Students in Mogadishu, Somalia. The results are presented in the table below.

Table 1.4: List of common forms of corporal punishment for students.

Corporal Punishments	Frequency	Percentages
Canning	26	26
Kneeling	23	23
Digging	14	14
Crawling	11	11
Carrying heavy objects	10	10
Hanging	6	6
Pulling ears	6	6
Boxing	2	2
Kicking	2	2
Total	100	100

Source: Primary data

Students were asked to list the corporal punishments they had experienced, according to the study's findings. Students in private schools identified caning as physical corporal punishment by 28% of the students, whereas students in public schools did not mention any physical corporal punishment. Other corporal punishments like kneeling, mentioned by 23% of students, digging, mentioned by 14% of students, crawling, carrying heavy objects, hanging, pulling ears, boxing, and kicking were also considered physical abuse.

Table 1.5: Parents' opinions on the substitutes for corporal punishment

Substitutes for physical Corporal punishment	Parents			
	Private schools		Government schools	
	f	%	f	%
Privilege revocation	14	28	1	2
Detections	10	20	10	20
School exclusion	10	20	0	0
Blame	6	12	0	0
Cleaning the classroom	6	12	2	4
Having the offender leave the classroom	4	8	0	0
Taking misbehaving students to see the principal	0	0	1	2
Guidance and Counseling	0	0	7	14
Parental involvement	0	0	1	2
Sending positions in class	0	0	1	2
No alternative	0	0	21	42

Proper pedagogical practices	0	0	4	8
Total	50	100	50	100

Source: Primary data

The table above shows the various methods of discipline that parents have proposed as alternatives to physical abuse. Only 43% of private school parents surveyed wanted an alternative to corporal punishment, with 20% favoring detention and 14% suggesting guidance and counseling. Contrarily, 28% of private school parents recommended removing privileges, 20% recommended detention, and 20% recommended exclusion. Parents from both groups of schools frequently proposed disciplinary measures including taking away students' privileges, sending them to detention, or making them clean the classroom.

Table 1.6: Teacher responses to alternative kinds of corporal punishment

Substitutes for corporal punishment	Parents			
	Private schools		Government schools	
	f	%	f	%
Guidance and Counselling	12	24	3	6
Revocation of privileges	08	16	0	0
parental participation	08	16	3	6
Discussion of punishment in class	08	16	0	0
Influence of Peers	6	12	0	0
Detention	4	8	4	8
application of means for self-discipline	4	8	0	0
assigning more homework	2	4	13	26
Use of bringing offenders into the classroom	2	4	6	12
Use of referral to the principal's office for delinquents	2	4	6	12
Admitting guilt in public and in writing	2	4	4	8
Exclusion from class	0	0	4	8
Cleaning the classroom	0	0	3	6
Using a Discipline Book	0	0	3	6
Reward positive behaviors	0	0	1	2
Total	50	100	50	100

Source: Primary data

The findings demonstrated that 24% of instructors at private schools preferred advice and counselling. Giving students additional work was mentioned by 26% of the teachers at government schools. 16% of teachers in private schools preferred the denial of privileges, parental engagement, and physical punishment discussed in class. Teachers in both private and public schools frequently recommended detention, counselling and guidance, and parental engagement. 8% of students at private schools recommended the use of disciplinary texts. You can find these recommendations above. 8% of students in government schools recommended detention, 8% proposed expulsion, and 2% supported encouraging excellent behavior.

Table 1.7: Administration justifications for why teachers refrain from using corporal punishment in their schools.

Reasons	Private schools		Government schools	
	f	%	f	%
The application of corporal punishment is prohibited by school policies.	32	64	00	00
Corporal punishment is a kind of hostility toward children.	12	24	00	00
The use of corporal punishment is violation of human rights.	06	12	07	14
The Somali Government forbids corporal punishment.	00	00	14	34
Using corporal punishment results in dropout	00	00	17	28
Corporal punishment causes injuries.	00	00	07	14
Children develop hypocrisy because of corporal	00	00	05	10

punishment.				
Total	50	100	50	100

Source: Primary data

The table above shows that 64% of private school administrators said that physical punishment was not given owing to school policy. Instead of responding to school policy, government schools forbade. 34% of government school administrators said this. This may be because many government schools follow government policies rather than creating them. Because corporal punishment is child abuse, administrators said their schools do not utilize it. 24% of government school administrators and 28% of national school administrators stated physical punishment is not employed because it causes dropouts. Some national school administrators said they don't use corporal punishment because it hurts students, while others said it makes them hypocritical. Government school officials upped these comments 14% and 8%. Government schools avoid corporal punishment to respect human rights. Data indicated governments forbid corporal penalties. Corporal punishment is avoided due to psychological (aggression, hypocrisy), social (violation of human rights), physical (injuries), school attendance (dropouts), and judicial (national laws) effects. Some jurisdictions forbid teachers from physically punishing students.

Table 1.8: Administrators' justifications for keeping corporal punishment in schools.

Reasons	Government schools	
	f	%
Corporal punishment makes students comprehend concepts rapidly.	14	28
Academic performance increases after receiving corporal punishment.	12	24
An African child is not helped by simple words.	10	20
In Somalia, every word was violently punished.	08	16
Scriptures advocate for the use of corporal punishment	06	12
Total	50	100

Source: Primary data

Findings from the study show that managers in private schools did not answer when asked if corporal punishment should continue. But only 37% of the managers in national schools said yes, and the majority, 63%, said it shouldn't keep going. Since all the school officials who said corporal punishment should stay were from national schools, they were asked why it should stay.

According to the table above, in government schools, 28% of administrators believe corporal punishment should be continued because it helps students understand quickly, 24% believe corporal punishment improves academic performance, and 20% believe that simple words do not help African children, so corporal punishment should be continued. Referring to Somali tradition on corrective measures, a small number of administrators (16% said that corporal punishment should continue because it has been used in Somalia from ancient times), while others (12%) reported that physical punishment should continue because it is permitted by the Scripture. These findings indicate that all responses from administrators in government schools endorsed the practice. These replies were offered based on their daily experiences.

DISCUSSION

This study discovered that attitudes toward corporal punishment differed between parents in private schools and those in public schools. Overall, the findings demonstrated that parents agreed that physical punishment is harmful. Most parents in public schools disagreed that physical punishment is an effective corrective measure; they also disagreed that it maintains discipline. These findings are consistent with those established by Suda (2005), Docking (1980:46), and Seburimage (1998), who argue that physical punishment causes more vandalism, truancy, pupil violence, and a higher dropout rate; those children who are spanked are more likely to lie, be disobedient at school, and bully others; the schools that practice caning appear to have a higher delinquency rate, leading to rebellion and aggressiveness; and that students resist caning.

Ninety-one percent of the students, 89 percent of the guidance and counseling teachers, and 78 percent of the assistant principals said that their schools use physical punishment. It is important to note that 9% of the students, 11% of the guidance and counseling teachers, and 22% of the assistant principals said that their schools did not use physical punishment. The small number of schools that don't use physical punishment should help schools come up with ways to deal with students who aren't following the rules. In these studies, the answers of students in a study done in public schools were used as a model. In that study, 91% of the students said that corporal punishment was used, while only 50% of the administrators said that it wasn't.

When this prerequisite is satisfied, only then can the use of physical punishment make sense or be resumed. According to the findings of this research, the parents' suggestions included taking away privileges, excluding the student from school, assigning blame, bringing the offender to the attention of the head teacher, receiving guidance and counseling, becoming involved in the classroom, and standing in front of the class.

The results of this study showed that teachers recommended counseling and guidance, parental involvement, privilege withdrawal, punishment discussed in class, use of peer pressure, self-discipline, giving more class work, sending the offender to the principal's office, a written and public apology, exclusion, use of a disciplinary book, and rewarding good behavior in students. These methods were suggested as alternatives to physical punishment. These findings concur with those made by Human Rights Watch (1999), the National Association of School Psychologists (2002), Sanderson (1996), the South African Operational Management (2003), and Canady (1994), who advocated daily counseling and guidance, denying students' preferences, calling parents for warm discipline, involving small groups in learning, using peer mediators, and putting the needs of students first.

CONCLUSION

Students are harmed physically, psychologically, and academically when violence is used as a form of discipline. Using corporal punishment in schools interferes with students' rights to be treated with dignity and, as a result, prevents them from receiving a proper education. This Congress may ensure that the nation's children could realize their full educational potential in a supportive learning environment by outlawing corporal punishment and assisting states to adopt safe and effective behavioral practices. Involved parties are unclear about the difference between physical abuse and physical punishment.

The study revealed that many parents (3%) in public schools still favor using physical punishment on students. The students did not exclude physical punishment from their minds. The survey found that students in both public and private schools in Mogadishu, Somalia, acknowledged the value of corporal discipline but disagreed that a teacher who beats students should be fired. This indicates that students have considered physical punishment beneficial. According to these studies, external factors appear to motivate students to receive corporal punishment. According to research, teachers in government schools physically abuse their students rather than physically punish them.

Physical punishment has been poorly thought out; some stakeholders paint a negative picture of the sentence, which makes the youngster fearful and hostile. Because the Somali government has not yet adopted laws to control the use of punishment in Somali schools, there are misunderstandings between stakeholders. The only information available on the subject is the Somali law and media warnings.

RECOMMENDATIONS

This study is an example of applied research aimed at addressing the issue of corporal punishment in schools. The researcher then made the following suggestions to decision-makers in politics, public policy, education, school administration, teachers, parents, and NGOs that deal with children: To prevent misconceptions about physical punishment among children and students, policymakers should concentrate on promoting favorable attitudes toward physical punishment.

The Ministry of Education needs to set up regular supervision by education experts for training on corrective methods. Children's conferences should be planned during breaks so that kids can discuss their opinions and experiences; the schools should oversee them.

It is now time for Somali policymakers to adopt alternative forms of physical punishment if policies and regulations on discipline have not yet been implemented to address the issue of approved and accepted corrective measures.

School officials, who are their first line of defense, should cooperate with teachers and protect them from intimidation from outside sources.

The Somali school administrators should imitate the Somali administrators who stand by their teachers in the face of outside criticism (school administrators advise parents that if they do not want their children to be caned, they should enroll them in a different school); this would boost the regard for Somali teachers.

In Somali schools, corporal punishment is not the only form of discipline; social, emotional, and mental abuse are other forms of punishment that teachers should experiment with until they are banned. To prevent students from feeling confined and uncomfortable, they should vary the activities in the classroom.

Rather than instructing the school to complete the parents' work, parents should use their power over their children (give the first notions of discipline). Caning should be the last option if the exclusion of the offender is not an option because exclusion results in financial loss and stirs up intense emotions in both the students and the parents. Most teachers, parents, and students in national schools opposed eliminating corporal punishment, so the Somali government should find ways to control it. The reasons why students are subjected to physical punishment have shown that such discipline is necessary for the child's safety and welfare, so it should not be abolished entirely.

The results showed that not all parties involved in the two categories of schools were wholly opposed to physical punishment and that not all parties involved in the two schools were wholly in favor of it. According to the survey, physical abuse rather than physical punishment was the norm for most Somali primary school students. Although many stakeholders in private schools disapprove of the use of physical punishment in schools, those involved in the two types of schools were less certain of what should be considered a substitute for physical punishment.

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