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**Principals' beliefs regarding the use of corporal punishment in
Tennessee's First District public schools**

Kiernan, Susan Manley, Ed.D.

East Tennessee State University, 1994

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Ann Arbor, MI 48106

**PRINCIPALS' BELIEFS
REGARDING THE USE OF CORPORAL PUNISHMENT IN
TENNESSEE'S FIRST DISTRICT PUBLIC SCHOOLS**

**A Dissertation
Presented to
the Faculty of the Department of Educational
Leadership and Policy Analysis
East Tennessee State University**

**In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education**

**by
Susan Manley Kiernan**

May 1994

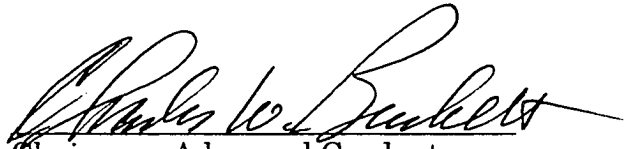
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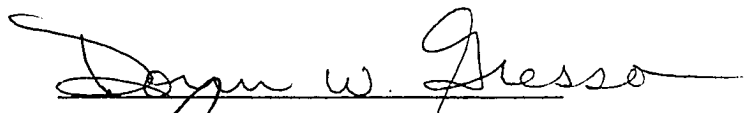
Susan Manley Kiernan

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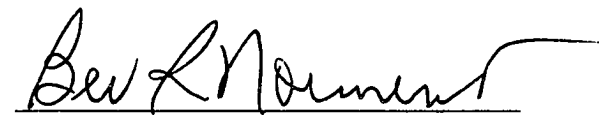

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Associate Vice-President for
Research and Graduate Studies

ABSTRACT

PRINCIPALS' BELIEFS REGARDING THE USE OF CORPORAL PUNISHMENT IN TENNESSEE'S FIRST DISTRICT PUBLIC SCHOOLS

by

Susan Manley Kiernan

There were two major purposes of this study. The first purpose was to obtain information from all principals in Tennessee's First District concerning their beliefs about the use of corporal punishment in public schools in Tennessee. Generalizations could be made in areas of similar geographic and cultural makeup. The second purpose of this study was to generate reflective thought in Tennessee's First District to clarify administrators' beliefs as to the use of corporal punishment as a deterrent.

Demographic findings of the study revealed a predominately male population of principals. The majority of the population surveyed was male Caucasian. There was a normal distribution among education levels for principals in the First District, ranging from Bachelor degrees to Doctoral degrees. Subgroups that were tested using the Mann-Whitney U test for significance were: principals with 0-10 years experience and those with more than 10 years experience, principals who used corporal punishment in their schools and those who did not, and principals who experienced corporal punishment as children and those who did not.

The review of literature in regard to corporal punishment revealed four constructs that proponents used when explaining why it was used: religious beliefs, legal perspectives, cultural beliefs, and effectual beliefs as a disciplinary measure. Principals in the First District of Tennessee had similar religious beliefs regarding the use of corporal punishment. In comparison, principals who used corporal punishment had significantly different belief scores relative to legal perspectives, culture, and effectiveness than those who did not use corporal punishment. Principals who experienced corporal punishment as children scored significantly higher in beliefs of its effectiveness than those who had never experienced it.

INSTITUTIONAL REVIEW BOARD APPROVAL

This is to certify that the following study has been filed and approved by the Institutional Review Board of East Tennessee State University.

Title of Grant or Project Principals' Beliefs Regarding The Use Of Corporal Punishment In Tennessee's First District Public Schools

Principal Investigator Susan Manley Kiernan
Department Educational Leadership and Policy Analysis
Date Submitted November 10, 1993
Institutional Review Board, Chairman

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Chapter 1

Introduction

Corporal punishment is an old and ingrained disciplinary method in American homes and schools. By definition, it is the premeditated policy of infliction of pain on a student, usually with a paddle, by a teacher or school administrator as a regular consequence for breaking a school rule (Johns & MacNaughton, 1990). The use of physical punishment is both a practice and a choice with deep historical roots. Physical punishment is made legitimate by childhood experiences and the experiences of countless generations before.

The educational use of this method of discipline goes back to colonial times. The literature is filled with tales of children subjected to a variety of corporal punishment methods. For example, a schoolhouse constructed in 1793 in Sunderland, Massachusetts, had an ominous whipping post built into the schoolhouse floor. Erring young students were securely tied to the post and whipped in the presence of their classmates by the school master. During the seventeenth and eighteenth centuries corporal punishment was the traditional method used to control children. Paddling devices, conspicuous reminders of the wages of sin, were prominently displayed in the classrooms of the 1800s (Cryan & Smith, 1981; Hyman & Wise, 1979). Eventually the whipping post disappeared from the classroom, but corporal punishment remained. The rod continued to be the scepter of authority and was considered necessary in the classroom. The Puritan beliefs about discipline were based on the John Calvin theology that man is basically bad. This philosophy states that children are inherently evil and that this nature must be suppressed (Piele, 1979).

During the middle of the 19th century, concerns existed about corporal punishment. Johann Pestalozzi was one of the first to question the wisdom of controlling through corporal punishment in the 1830s. He conceptualized that children were basically good and that they needed a secure learning environment (Harris, 1981; Hogan, 1990). New Jersey became the first state to abolish corporal punishment in the schools (Raichle, 1979). This did not exactly light a spark igniting similar legislation in other areas; the next state to abolish it was Massachusetts, in 1972. More than twenty states have followed suit in one form or another (Bauer, Dubanoski, Yamauchi, & Honbo, 1990).

The need for an orderly, disciplined climate remains an essential factor in the schools of today. Recent trends within the United States, however, indicated corporal punishment in the schools has steadily declined (Hyman, Zelikoff, & Clark, 1988). A growing number of administrators and teachers, while not supporting mandatory abolishment of corporal punishment, are willing to select, implement, and evaluate innovative disciplinary programs and procedures that provide alternatives to corporal punishment. In fact, most schools that permit corporal punishment also use alternative methods for maintaining discipline (Jeffries, 1990).

Opponents of corporal punishment have linked the term to child abuse. This gave the advocates of abolishment the issue of morality to further their cause (Johns & MacNaughton, 1990). Other disadvantages of this disciplinary method included: the punishment was not likely to be related to the misbehavior; it was difficult for the recipient to engage in a desirable behavior to terminate the spanking; physical punishment often modeled socially inappropriate behavior; and there was the possibility of accidents and

litigation. If one presumes that schools should act as change agents, then the time required for a paradigm shift away from punitive, physical punishment will be extensive and contingent on the perseverance of dedicated professionals (Elrod & Terrell, 1991).

While the practice of corporal punishment has declined nationally, regional differences do exist, with the highest rate of corporal punishment being found in the southern states. Nine of the ten states with the highest rate of paddling were in the South (Hembree & Waters, 1988). Tennessee was one of these states. According to a U. S. Department of Education survey during the 1983-84 school year, Tennessee educators gave one paddling for every ten students enrolled in public schools-- five times the national average ("Tennessee No. 3," 1986, p. A-4). Many questions have been raised by opponents of corporal punishment. These critics asked such questions: (a) Should a form of discipline that is illegal in the schools of almost all industrialized nations, and that is illegal to use in this country against adults, criminals, and even animals, be considered reasonable for misbehavior by school students? (b) Do educators perceive student behavior to be better in an environment that is permitted to use corporal punishment? A study of beliefs of use by principals would give possible insight to reasons why it continues to be used as a form of discipline.

Recent successes of the opponents of corporal punishment in the schools have spurred reformers to greater efforts. According to Viadero (1988) there were many organizations opposed to the use of corporal punishment. They included: the National Center for the Study of Corporal Punishment, National Coalition to Abolish Corporal Punishment in the Schools, National Committee for Prevention of Child Abuse, People Against Child Abuse, and

End Violence Against the Next Generation. Other groups that oppose corporal punishment as part of their agenda included: American Medical Association, American Bar Association, Council for Exceptional Children, National PTA, National Association of School Psychologists, The International Reading Association, and the National Education Association.

There was little research from the state of Tennessee concerning principals' beliefs about the use of corporal punishment in Tennessee's public schools. Administrators' beliefs could provide understanding about the use of a method of discipline that had no conclusive research concerning its effectiveness. This study provided information from selected principals in the First District of Tennessee concerning their beliefs about the use of corporal punishment in public schools in Tennessee.

Corporal punishment as a disciplinary measure in public schools was one of the most controversial issues surrounding American education. Results of this study provided information as to the attitude of educators concerning this type of discipline. The demographic information also revealed if systems allowed corporal punishment and if they used it as a school disciplinary measure. Being controversial in nature, it was important to define dimensions that influenced principals' decisions whether to use corporal punishment as a method of discipline.

Principals' responses as to the effectiveness of this disciplinary measure provided information to the Tennessee State Board of Education as a reference for the focus our state will take in the future. It provided a data base our state officials needed to help make decisions about the use of corporal punishment. In May 1992 the board asked every school in the state to respond to a survey regarding the school's policy on discipline. Brent

Poulton, Executive Director of the State Board of Education, specifically asked for information concerning the use of corporal punishment. Additionally, the board was interested in reports of successful alternative methods. The committee shared this information with administrators of Tennessee and provided a list of schools with successful alternative policies. If a change was desired, this study would allow educators and others to target the strongest influences for the use of corporal punishment.

Statement of the Problem

There was little research in the state of Tennessee concerning principals' beliefs about the use of corporal punishment in Tennessee public schools.

Statement of the Purpose

The purpose of the study was to obtain information from all principals in Tennessee's First District concerning their beliefs about the use of corporal punishment in public schools in Tennessee.

This study provided information about the beliefs of selected administrators of Tennessee's schools. The results of the research can be generalized throughout the First District. Change about the use of corporal punishment can be focused on a particular aspect of the individual's belief system using this disciplinary method. Generalizations can also be made in areas of similar geographic and cultural makeup.

The Tennessee State Board of Education's School Discipline Committee was working to get the Tennessee Legislature to pass a resolution opposing the use of corporal punishment in this state. It should be determined why we use this method of discipline before change can be targeted. Beliefs of principals of the effectiveness of their own disciplinary measures provided

useful information as a reference for the focus our state will take in the future. This research provided a data base that our state officials could use to make decisions about the use of corporal punishment.

This study was also designed to generate reflective thought in Tennessee's First District to clarify administrators' beliefs as to the use of corporal punishment as a deterrent.

Research Questions

The following research questions were addressed as a part of this study:

1. Do principals with different years of experience believe corporal punishment is used because of religious beliefs?
2. Do principals with different years of experience believe corporal punishment is used for legal reasons?
3. Do principals with different years of experience believe corporal punishment is used because of cultural beliefs?
4. Do principals with different years of experience believe corporal punishment is used because of its effectiveness as a disciplinary measure?
5. Do principals using or not using corporal punishment believe corporal punishment is used because of religious beliefs?
6. Do principals using or not using corporal punishment believe corporal punishment is used because of legal reasons?
7. Do principals using or not using corporal punishment believe corporal punishment is used because of cultural reasons?
8. Do principals using or not using corporal punishment believe corporal punishment is used because of its effectiveness as a disciplinary measure?

9. Do principals who experienced corporal punishment as a child believe corporal punishment is used because of religious beliefs?
10. Do principals who experienced corporal punishment as a child believe corporal punishment is used for legal reasons?
11. Do principals who experienced corporal punishment as a child believe corporal punishment is used because of cultural reasons?
12. Do principals who experienced corporal punishment as a child believe corporal punishment is used because of its effectiveness as a disciplinary measure?

Hypotheses

1. There will be no significant difference between religious belief scores concerning the use of corporal punishment of principals with ten or less years experience as compared to those who have served more than ten years.
2. There will be no significant difference between scores concerning the legal use of corporal punishment of principals with ten or less years experience as compared to those who have served more than ten years.
3. There will be no significant difference between cultural belief scores concerning the use of corporal punishment of principals with ten or less years experience as compared to those who have served more than ten years.
4. There will be no significant difference between belief scores concerning the effectiveness of the use of corporal punishment of principals with ten or less years experience as compared to those who have served more than ten years.
5. There will be no significant difference between religious belief scores concerning the use of corporal punishment of principals using corporal punishment as compared to those who do not use it.

6. There will be no significant difference between scores concerning the legal use of corporal punishment of principals using corporal punishment as compared to those who do not use it.

7. There will be no significant difference between cultural belief scores concerning the use of corporal punishment of principals using corporal punishment as compared to those who do not use it.

8. There will be no significant difference between belief scores that corporal punishment is an effective disciplinary measure of principals using corporal punishment as compared to those who do not use it.

9. There will be no significant difference between religious belief scores concerning the use of corporal punishment of principals who experienced corporal punishment as compared to principals who did not experience it.

10. There will be no significant difference between scores concerning the legal use of corporal punishment of principals who experienced corporal punishment as compared to principals who did not experience it.

11. There will be no significant difference between cultural belief scores concerning the use of corporal punishment of principals who experienced corporal punishment as compared to principals who did not experience it.

12. There will be no significant difference between belief scores that corporal punishment is an effective disciplinary measure of principals who experienced corporal punishment as compared to principals who did not experience it.

Significance of the Study

Tennessee laws permit the use of corporal punishment in public schools. No empirically based studies were found that support the use of corporal punishment as an effective disciplinary method. Schools that have

eliminated corporal punishment experience relatively few discipline problems as a result, according to a report prepared for the Juvenile Welfare Board by the Youth Services Advisory Committees' Abuse, Neglect, and Dependency Committee (Harper and Epstein, 1989). Despite the absence of more substantial research support throughout the last two decades, corporal punishment continued to be used in public schools (Hyman, 1976; Hyman, McDowell and Raines, 1977; National Coalition of Advocates for Students, 1983). Classroom discipline has been an unclaimed legacy for scholars in education in terms of theoretical study. "Not only is little known about the effects of corporal punishment, but we are also lacking equally in descriptive information regarding its use in public schools" (Rose, 1984, p.437).

Limitations of the Study

The study was limited to the school year 1993-94.

The study was limited to practicing principals in the First District public schools of Tennessee.

The study was limited to the opinions of these individuals with different educational and cultural backgrounds.

Definitions of Terms

Corporal Punishment

The premeditated policy of infliction of pain on a student, usually with a paddle, by a teacher or school administrator as a regular consequence for breaking a school rule (Johns & MacNaughton, 1990).

Discipline

The process or result of directing or subordinating immediate wishes, impulses, desires, or interests for the sake of an ideal or for the purpose of gaining more effective, dependable action (Good, 1973).

Likert Scale

A common item format where the item is presented as a declarative sentence, followed by response options that indicate varying degrees of agreement with, or endorsement of, the statement (DeVellis, 1991).

Chapter 2

Review of Related Literature

Introduction

Corporal punishment has had a traditional and historical niche in American society. It has been a paradox because it has been supported by tradition, parents, educators, and the courts of our land while studies proving its effectiveness are nonexistent or inconclusive.

This chapter presents a review of literature and research examining the belief systems that support or oppose the use of corporal punishment. The examination of principals' beliefs will give insight to its continued use in Tennessee. Assumed beliefs have been reviewed through the literature. This chapter is divided into five major sections: historical background, religious beliefs, legal perspectives, cultural beliefs, and beliefs of effectiveness of corporal punishment as a disciplinary measure.

The first section reviews the historical background of corporal punishment including its religious roots in the Bible, prevalence in Colonial America, and continued use today. This framework leads to the second section, which examines in depth the religious beliefs about the use of corporal punishment. Section three investigates the legal perspectives that govern the use of corporal punishment in public schools. In the fourth section, a review of cultural beliefs concerning corporal punishment is discussed. The fifth and final section discusses beliefs of effectiveness of corporal punishment as a disciplinary measure. A summary will be included to present the major findings.

Tennessee, until July 1, 1979, did not address the issue of corporal punishment. At that time the "School Discipline Act" became effective. "This law gives teachers and principals specific authorization to use corporal punishment in a reasonable manner in order to maintain discipline and order" (Rust & Kinnard, 1983, p. 12). The legislature left the regulation of the law to the local school boards. This act supports the decision in *Ingraham v. Wright*, which will be discussed in a later section of this chapter.

Historical Background

Alternately throughout our history corporal punishment has been advocated or condemned and has been the cause of numerous controversies based on the ethics, morality, legality, and efficacy of its use (Hyman et al., 1988; Rose, 1988; Bauer et al., 1990; Vockell, 1991). Corporal punishment of children dating back 2000 years is based largely on the proverbial sounding aphorism that epitomizes the commitment to physical punishment-- "Spare the rod and spoil the child." While not being a Biblical quote, this phrase is the basis for Christian advocacy of corporal punishment (Greven, 1990).

Discipline in the schools of Colonial America was built on this foundation of Biblical interpretation. The Puritan beliefs were based on the John Calvin Theology that man is basically bad. This philosophical view believed that children are inherently evil and this nature must be suppressed (Piele, 1979). Therefore, corporal punishment can be traced to the Puritan settlement of the Massachusetts Bay Colony in the 17th century.

The discipline used in colonial schools reflected the religious beliefs and class prejudice of the time. The father was the master of the family and had the responsibility to rule its members strictly. As reports, he extended this to

the school, and the Blackstonian Doctrine of "in loco parentis" (p.466) was developed. Obviously, societal norms guided behavioral expectations.

Horace Mann, called the Father of Common Schools in America, expressed concern in the 1840s over the attitude of educators toward corporal punishment in schools. Through his writings and appearances he attempted to make society aware of his thoughts. Mann was unable to gain support and corporal punishment continued to be a primary form of discipline (Mann, reprint, 1969).

Early in the 1900s John Dewey and a few followers questioned the effectiveness of corporal punishment. It was the mid-century, however, before a concentrated effort was formed to ban corporal punishment.

According to Moelis (1989) the first formal conference held to promote the abolition of corporal punishment was in 1972. He relates that same year the American Psychological Association's symposium and the National Education Association's Task Force took a stand against corporal punishment.

Between 1974 and 1977 the American Psychological Association (APA) became a leading promoter of the ban of corporal punishment. During these years APA passed a resolution against its use and formed a Task Force on Children's Rights, which led to the establishment of the National Center for the Study of Corporal Punishment and Alternatives in the Schools at Temple University under the leadership of Irwin Hyman (Moelis, 1989).

In 1987 the National Coalition to Abolish Corporal Punishment in Schools was organized. Professional groups were involved, therefore, increasing credibility to the effort to ban the practice (Moelis, 1989).

Currently, corporal punishment is delineated by region. Southern and southwestern states permit schools to physically punish children; whereas, it is prohibited in most northeastern states (Hyman, et al. , 1988). The review of literature regarding the legal perspectives of corporal punishment that appears later in this chapter will give the current status of individual states.

The National Committee for the Prevention of Child Abuse and the National Coalition for the Abolishment of Corporal Punishment in Schools sponsored the National Conference to Abolish Corporal Punishment in Schools in Washington, D. C., in August of 1989. Several other advocate organizations co-sponsored. This national trend toward banning the practice of corporal punishment echoed the cry for reduction of violence against children and in America in general.

This philosophy has been the current focus of the use of corporal punishment today. Yet, we still have a strong coalition for it. Four distinct arguments for the support of corporal punishment have been religious beliefs, legal rights, cultural beliefs, and beliefs in the effectiveness of it as a disciplinary tool. Religious beliefs have been one of the deeply rooted and perhaps the original justification for the use of corporal punishment.

Religious Beliefs About Corporal Punishment

Discipline of children dating back 2000 years has been based largely on the wisdom of Solomon. The Proverb "He that spareth his rod hateth his son: but he that loveth him chastiseth him betimes" (Proverbs 13:24) has been the foundation of parental control of offspring. This religious belief has been one of the major influences for support of corporal punishment not only implying a right, but also an obligation. Patrons of its use propose the question "Are we smarter than Solomon?" This biased view disregards the

condemnation of violence found throughout the New Testament (Greven, 1990). Christian and secular culture alike use many of the proverbs because they are so familiar. Others that have become engrained in our society are:

Withhold not correction from the child: for if thou beatest him with the rod, he shall not die. Thou shalt beat him with the rod, and shalt deliver his soul from hell (Proverbs 23: 13-14).

The rod and reproof give wisdom: but a child left to himself bringeth his mother to shame (Proverbs 29: 15).

Foolishness is bound in the heart of a child; but the rod of correction shall drive it far from him. (Proverbs 22: 15).

The concept of original sin in Christian theology lent itself to the support of corporal punishment. Satan's presence has been credited with the misbehavior of children and therefore needed to be beaten out of them (Hyman, 1990). The idea of faulty parenting is dismissed when the devil can be credited for children's transgressions.

Advocates of corporal punishment chose to dismiss other Old Testament wisdom such as stoning and flogging. Deuteronomy 21:18-21 addresses the subject of childrearing. This scripture promotes the use of execution for rebellious children by saying "And all the men of his city shall stone him with stones, that he die." This same book of the Old Testament in chapter 25 verses 2 and 3 recommends forty stripes for "he who is worthy to be beaten."

Hyman (1990) reflected on studies done about corporal punishment's link to religious beliefs. A questionnaire designed by Mariann Pokalo in 1986 determined if modeling theory and religious orientation affect the amount of punitiveness received by mentally retarded children by their workers. Workers describing a childhood filled with physical punishment reported

more use of it as a method of discipline. Strong fundamentalist beliefs were also among the best predictors of the use of severe punishment. Additionally, Vernon Wiehe (1989) studied religiosity and corporal punishment, finding respondents belonging to church groups believing in the literal interpretation of the Bible valued hitting as a disciplinary tool.

Advocates of the abolishment of corporal punishment defend the Bible as a source for their cause. Jesus was portrayed in the Gospels as an adult who used children as models for others to follow and proclaimed unless others become like little children they cannot enter into the Kingdom of Heaven. Greven (1990) writes "Nowhere in the New Testament does Jesus approve of the infliction of pain upon children by the rod or any other such implement, nor is he ever reported to have recommended any kind of physical discipline of children to any parent" (p. 51).

A Pennsylvania Christian school principal was convicted of child abuse in a 1989 case. Religion was the basis for the defense. The principal claimed that the Deputy District Attorney was arguing with God, not the principal. The judge ruled that religious beliefs do not justify child abuse (Hyman, 1990). This case is an exception. The legal history of corporal punishment cases projects a different justification.

Beliefs About Legal Perspectives Concerning Corporal Punishment

The Tenth Amendment of the United States Constitution passes on to the states the responsibility for the education of their citizens. School officials must educate children within the guidelines of state laws, the state department of education, policies of the local school district, and court rulings. Twenty-six states have banned the use of corporal punishment (Mauer, 1993). Educators may use corporal punishment if it is not prohibited

by state law or local school board policy. By doctrine school officials have the authority to stand in place of parents (in loco parentis) in disciplining the child at school. Through this tenet teachers and administrators are empowered to spank students.

Many states have a legal principle called "sovereign immunity" that prevents parents and children from suing schools for money damages (Schimmel & Fischer, 1987). Opposition to corporal punishment was thrust into the limelight in 1977 after a complaint was filed on behalf of James Ingraham, a junior high school student in Dade County, Florida. The suit was brought against the principal, Willie Wright, in the federal district court. Ingraham was injured while given twenty licks with a paddle and required medical attention. The United States Supreme Court ruled that even excessive corporal punishment did not come within the scope of the Eighth Amendment protection against cruel and unusual punishment (Johns & MacNaughton, 1990). The decision indicated that cases dealing with corporal punishment in public schools should primarily be handled by state courts under provisions of state law.

The *Baker v. Owen* decision gave educators the legal right to paddle even over parental objections. A North Carolina Federal District Court upheld a teacher's right to use corporal punishment without parental permission. The court did have four stipulations as safeguards:

- (a) Except for anti social misconduct, corporal punishment should not be employed as a first line of punishment for misbehavior;
- (b) students must be informed beforehand that specific misbehavior will result in corporal punishment;
- (c) corporal punishment should be administered in the presence of a second school official; and
- (d) upon request the

school official administering corporal punishment must provide the child's parents with a written explanation of the reason and the name of the second official.

In 1975 the Supreme Court affirmed the North Carolina decision (Buechler, McCarthy, & Dayton, 1989; Socoski, 1989).

The United States Supreme Court let stand a Tenth District Appeals Court decision giving parents the right to sue school officials for "grossly excessive" corporal punishment. *Miera, Sanchez, and Duran v. Garcia* is a landmark case; however, the ruling is limited to the tenth district of the United States. This violation of the Fourteenth Amendment gave the family cause for damages to be assessed for the deprivation of substantive due process. The Garcia child was held upside down by her ankles and paddled in 1982. She received welts and a gash that left a permanent scar from a split in the paddle. Parents asked to be called if she had to be spanked again. In 1983 she was paddled again and received deep bruises to her buttocks. At this point she was taken to the doctor and the parents began legal action.

In 1971, *Sims v. Board of Education* established "reasonable basis" for permitting corporal punishment in schools. This case combined with many others set a general tone that parents and students must prove that the punishment causes lasting injury and is delivered with malice (Rosenshein & Furst, 1971).

Numerous other cases indicated the ordinary use of corporal punishment did not violate the United States Constitution. In 1983 the decision by a Virginia federal district court in *Brooks v. School Board of City of Richmond* rendered that the conduct of a teacher piercing a student's arm with a pin was not conscience-shocking treatment. In 1985, *Gasperson v. Harnett*

County Board of Education a North Carolina appeals court rejected the Fourteenth Amendment claim and further denied contention that the United Nations Charter prohibited corporal punishment. The Fifth Circuit Court of Appeals in 1988 rejected a claim that the use of corporal punishment in a Texas school district disregarded the Fourteenth Amendment. In *Cunningham v. Beaver* the district court reasoned that state law provided adequate criminal and civil protection against excessive use of corporal punishment (Buechler et al., 1989).

Donna Jeffries (1990), in her dissertation "An Analysis of Perceptions Among School Board Chairpersons, Selected School Personnel, and Selected Students Regarding the Use of Corporal Punishment in Tennessee's Public Schools" states that in Tennessee the Tennessee Supreme Court upheld a ruling in *Anderson v. State of Tennessee* where an act of corporal punishment was declared to be unreasonable. The child was spanked on the first day of school for talking out loud in class. This 1858 ruling in favor of the plaintiff reasoned that the child could not be expected to know the rules so quickly.

The United States Supreme Court has maintained the right of educators to paddle students. As reported in the newsletter of the Committee to End Violence Against the Next Generation, Inc. by state law, 21 states have banned the use of corporal punishment. They are as follows:

California (1987)	Nebraska (1988)
Connecticut (1989)	Nevada (1990)
Hawaii (1973)	New Jersey (1967)
Iowa (1989)	North Dakota (1989)
Illinois (1992)	Oregon (1989)
Maine (1975)	South Dakota (1990)

Maryland (1992)	Vermont (1985)
Massachusetts (1971)	Virginia (1989)
Michigan (1988)	Washington (1991)
Minnesota (1989)	Wisconsin (1988)
Montana (1991)	

By state regulation of the State or local School Boards five additional states have banned its use, they are as follows:

Alaska (1989)	New York (1985)	Utah (1990)
New Hampshire (1975)	Rhode Island (1975)	

These twenty-six states have terminated the use of corporal punishment with West Virginia and Kansas being the most likely to follow, giving the advocates of abolishment the majority (1992).

School boards of 15 large cities have also banned the use of corporal punishment. They are as follows:

Atlanta	Pittsburgh
Baltimore	Portland
Chicago	Oklahoma City
Milwaukee	St. Louis
New Haven	Salt Lake City
New Orleans	Seattle
Philadelphia	Washington, D. C.
Phoenix	

Terry Rose's (1988) descriptive study of corporal punishment in American public schools revealed widespread use across grade levels in every region of the United States. States were randomly selected representing the nine U.S. Census regions. The survey was mailed to 371 principals with 261

returning for a response rate of 70.4%. From a frequency distribution of responses it was shown that 58.1% of the total number of principals responding used corporal punishment with their students. Using the chi-square procedure Rose determined no significant differences were found when data regarding the relationship between the principal's sex and the use of corporal punishment. Using the same method, a significant difference was found in relation to principal's experience. Principals in their first year and those with 21-25 years experience were more likely to use corporal punishment than those with 11-15 years experience or more than 25 years. Significant differences were found when community size was used as an independent variable; small communities have more frequent occurrences of corporal punishment.

According to the Committee to End Violence Against the Next Generation, Inc., (1992), the South is a stronghold today on retaining the right to use corporal punishment due to a conservative political frame of mind and the fundamentalist religious belief that man is basically bad. Texas is the leader in administering paddling. One in four of every child paddled in the United States is paddled in Texas. Ten of eleven states that used corporal punishment above the national average are southern states.

Examination of culture is essential for this study based on these regional differences in our nation. Cultures of our country as well as others will be considered.

Cultural Beliefs About Corporal Punishment

Professional and public opinion toward corporal punishment continues to be shaped more by folklore and conjecture than by empirical evidence (Rose, 1988). Cultural norms strongly influence social interactions. Physical

punishment of children was both explicitly and implicitly influenced by these norms. Acts of slapping and shoving of children by parents are physical punishment, whereas, the same act between adults would be criminal assaults. Informal norms imposed expectations on parents and subjected them to questions by peers in an unofficial effort of social control (Wauchope & Straus, 1987).

The culture of a community was inherent in influencing the actions of its constituents. Parents and other members of the community exerted pressure to ensure corporal punishment stayed in the schools. School boards, in their decision-making process concerning discipline, based these decisions on personal beliefs and experiences, community support, and the superintendent's philosophical stance and influencing power (Elrod & Terrell, 1991). The literature revealed that teachers who used corporal punishment were often ignorant of alternative methods of classroom management (Rust & Kinnard, 1983). Teacher and principal preparation programs provided vital opportunities for disseminating information concerning alternative disciplinary methods.

Principals, as agents of change, were pivotal in the development of disciplinary plans within a school. When used by the principal, the modeling technique was a powerful tool in gaining support for alternative methods of discipline. Principals can create a non punitive environment and as leaders they can influence subordinates and superordinates (Short, 1988; Shaw & Braden, 1990).

National surveys showed only a slight majority of the American public disapproves of paddling in schools. One example was the following results

from a Parents magazine poll in 1989. When asked their opinion about spanking as a disciplinary method:

- 55 % disapproved;
- 38 % approved;
- 6% were not sure.

Although a majority disapproved of corporal punishment, most people said that its effective and serves a purpose. When asked what purpose it served:

- 41 % said it is useful as a way to maintain discipline;
- 14 %, as a way to correct a child's unacceptable behavior;
- 12 %, for both those reasons;
- 27 % said it wasn't useful.

When asked what made corporal punishment effective:

- 66 % said the shame and humiliation;
- 9 % said the pain;
- 16 % said it is ineffective (Harper and Epstein, 1989)

Respect for the medical profession is a cultural aspect that supports the use of corporal punishment in Ohio. A study was conducted concerning family physicians' and pediatricians' support of the use of corporal punishment. The sample included 800 family physicians and 400 pediatricians randomly selected from the Ohio State Medical Board's roster. There was a 61% response return (619). From the data it was concluded that 70% of the family physicians and 59% of the pediatricians supported the use of corporal punishment. Another indicator was included concerning the frequency of which the physicians offer anticipatory guidance on discipline.

These results showed that significantly fewer family physicians indicated that they discuss discipline than pediatricians (McCormick, 1992).

From the overall study of the literature there was an assumption that if corporal punishment was abolished teacher anarchy would be experienced. For this reason, many administrators maintained the status quo. Many teachers felt that without the paddle other disciplinary measures would not be effective. This belief by the teachers supported their view that respect should be given by students rather than earned by the teacher (Elrod & Terrell, 1991). Teachers often had to play the game because it was difficult to fight classroom culture (Vockell, 1991).

Maryann Graczyk, president of the Mississippi chapter of the American Federation of Teachers stated that there was a strong "spare the rod" philosophy in southern communities. She believed many parents expected the school to administer corporal punishment and thought they were not doing their jobs if they didn't (Hyman, 1990).

Irwin Hyman, director of the National Center for the Study of Corporal Punishment and Alternatives in the schools subscribed to "the modeling theory": The theory itself was based on a belief that almost all behavior was learned by watching others. Much research supports the belief that children learn to imitate the behavior of their parents. A 1982 study of why teachers use corporal punishment revealed "the most significant predictor of whether teachers paddled was how often they had been spanked as children and/or in school" (Hyman, 1990, p.38).

Other cultures also saw corporal punishment as a duty. Ronald Rohner and others studied effects of corporal punishment in the English-speaking colony of St. Kitts, West Indies. Their study revealed a widespread cultural

belief that this type of punishment was essential for responsible parenting. The feeling is that if caretakers did not beat their children then they were remiss in their responsibilities (Rohner, Kean, & Cournoyer, 1991).

Myths surrounding the use of corporal punishment often provided the arguments advocates used in its support. Facts were not available through research to support these arguments. Bauer (1990) wrote about six myths concerning corporal punishment and they are as follows:

1. Corporal punishment leads to character development.
2. Corporal punishment teaches respect.
3. Corporal punishment is the only thing some children understand.
4. Without corporal punishment behavioral problems increase.
5. Corporal punishment is used only as a last resort.
6. Corporal punishment is necessary for the protection of teachers (p. 285).

As societies gained knowledge traditions changed. Slavery and wife-beating were once considered traditions and are now offensive to a society that values individual's rights.

Reynolds, Reno, Dereshiwsy, and Packard (1990) studied the attitudes and practices of elementary principals in Arizona. Their findings were consistent with studies done in other areas. When corporal punishment was used minority males were most likely to receive it.

Holden, Zambarano, and Marshall (1991) examined the correspondence between parents' and children's orientation toward the use of corporal punishment. Vignettes were presented and participants were asked to respond. Attitudes were assessed as well as frequency of spanking in the parent-child relationship. Ages chosen were five year olds, eight year olds,

and 19 year olds. The study revealed that parents believed in more frequent corporal punishment than was actually practiced. In terms of beliefs, by age 19 they concluded strong evidence that perceptions of their parents' beliefs may be a greater influence in links between generations than the actual parent practices. Mothers and fathers' beliefs seemed to be the best predictor of attitudes and intentions of 19-year-olds.

Research did not support the attitudes of parents and educators concerning the use of corporal punishment as a disciplinary measure. Yet their beliefs in its effectiveness still existed.

Beliefs of Effectiveness of Corporal Punishment as a Disciplinary Measure

Included in the principal's role as the instructional leader of the school was the task of creating a disciplined climate conducive to learning. Lenell Davis-Young, a school psychologist and a professional counselor, is an ally for the abolishment of corporal punishment. In a paper presented to the National Black Catholic Congress concerning corporal punishment's relationship to violence in America's schools she promoted a modeling program that emphasized positive and effective conflict resolution strategies. Among her arguments she contended that experts reported the most likely victims of corporal punishment were poor male African-American who resided in urban areas and were often in special education programs. These children found it hard to understand school success and the "American Dream" when they were taught by educators to resolve conflict in a violent manner. Davis-Young promoted a new emphasis for schools "Spare the rod and teach the child!" She theorized that adults must teach themselves that "People are not for hitting and kids are people, too" (1992).

Proponents of corporal punishment advocated strict guidelines for its use. These included clear explanation of the undesired behavior, brief punishment administered immediately, withdrawal of positive reinforcement, and consistent application following each occurrence of the undesired behavior (Bauer et al., 1990).

Students experiencing punitive conditions at school tended to withdraw from the situation. This increase in truancy placed the student at risk. The strain on the teacher-student relationship has been found to be negatively correlated with school achievement (Bauer et al., 1990).

Elrod & Terrell, professors of education, reported on two studies conducted in different geographic regions of the country. They concluded that corporal punishment has been used as a "quick fix" for too long. They believe it to be an ineffective measure of controlling children in schools. Teachers should examine classroom methods and educate themselves, with student self-discipline being the desired outcome (Elrod & Terrell, 1991, Vockell, 1991).

Edward L. Vockell of Purdue University gave three major advantages of using corporal punishment. First, this type of discipline was perceived as unpleasant and may in fact deter students from misbehaving. Next, the punishment could be administered quickly and therefore, could be over quickly. Finally, states Vockell, it was a clear, specific, and obvious consequence.

Corporal punishment was probably most appropriate in private homes. Ideally, the condition of love was applied and the situation returned to a normal happy family life. A criticism of it in schools was the long delay between occurrence and administration of the punishment. Children did

build up a tolerance to the pain of corporal punishment which made it harder to inflict the pain proportionate to the misbehavior.

Vockell cited five disadvantages of using corporal punishment. Two related theoretical disadvantages were often the punishment is not logically related to the misbehavior and the child cannot perform desired behavior to terminate the corporal punishment. A third disadvantage was that this type of punishment models socially inappropriate behavior for the child. The most serious disadvantage was that corporal punishment may cause injury. The act was seductive in that it could trick the person administering it into believing that it was more effective than it really was. The person may have felt glad that the behavior had disappeared but may not have noticed the resentment being harbored by the child. The final disadvantage was the problem of accidents and litigation. A child may move or attempt to block the blow, or the educator could hit the child too hard (Vockell, 1991; Ushkow, Asbury, Bradford, Nader, Poole, & Worthington, 1991).

According to Johns & MacNaughton (1990), corporal punishment was effective when it was consistent with practices of the home. Teachers supported studies that favor retaining it as a discipline practice because denying the right to choose implies lack of judgment by the teacher. Another belief for the rationale of the right to use corporal punishment was that it reinforced the concept that, when appropriate, punishment could be delivered justly by society.

The adage "the punishment should fit the crime" was true when dealing with the social and cognitive level of misbehaving children. Children's level of cognitive development should influence their interpretation of rules and their social roles as children. Various types of adult authority should

influence their judgments about the acceptability and other aspects of punishment. Similarly, parents' level of cognitive development, their assumptions, beliefs or "implicit theories" about children's capabilities for self-regulation, and their social roles as parents should influence their views of rules governing children's behavior and the use of punishment for infractions of such rules (Catron & Masters, 1991).

In Rose's (1988) study, principals were asked their opinion of the effectiveness of corporal punishment in terms of the overall discipline level of the school, reduction of unwanted behavior, sustenance of teacher morale, and demonstrated support of teachers. In response to the general effectiveness of corporal punishment maintaining an acceptable discipline level, 59.1% responded that they did believe in its effectiveness. Regional differences were noted, the South being the most affirmative. An overwhelming 73.9% of the principals responded positively to the question concerning corporal punishment being a factor in the reduction of certain behaviors. An interesting finding, as the grade-level of the respondent's school increased the less likely they were to think that corporal punishment reduced undesirable behavior.

The study revealed 61.3% of the principals believed the use of corporal punishment had a positive effect on teacher morale. Female principals did not respond positively to the degree that male principals did. In addition, 62.2% of the principals viewed corporal punishment as an effective way to demonstrate support for teachers. Both male and female principals viewed corporal punishment as a sex specific technique, used primarily on boys.

Opponents of corporal punishment have successfully made the term synonymous with child abuse (Johns & MacNaughton, 1990; Moelis, 1989). It

often appears in the media as a moral crusade. Physical punishment and physical abuse are both examples of violent acts. They differ in severity and in cultural "legitimacy" (Wauchope & Straus, 1987). Physical punishment is defined as a legally permissible violent act carried out as part of the parental role. The doctrine of *in loco parentis* allows schools in certain states to exercise this role. Physical abuse is a violent act by a parent that exceeds the level of severity permitted by law and custom. Physical punishment has been associated with a variety of long term psychological and behavioral disorders. These include anxiety, depression, impaired self-concept, delinquency, and substance abuse (Agnew, 1983; Bryan & Florence, 1982; Holmes & Lee, 1987, 1988; McCord, 1988; Bauer et al., 1990).

The theoretical difference between child abuse and corporal punishment is that the latter is carried out with the good of the recipient in mind and is related to a specific misbehavior.

Physical injury and projected violence against children were two factors that lead Hyman and others (1988) of the National Center for the Study of Corporal Punishment and Alternatives in the Schools to propose, even when an incidence of physical punishment does not result in physical injury, it may lead to more violent actions. The use of violence is likely to train children to use physical force to control behavior, encouraging them to be aggressive children and eventually violent adults. A beaten child may strike out against the punisher (operant aggression) or other people around him or her (elicited aggression) (p.254).

These two types of social aggression were exhibited by children who were corporal punished. This could be considered a factor in the pattern of violence that pervades our society (Hyman, et al., 1988).

Neglect and verbal attacks were the more prevalent forms of child abuse. The point being it is important to reduce all physical abuse of children. The question could be asked 'Is sensible corporal punishment administered by a caring adult psychologically better than emotional attacks from an abusive adult?'

Summary

The review of literature supported the four basic categories that proponents of the use of corporal punishment generally consider to be their rationale for its practice. Those four were (a) religious beliefs, (b) legal perspectives (c) cultural beliefs and (d) beliefs of effectiveness of corporal punishment as a disciplinary measure. The literature indicated that in the south people were resistant to changing their views on these issues.

Despite a strong polarization of the beliefs and attitudes of corporal punishment among supporters and opponents, there was general agreement that effective education can only occur in a well-disciplined environment.

Chapter 3

Methods and Procedures

This chapter contains a description of the study, the methods and procedures used to collect the data, and the selection of subjects used in the study. It also provides a description of the instrument used, and a summary of the statistical analysis of the data.

Description of the Study

The research was descriptive in nature, using data collection and data analysis to answer research questions. It was a casual-comparative study aimed at the discovery of possible causes and effects of a behavior pattern (Borg & Gall, 1989). The purpose of the study was to obtain information from all principals in Tennessee's First District concerning their beliefs about the use of corporal punishment in public schools in Tennessee.

This study provided information about the beliefs of selected administrators of Tennessee's schools. The results of the research can be generalized throughout the First District. Change about the use of corporal punishment can be focused on a particular aspect of the individuals belief system using this disciplinary method. Generalizations can also be made in areas of similar geographic and cultural makeup.

The Tennessee State Board of Education's School Discipline Committee has been working to get the Tennessee Legislature to pass a resolution opposing the use of corporal punishment in this state. It must be determined why this method of discipline was used before change can be targeted at the root. Beliefs of principals provided useful information as a reference for the

focus our state will take in the future. It provided a data base our state officials could use to make decisions about the use of corporal punishment.

A research of related literature was necessary to formulate a sound background for this study. This was accomplished by using an ERIC computer search, an ACORN computer search, and INFO TRAC computer search at East Tennessee State University and Peabody Education Library, Vanderbilt University, Nashville, Tennessee. In addition, the Dissertation Abstracts International, Education Index, Current Index to Journals in Education, and the card catalog of Sherrod Library, East Tennessee State University were consulted.

Population

The subjects for this study were practicing principals in the public schools of Northeast Tennessee. The population consisted of principals from the seven city and ten county systems of the First District. The researcher was a member of the total population and did not choose to become a member of the study population.

The population included 186 male and female principals from schools with different grade level combinations. All schools were selected from the district. Assumptions were made about the selected principals. It was assumed they had different years of experience and educational level. Another assumption was that some of the subjects experienced corporal punishment as students and others did not. It was surmised that some of the administrators used corporal punishment, others did not, and that all respondents had beliefs about its use as a school disciplinary measure.

An 100% return rate would have been ideal; however, was not expected. Because the entire population was being used, the following formula was used to determine the appropriate size for return.

$$n = \frac{Npq}{(N-1)D + pq}$$

where $q = 1 - p$ and $D = \frac{B^2}{4}$

This was the sampling formula used to insure real differences rather than chance fluctuations. In the formula p was set at .5 and a bound error of estimation was set at $B = .05$. A return of 127 surveys was determined to be an appropriate response. This number represented 68% of the total population.

Instrumentation

A survey instrument in the questionnaire format was used to measure beliefs and provide data for the study. Constructs were cultivated based on the review of literature. From these constructs research questions were formed and hypotheses were developed from the research questions. Constructs were then studied further, and a pool of attitudinal statements were developed for each. A panel of experts examined the document for content validity. The questionnaire was field tested on a set of principals not considered as part of the group to be surveyed. They had characteristics similar to the population in terms of culture, geographic area, and school system make-up. On the questionnaire, respondents were asked to read forty-five statements and respond to each using the following format: Strongly Disagree (1), Moderately Disagree (2), Neither Agree nor Disagree

(3), Moderately Agree (4), Strongly Agree (5). A demographic information section was necessary to report the findings and give insight into possible reasons for particular beliefs.

Procedures

In the development of a research instrument, it was essential to establish validity and reliability. According to Borg and Gall (1989), content validity is the degree to which the sample of test items represents the content that the test is designed to measure. Content validity was established through examination by a judgmental process using experts.

The instrument was considered by three individuals from across the nation with a background knowledge of the study of corporal punishment (see Appendix A). The experts were attending the sixth National Conference to Abolish Corporal Punishment in Schools in Nashville, Tennessee, during November, 1993. The panel consisted of Irwin Hyman, Director of the National Center for the Study of Corporal Punishment and Alternatives in the Schools at Temple University; Patrick Stearn, Associate Professor of Pediatrics, University of Arkansas for Medical Services; and Nadine Block, Director of the Center for Effective Discipline. Each person was asked to validate the instrument by responding to its clarity, completeness, appropriateness, and accuracy to measure the given constructs. Only those items with at 75% agreement were left in the instrument for the pilot. These experts were encouraged to suggest additional constructs that might be used concerning the topic of corporal punishment. None were suggested and the original four constructs and items were used.

Reliability was a necessary component for validity. A group of 20 principals from other districts of Tennessee were chosen for the pilot (see

Appendixes A and B). Reliability was established through a pilot study of the instrument and the administration of Cronbach's Coefficient Alpha. It is defined as the level of internal consistency or stability of the measuring device over time (Borg & Gall, 1989). This test gave a measure of internal consistency. The revised instrument consisted of 23 attitudinal statements. Five statements were categorized as a measure of the construct of religion. The legal construct also included five statements as did the construct of culture. The construct of beliefs about corporal punishment as an effective disciplinary measure contained eight statements.

All alpha reliability coefficient levels were .9088 or greater, with the exception of the culture construct. The alpha level was .9232 with all but four items deleted. The reliability of that construct was accepted by the researcher at .8766 because of the desire to have at least five items per construct.

A cover letter, the survey instrument, and a self-addressed stamped envelope were mailed to each principal in the First District on December 9, 1993 (see Appendixes A and C). Demographic information was collected and a Likert scale was used to identify the survey data collected. Surveys were coded for monitoring replies and to generate a list for a second mailing two weeks later. Respondents were assured of confidentiality. The first mailing rendered a 81.7% return. This percentage exceeded the targeted 68%, therefore, the scheduled second mailing was abandoned.

Reliability of the Instrument

The analysis of the pilot study was accepted by the researcher as a statistical basis for the final construction of the survey instrument. The use

of Cronbach's Coefficient Alpha rendered an instrument containing 23 items with an alpha equal to or greater than .8766.

Additional data with regard to reliability were computed after receiving the 152 responses. The four constructs of the instrument maintained internal consistency at .7646 or greater. The five items of the religious belief scale computed an alpha level of .8864. Legal perspectives five items had the lowest rate at .7646. An alpha of .7804 was calculated for the five items of the culture scale. The highest alpha obtained was of the effectiveness construct. There were eight items in this scale and showed internal consistency at .9650.

The Spearman-Brown test of reliability also showed acceptable levels of internal consistency. Table 1 indicates the four constructs and the respective levels on both Cronbach's Coefficient Alpha and the Spearman-Brown Formula.

Table 1

Comparison of Survey Instrument Reliability Using Cronbach's Coefficient Alpha and Spearman Brown Formula

Construct	Cronbach's Alpha	Spearman-Brown Formula
Religion	.8864	.9057
Legal	.7646	.6869
Cultural	.7804	.7256
Effective	.9650	.9590

Data Analysis

Descriptive and inferential statistics were used to analyze the data in this study. The data collected from the survey results were analyzed by computer using the Statistical Package for Social Sciences program's procedures. Demographic information was collected and a Likert scale was used to identify the data collected. Respondents were asked to read a statement and respond using the following format: Strongly Disagree (1), Moderately Disagree (2), Neither Agree nor Disagree (3), Moderately Agree (4), Strongly Agree (5) (DeVellis, p. 70).

Descriptive statistical procedures were used for summary measures including frequency, mean, and percentage. These were computed using the Statistical Package for Social Sciences. Inferential statistical procedures were used for testing the hypotheses.

The hypotheses were stated in the null form to be statistically tested. Because the data collected were treated as ordinal, the Mann-Whitney U-test was used to determine whether two uncorrelated means differ significantly from each other. The assumption that the two populations were the same for a specified variable was met. Since the groups surveyed exceeded 20, the U value was converted to a z value. Any z value exceeding + or - 1.96 would indicate a significant difference at the .05 level of significance previously set. The two-tailed p value would have to be less than .05 to reject the null hypothesis.

Summary

This chapter presented the methodology and procedures used in this study. It was the step by step plan providing the framework for the study. Methods for developing and testing the instrument were described.

The population of the study consisted of practicing principals in the public schools of the First District of Tennessee. All subjects were surveyed. An accepted rate of return provided sufficient data to allow generalizations of the population to be made.

Demographic information was gathered. The instrument used a Likert scale to rate the beliefs of respondents. The Statistical Package for the Social Sciences was used to analyze the data and prepare the findings. The Mann-Whitney U-test was used to determine whether two uncorrelated means differ significantly from each other. Results of these analyses will be found in Chapter 4.

Chapter 4

Presentation of Data and Analysis of Findings

Introduction

The data collected from this study were obtained from questionnaires sent to 186 principals of the public schools of Tennessee's First District. The researcher was a member of the population and, to reduce bias, did not complete a questionnaire. The questionnaire consisted of eight demographic questions and 23 attitudinal statements related to beliefs about the use of corporal punishment. An area was provided for comments concerning the questionnaire itself or the topic of corporal punishment.

Respondents

One hundred fifty-two principals returned the questionnaire. This figure represented 81.7% of the total population. One hundred thirty-six responses were received within two weeks of the original mailing. Sixteen additional responses were received during the next three weeks and the collection was terminated on January 14, 1994.

The demographic information of the respondents indicated a homogenous background. One hundred seventeen questionnaires returned were from male principals, representing 77% of the respondents. Thirty-five (23%) of those returned were from female principals. The average age of the respondents was 46 years. Of those represented, 98% were Caucasian (149) and 2% were African-American (3).

Information concerning years experience as a principal was divided into respondents with 0-10 years and those with 11 years or greater. Seventy-

eight returns indicated experience between 0-10 years, representing 51.3% .
Seventy-four principals (48.7%) had more than ten years experience.

Over one half of the principals who responded had additional hours above a Masters degree. The highest level of education attained by each principal is shown in Table 2.

Table 2

Highest Educational Level Attained by Respondents

Level	Number	Percent
Bachelor	3	2.0
Masters	33	21.7
Masters +	84	55.3
Ed. S.	20	13.2
Ed. D.	10	6.5
Ph. D.	2	1.3
Total	152	100.0

Information was gathered concerning the respondents interaction with corporal punishment. The principals responded to statements regarding if they experienced corporal punishment as a child, if their school board policies allowed corporal punishment, and if they personally used corporal punishment as a disciplinary measure. The results are found in Table 3.

Table 3

Frequency and Percentage of Respondents Experience With Corporal Punishment, School Board Policies, and Use as a Disciplinary Measure

Subgroup	Yes	%	No	%
Experienced Corporal Punishment as a Child	140	92.1	12	7.9
School Board Allows Corporal Punishment	149	96.7	5	3.3
Personally Uses Corporal Punishment as a Disciplinary Measure	84	55.3	68	44.7

One hundred forty respondents had experienced corporal punishment as a child. This figure reflects 92.1% of the group. Twelve of the questionnaires returned indicated no experience with corporal punishment as a child. This number represented the remaining 7.9%. Responses from only one school system in Tennessee's First District reflected a school board that had a policy against the use of corporal punishment. The five respondents from that system were 3.3% of the group. The majority of schools, 147 of those who responded, were allowed to use corporal punishment. This figure represents 96.7% of the respondents. Eighty-four principals indicated that they used corporal punishment as a school disciplinary measure. This reflected 55.3% of the 152 that responded. Sixty-eight respondents (44.7%) indicated no use of corporal punishment in their schools.

A review of the frequency percentages of responses for the 23 attitudinal statements by construct for all respondents is represented in Table 4.

Table 4

**Frequency Percentages of Responses for 23 Attitudinal Statements By
Construct for all Principals Responding**

Construct/Statement	Percentage of Responses				
	1	2	3	4	5
	S D	MD	N	MA	SA
Religion					
Corporal punishment is used because of religious beliefs.	18.4	10.5	41.4	25.1	4.6
The use of corporal punishment is related to religious obligation.	22.4	15.1	46.1	14.4	2.0
Religiosity effects principals' beliefs about the use of corporal punishment.	17.8	19.7	48.7	11.2	2.6
Religious beliefs promote the use of corporal punishment.	19.1	17.0	36.2	22.4	5.3
The use of corporal punishment is related to religious beliefs.	19.1	13.2	43.4	21.1	3.2
Legal					
Because of the law, it is appropriate to use corporal punishment.	19.7	18.4	29.6	19.1	13.2
Corporal punishment does not deny a student's property rights to education.	2.6	8.6	15.1	30.3	*43.4

(table continues)

Construct/Statement	1	2	3	4	5
	SD	MD	N	MA	SA
Corporal punishment does not violate the Eighth Amendment (Cruel & Unusual Punishment) of the United States Constitution.	4.5	8.6	13.2	23.7	*50.0
Court decisions support the use of corporal punishment.	6.6	14.4	29.6	34.9	14.5
The law gives the right to use corporal punishment.	3.9	5.9	12.5	44.8	32.9
Cultural					
Appalachian culture supports the use of corporal punishment.	4.6	5.3	7.2	48.0	34.9
Corporal punishment is a societal preference.	7.9	23.7	32.2	30.9	5.3
Corporal punishment is used because of family traditions.	6.6	9.9	22.4	49.3	11.8
Parents support the use of corporal punishment.	2.6	18.4	30.9	43.5	4.6
Society supports the use of corporal punishment.	5.9	17.1	38.2	34.9	3.9
Effective					
Conduct improves with the use of corporal punishment.	11.8	13.2	32.9	32.2	9.9

(table continues)

Construct/Statement	1	2	3	4	5
	SD	MD	N	MA	SA
Corporal punishment helps to maintain a well-disciplined environment.	11.9	17.1	23.0	34.2	13.8
Corporal punishment is an effective intervention for student misbehavior.	12.5	16.4	19.7	36.8	14.5
Corporal punishment is effective in extinguishing undesirable student behavior.	16.4	11.8	24.5	36.8	10.5
Corporal punishment is important in maintaining appropriate student behavior.	18.4	17.8	25.0	25.6	13.2
Corporal punishment is effective in modifying the negative behavior of students.	12.5	16.4	25.1	35.5	10.5
Improper conduct decreases with the use of corporal punishment.	11.2	17.8	26.3	34.2	10.5
School discipline is better with the use of corporal punishment.	13.8	16.4	25.7	30.9	13.2

* Highest Response Strongly Agree

SD = Strongly Disagree, MD = Moderately Disagree, N = Neither Agree Nor Disagree, MA = Moderately Agree, SA = Strongly Agree

Respondents were asked to read a statement and respond using the following format: Strongly Disagree (1), Moderately Disagree (2), Neither Agree nor Disagree (3), Moderately Agree (4), Strongly Agree (5). Two

statements in the legal perspective's construct elicited a high "Strongly Agree" response. None of the statements in the other three constructs; religious beliefs, cultural beliefs, and beliefs of effectiveness, were rated "Strongly Agree." None of the 23 statements in the four constructs received a high response for "Strongly Disagree".

Analysis of Research Questions

The research question subgroups were as follows: (1) principals with 0-10 years experience and principals with more than 10 years experience, (2) principals who used corporal punishment as a disciplinary measure and those who did not, and (3) principals that experienced corporal punishment as a child and those who did not. Each table represents the statistical information for four research questions. The responses by percentage for research questions 1, 2, 3, and 4 combined follow in Table 5.

Table 5

Percentage of Respondents Rating Agreement Regarding the Use of Corporal Punishment for the Constructs of Religious Beliefs, Legal Perspectives, Cultural Beliefs, and Beliefs in Effectiveness as a Disciplinary Measure Based on Years Experience

Construct	Percent of Principals with 0-10 yrs experience	Percent of Principals with > 10 yrs experience
Religion	39.7	27.0
Legal	74.4	81.1
Cultural	66.7	73.0
Effective	59.0	48.6

One question per construct was posed for each of the subgroups making a total of 12 research questions. The following analysis was divided into the subgroups for the purpose of putting the information into tables. The first subgroups analyzed were based on two categories of years experience as a principal.

1. Do principals with different years of experience believe corporal punishment is used because of religious beliefs?

The subgroups, based on years experience as a principal, were similar in responses. Both groups had a larger percentage of responses in the "strongly disagree" or "moderately disagree" categories. The subgroup of principals with greater than 10 years experience had a higher percentage of responses in the disagree categories. The "neither agree nor disagree category" was slightly greater in the group with more experience.

Five items were designated as indicators of religious beliefs regarding the use of corporal punishment. The two strongest indicators on the scale were "moderately agree" and "strongly agree." Thirty-one of the respondents chose these two answers for the five items. This represents 39.7% of the responses of the 78 principals with 10 or less years experience. A response of "strongly disagree" or "moderately disagree" was chosen 35 times, reflecting 44.9% of the 78 principals with 10 or less years experience. Twelve principals marked the "neither agree nor disagree" category. They represent 15.4% of the respondents.

Seventy-four respondents indicated greater than 10 years experience. The five items of the religious beliefs scale were rated "moderately agree" or "strongly agree" by 20 principals. This number represents 27% of those with greater than 10 years experience. A larger 51.4% of the group (38) rated the

items "strongly disagree" or "moderately disagree." Sixteen principals chose the "neither agree nor disagree" category reflecting 21.6% of the 74 respondents.

2. Do principals with different years of experience believe corporal punishment is used for legal reasons?

Both groups, based on years experience as a principal, had a much larger percentage of responses in the "strongly disagree" or "moderately disagree" categories. The subgroup of principals with 0- 10 years experience had a higher percentage of responses in the disagree categories. The "neither agree nor disagree category" was slightly greater in the group with more experience.

Five items were designated as indicators of legal perspectives regarding the use of corporal punishment. Fifty-eight of the respondents chose the two strongest indicators on the scale for the five items. This represents 74.4% of the responses of the 78 principals with 10 or less years experience. A response of "strongly disagree" or "moderately disagree" was chosen 17 times, reflecting 21.8% of the 78 principals with 10 or less years experience. Three principals marked the "neither agree nor disagree" category. They represent 3.8% of the respondents.

Seventy-four respondents indicated greater than 10 years experience. The five items of the legal perspectives scale were rated "moderately agree" or "strongly agree" by 60 principals. This number represents 81.1% of those with greater than 10 years experience. A much smaller 13.5% of the group (10) rated the items "strongly disagree" or "moderately disagree." Four principals chose the "neither agree nor disagree" category reflecting 5.4% of the 74 respondents.

3. Do principals with different years of experience believe corporal punishment is used because of cultural beliefs?

Both groups, principals with 0-10 years experience and those with more than 10 years experience, had a considerably larger percentage of responses in the "strongly agree" or "moderately agree" categories. The "neither agree nor disagree category" was slightly greater in the group with less experience.

The five statements regarding cultural beliefs and the use of corporal punishment were rated by the same groupings, 78 respondents with 10 or less years and 74 with more than ten. The two strongest indicators on the scale were "moderately agree" and "strongly agree." Fifty-two of the respondents chose these two answers for the five items. This represents 66.7% of the responses of the 78 principals with 10 or less years experience. A response of "strongly disagree" or "moderately disagree" was chosen 20 times, reflecting 25.6% of the 78 principals with 10 or less years experience. Six principals marked the "neither agree nor disagree" category. They represent 7.7% of the respondents.

Seventy-four respondents indicated greater than 10 years experience. The five items of the cultural beliefs scale were rated "moderately agree" or "strongly agree" by 54 principals with greater than 10 years experience. This number represents 73% of that group. A smaller 24.3% of the group (18) rated the items "strongly disagree" or "moderately disagree." Two principals chose the "neither agree nor disagree" category reflecting 2.7% of the 74 respondents.

4. Do principals with different years of experience believe corporal punishment is used because of its effectiveness as a disciplinary measure?

Regarding the use of corporal punishment, there were eight items designated as indicators of the final construct, beliefs of effectiveness as a disciplinary measure . Forty-six of the respondents chose the two strongest indicators on the scale, which were "moderately agree" and "strongly agree," for the eight items. This represents 59% of the responses of the 78 principals with 10 or less years experience. A response of "strongly disagree" or "moderately disagree" was chosen 31 times, reflecting 39.7% of the 78 principals with 10 or less years experience. Only one principal marked the "neither agree nor disagree" category, representing 1.3% of the respondents.

Seventy-four respondents indicated greater than 10 years experience. The eight items of the effectiveness beliefs scale were rated "moderately agree" or "strongly agree" by 36 principals. This number represents 48.6% of those with greater than 10 years experience. A similar 44.6% of the group (33) rated the items "strongly disagree" or "moderately disagree." Five principals chose the "neither agree nor disagree" category reflecting 6.8% of the 74 respondents.

These subgroups were based on years experience as a principal. Both groups had a larger percentage of responses in the "strongly agree" or "moderately agree" categories. The subgroup of principals with more than 10 years experience had a higher percentage of responses in the disagree categories. The "neither agree nor disagree category" was slightly greater in the group with more experience.

Questions 5, 6, 7, and 8 are categorized into two groups by principals who used corporal punishment and those who did not use it as a disciplinary measure. Eighty-four respondents indicated that they had used corporal punishment. The remaining 68 respondents denoted that they did not use

corporal punishment as a disciplinary measure. The statistical percentages for these four research questions are found in Table 6.

Table 6

Percentage of Respondents Rating Agreement in the Use of Corporal Punishment for the Constructs of Religious Beliefs, Legal Perspectives, Cultural Beliefs, and Beliefs in Effectiveness as a Disciplinary Measure Based on Personal Use

Construct	Percent of	Percent of Principals Who
	Principals Who Use Corporal Punishment	Do Not Use Corporal Punishment
Religion	39.3	26.5
Legal	92.9	58.8
Cultural	77.4	60.3
Effective	75.0	27.9

5. Do principals using or not using corporal punishment believe corporal punishment is used because of religious beliefs?

These subgroups were based on the use of corporal punishment as a principal. Both groups had a larger percentage of responses in the "strongly disagree" or "moderately disagree" categories. The subgroup of principals who did not use corporal punishment had a higher percentage of responses in the disagree categories. The "neither agree nor disagree category" was slightly greater in the group not that did not use corporal punishment.

The five indicators of religious beliefs regarding the use of corporal punishment were rated positively by the descriptors "moderately agree" and

"strongly agree." Thirty-three of the respondents chose these two answers for the five items. This represents 39.3% of the responses of the 84 principals who used corporal punishment. A response of "strongly disagree" or "moderately disagree" was chosen 37 times, reflecting 44% of the 84 principals who used corporal punishment. Fourteen principals marked the "neither agree nor disagree" category. They represent 16.7% of the respondents.

Sixty-eight respondents indicated they did not use corporal punishment. The five item scale was rated "moderately agree" or "strongly agree" by 18 principals. This number represents 26.5% of those that did not use corporal punishment. A larger 52.9% of the group (36) rated the items "strongly disagree" or "moderately disagree." Fourteen principals chose the "neither agree nor disagree" category reflecting 20.6% of the 68 respondents.

6. Do principals using or not using corporal punishment believe corporal punishment is used because of legal reasons?

Whether a principal used corporal punishment or not determined these two subgroups. Both groups had a larger percentage of responses in the "strongly agree" or "moderately agree" categories. The subgroup of principals who used corporal punishment experience had a much higher percentage of responses in the agree categories. The "neither agree nor disagree category" was chosen by 10.3% of the respondents who did not use corporal punishment and was not chosen by principals who used corporal punishment.

Five items were designated as indicators of legal perspectives regarding the use of corporal punishment. The two strongest indicators on the scale were "moderately agree" and "strongly agree." Seventy-eight of the respondents chose these two answers for the five items. This represents

92.9% of the responses of the 84 principals who used corporal punishment. A response of "strongly disagree" or "moderately disagree" was chosen only 6 times, reflecting 7.1% of the 84 principals who used corporal punishment. None of the principals marked the "neither agree nor disagree" category.

Sixty-eight respondents indicated that they did not use corporal punishment. The five items of the legal perspectives scale were rated "moderately agree" or "strongly agree" by 40 principals. This number represents 58.8% of those who used corporal punishment. The remaining 30.9% of the group (21) rated the items "strongly disagree" or "moderately disagree." Seven principals chose the "neither agree nor disagree" category reflecting 10.3% of the 68 respondents.

7. Do principals using or not using corporal punishment believe corporal punishment is used because of cultural reasons?

These subgroups, based on the use of corporal punishment as a principal, had a larger percentage of responses in the "strongly agree" or "moderately agree" categories regarding cultural beliefs. The subgroup of principals who did not use corporal punishment had a higher percentage of responses in the disagree categories. The percentage of responses for "neither agree nor disagree category" was slightly greater in the group who did not use corporal punishment.

Five items were designated as indicators of cultural beliefs regarding the use of corporal punishment. The two strongest indicators on the scale were "moderately agree" and "strongly agree." Sixty-five of the respondents chose these two answers for the five items. This represents 77.4% of the responses of the 84 principals who used corporal punishment. A response of "strongly disagree" or "moderately disagree" was chosen 15 times, reflecting 17.9% of

the 84 principals who used corporal punishment. Four principals marked the "neither agree nor disagree" category. They represent 4.7% of the respondents.

Sixty-eight respondents indicated that they did not use corporal punishment. The five items of the cultural beliefs scale were rated "moderately agree" or "strongly agree" by 41 principals. This number represents 60.3% of those that did not use corporal punishment. A lesser 33.8% of the group (23) rated the items "strongly disagree" or "moderately disagree." Four principals chose the "neither agree nor disagree" category reflecting 5.9% of the 68 respondents.

8. Do principals using or not using corporal punishment believe corporal punishment is used because of its effectiveness as a disciplinary measure?

There was a notable difference in responses between the group who used corporal punishment and the ones who did not. The respondents that did not use corporal punishment had a larger percentage of responses in the "strongly disagree" or "moderately disagree" categories. The "neither agree nor disagree category" was also greater in the group which used corporal punishment.

Eight items were designated as indicators of beliefs of effectiveness regarding the use of corporal punishment. The two strongest indicators on the scale were "moderately agree" and "strongly agree." Sixty-three of the respondents chose these two answers for the five items. This represents 75% of the responses of the 84 principals who used corporal punishment. A response of "strongly disagree" or "moderately disagree" was chosen 16 times, reflecting 19% of the 84 principals who used corporal punishment. Five

principals marked the "neither agree nor disagree" category. They represent 6% of the respondents.

Sixty-eight respondents indicated that they did not use corporal punishment. The eight items of the effectiveness beliefs scale were rated "moderately agree" or "strongly agree" by 19 principals. This number represents 27.9% of those who did not use corporal punishment. A larger 70.6% of the group (48) rated the items "strongly disagree" or "moderately disagree." Only one principal chose the "neither agree nor disagree" category reflecting 1.5% of the 68 respondents.

Table 7 shows the calculated percentages for research questions 9, 10, 11, and 12 for the final subgroup, experience with corporal punishment.

Table 7

Percentage of Respondents Rating Agreement in the Use of Corporal Punishment for the Constructs of Religious Beliefs, Legal Perspectives, Cultural Beliefs, and Beliefs in Effectiveness as a Disciplinary Measure Based on Experience With Corporal Punishment as a Child

Construct	Percent of Principals Who Experienced Corporal Punishment as a Child	Percent of Principals Who Did Not Experience Corporal Punishment as a Child
	Religion	33.6
Legal	78.6	66.7
Cultural	69.3	75.0
Effective	57.1	16.7

9. Do principals who experienced corporal punishment as a child believe corporal punishment is used because of religious beliefs?

These groups were determined by responses of principals who had experienced corporal punishment as a children and those who had not. Both groups had a larger percentage of responses in the "strongly disagree" or "moderately disagree" categories. The subgroup of principals who did not experience corporal punishment had a slightly higher percentage of responses in the disagree categories. The "neither agree nor disagree category" was slightly greater in the group who had experienced corporal punishment.

Five items were designated as indicators of religious beliefs regarding the use of corporal punishment. The two strongest indicators on the scale were "moderately agree" and "strongly agree." Forty-seven of the respondents chose these two answers for the five items. This represents 33.5% of the responses of the 140 principals who had experienced corporal punishment as children. A response of "strongly disagree" or "moderately disagree" was chosen 67 times, reflecting 47.9% of the 140 principals who had experienced corporal punishment. Twenty-six principals marked the "neither agree nor disagree" category, representing 18.6% of the respondents.

Twelve respondents indicated they had not experienced corporal punishment as children. The five items of the religious beliefs scale were rated "moderately agree" or "strongly agree" by 4 principals. This number represents 33.3% of those with no experience of corporal punishment. A larger 50% of the group (6) rated the items "strongly disagree" or "moderately disagree." Two principals chose the "neither agree nor disagree" category reflecting 16.7% of the 12 respondents.

10. Do principals who experienced corporal punishment as a child believe corporal punishment is used for legal reasons?

Both groups, principals who had experienced corporal punishment and those who had not, had a larger percentage of responses in the "strongly agree" or "moderately agree" categories. The subgroup of principals who had not experienced corporal punishment had a higher percentage of responses in the disagree categories. The "neither agree nor disagree category" was slightly greater in the group who had not experienced corporal punishment.

Five items were designated as indicators of legal perspectives regarding the use of corporal punishment. The two strongest indicators on the scale were "moderately agree" and "strongly agree." One hundred ten of the respondents chose these two answers for the five items. This represents 78.6% of the responses of the 140 principals who had experienced corporal punishment as children. A response of "strongly disagree" or "moderately disagree" was chosen 24 times, reflecting 17.1% of the 140 principals who had experienced corporal punishment. Six principals marked the "neither agree nor disagree" category. They represent 4.3% of the respondents.

Twelve respondents indicated they had not experienced corporal punishment as children. The five items of the legal perspectives scale were rated "moderately agree" or "strongly agree" by 8 principals. This number represents 66.7% of those with no experience of corporal punishment. A smaller 25% of the group (3) rated the items "strongly disagree" or "moderately disagree." Only one principal chose the "neither agree nor disagree" category reflecting 8.3% of the 12 respondents.

11. Do principals who experienced corporal punishment as a child believe corporal punishment is used because of cultural reasons?

These subgroups were based on having experienced corporal punishment as a child. Both groups had a larger percentage of responses in the "strongly agree" or "moderately agree" categories. The subgroup of principals who did experience corporal punishment had a higher percentage of responses in the disagree categories. The percentage in the "neither agree nor disagree" category was slightly greater in the group who had not experienced corporal punishment.

Five items were designated as indicators of cultural beliefs regarding the use of corporal punishment. The two strongest indicators on the scale were "moderately agree" and "strongly agree." Ninety-seven of the respondents chose these two answers for the five items, representing 69.3% of the responses of the 140 principals who had experienced corporal punishment as children. A response of "strongly disagree" or "moderately disagree" was chosen 36 times, reflecting 25.7% of the 140 principals who had experienced corporal punishment. Seven principals marked the "neither agree nor disagree" category. They represent 5% of the respondents.

Twelve respondents indicated they had not experienced corporal punishment as children. The five items of the cultural beliefs scale were rated "moderately agree" or "strongly agree" by 9 principals. This number represents 75% of those with no experience of corporal punishment. A smaller 16.7% of the group (2) rated the items "strongly disagree" or "moderately disagree." One principal chose the "neither agree nor disagree" category reflecting 8.3% of the 12 respondents.

12. Do principals who experienced corporal punishment as a child believe corporal punishment is used because of its effectiveness as a disciplinary measure?

These subgroups were based on having experienced corporal punishment as a child. The group who had not experienced corporal punishment as children overwhelmingly chose the disagree categories regarding the effectiveness of the use of corporal punishment.

Eight items were designated as indicators of beliefs of effectiveness regarding the use of corporal punishment. The two strongest indicators on the scale were "moderately agree" and "strongly agree." Eighty of the respondents chose these two answers for the five items. This represents 57.1% of the responses of the 140 principals who had experienced corporal punishment as children. A response of "strongly disagree" or "moderately disagree" was chosen 54 times, reflecting 38.6% of the 140 principals who had experienced corporal punishment. Six principals marked the "neither agree nor disagree" category. They represent 4.3% of the respondents.

Twelve respondents indicated they had not experienced corporal punishment as children. The five items of the effectiveness beliefs scale were rated "moderately agree" or "strongly agree" by only 2 principals. This number represents 16.7% of those with no experience of corporal punishment. A larger 83.3% of the group (10) rated the items "strongly disagree" or "moderately disagree." None of the principals in this category chose the "neither agree nor disagree" category.

Analysis of Null Hypotheses

Twelve hypotheses were developed from the research questions and tested for significant differences. These hypotheses were established to investigate principals beliefs regarding the use of corporal punishment in Tennessee's First District Public Schools. Using the SPSS Macintosh computer program, the Mann-Whitney U test was used to determine whether

there was a significant difference in the subgroup responses on the four constructs: religious beliefs, legal perspectives, cultural beliefs, and beliefs of corporal punishment's effectiveness as a disciplinary measure. The first four hypotheses were tested against data representing years experience as a principal. Hypotheses 5, 6, 7, and 8 were categorized using subgroups of principals who used corporal punishment as a disciplinary measure and those who did not. The final four hypotheses were divided into subgroups of principals who experienced corporal punishment as children and those who had never experienced it.

A compilation of the data from hypotheses 1, 2, 3, and 4 is presented in Table 8. The statistical results did not indicate significant differences in religious beliefs, legal perspectives, cultural beliefs, and beliefs of effectiveness as a disciplinary measure of principals with 0-10 years experience and those with more than 10 years.

Table 8

Mann-Whitney U Test Results of Comparison of Principal's Beliefs About the Use of Corporal Punishment of Principals With 0-10 Years Experience and Principals With More Than 10 Years Experience

Ho	Construct	U	z	p	Reject the Null
1	Religion	2572.5	-1.1614	.2455	No
2	Legal	2595.5	-1.0759	.2820	No
3	Cultural	2700.5	-0.6873	.4919	No
4	Effective	2715.0	-0.6312	.5279	No

* $p < .05$

Hypothesis 1

There will be no significant difference between religious belief scores concerning the use of corporal punishment of principals with ten or less years experience as compared to those who have served more than ten years.

The results of the Mann-Whitney U test for the religious construct, as reflected in Table 8, indicated that a failure to reject the null hypothesis was appropriate.

Questionnaires were received from 78 principals having 0-10 years experience and 74 who have more than 10. The calculated belief scores, using principals' years of experience as subgroups, did not show significant differences using the the 2-tailed p value of .2455.

Calculated scores for individual items in the religious construct were computed. None of the five statements of the religious construct were tested significant. Two statements , "Corporal punishment is used because of religious beliefs" and "Religious beliefs promote the use of corporal punishment," approached the predetermined level of significance, however, they did not exceed it. The first statement indicated a p value of .09 and the second statement denoted a p value of .08. The results for hypothesis 1 are in Table 9.

Table 9

Mean Rank, Mann-Whitney U, and Probability Results of Individual Items of Principal's Beliefs About Religion Regarding the Use of Corporal Punishment of Principals With 0-10 Years Experience and Principals With More Than 10 Years Experience

Religion	Mean Rank		U	z	p
	0-10 yrs ^a	> 10 yrs ^b			
• Corporal punishment is used because of religious beliefs.	82.05	70.65	2453.0	-1.6772	.0935
• The use of corporal punishment is related to religious obligation.	76.04	76.99	2850.0	-.1411	.8878
• Religiosity effects principals' beliefs about the use of corporal punishment.	77.46	75.49	2811.5	-.2944	.7684
• Religious beliefs promote the use of corporal punishment.	82.33	70.35	2431.0	-1.7398	.0819
• The use of corporal punishment is related to religious beliefs.	79.10	73.76	2683.5	-.7870	.4313

^a 0-10 yrs = 0-10 years experience as a principal

^b >10 yrs = More than 10 years experience as a principal

* p < .05

Hypothesis 2

There will be no significant difference between scores concerning the legal use of corporal punishment of principals with 10 or less years experience as compared to those who have served more than 10 years.

The Mann-Whitney test of significance was used to test this hypothesis. Results can be found in Table 8. The null hypothesis was not rejected with a z score of -1.0759 and 2-tailed p of .2820. The calculated z is less than the critical value for rejection of + or - 1.96. The p value is not less than the critical value of .05. Increasing years of experience does not indicate a difference in principals knowledge of the legal perspectives of corporal punishment.

There were five statements in the legal perspectives construct for hypothesis two. One of the five items of the legal perspectives construct was tested to exceed the level of significance. There was a significant difference in responses for the statement, "Court decisions support the use of corporal punishment." The subgroup of principals with greater than 10 years experience rated this item higher than the less experienced subgroup. The p values of the remaining four items were substantially higher.

The individual computations are found in Table 10.

Table 10

Mean Rank, Mann-Whitney U, and Probability Results of Individual Items of Principal's Beliefs About Legal Perspectives Regarding the Use of Corporal Punishment of Principals With 0-10 Years Experience and Principals With More Than 10 Years Experience

Legal	Mean Rank		U	z	p
	0-10 yrs ^a	> 10 yrs ^b			
• Because of the law, it is appropriate to use corporal punishment.	77.22	75.74	2830.0	-.2117	.8324
• Corporal punishment does not deny a student's property rights to education.	75.15	77.93	2780.5	-.4131	.6795
• Corporal punishment does not violate the Eighth Amendment (Cruel & Unusual Punishment) of the United States Constitution.	73.38	79.79	2642.5	-.9686	.3327
• Court decisions support the use of corporal punishment.	69.29	84.09	2324.0	-2.1536	.0313*
• The law gives the right to use corporal punishment.	71.24	82.04	2476.0	-1.6178	.1057

^a 0-10 yrs = 0-10 years experience as a principal

^b >10 yrs = More than 10 years experience as a principal

* p < .05

Hypothesis 3

There will be no significant difference between cultural belief scores concerning the use of corporal punishment of principals with 10 or less years experience as compared to those who have served more than 10 years.

An analysis of the data revealed that the number of years experience for principals did not statistically affect their belief concerning cultural influence on the use of corporal punishment. Again, results of the Mann-Whitney test revealed findings to fail to reject the null hypothesis with a z score of $-.6873$ and a p value of $.4919$. Table 8 contains the results of the statistical analysis.

Table 11 summarizes the calculated Mann-Whitney scores for the individual items of the cultural beliefs construct. The subgroups used were principals with 0-10 years experience and principals with more than 10 years experience. There were five items.

The attitudinal statement in this construct, "Parents support the use of corporal punishment," approached the predetermined level of significance. The statement did not exceed the level of significance, however, this revealed a similar perception of parent support of corporal punishment in this Appalachian area.

The other statement that was even close in approaching the $.05$ level was "Society supports the use of corporal punishment." Both statements revealed that years experience did not influence different perceptions in principals concerning the cultural influence on the use of corporal punishment.

None of the items in the cultural beliefs construct exceeded the predetermined level of significance as an individual indicator. Consequently, it was determined that there was no significant difference.

Table 11

Mean Rank, Mann-Whitney U, and Probability Results of Individual Items of Principal's Beliefs About Culture Regarding the Use of Corporal Punishment of Principals With 0-10 Years Experience and Principals With More Than 10 Years Experience

Cultural	Mean Rank		U	z	p
	0-10 yrs ^a	> 10 yrs ^b			
• Appalachian culture supports the use of corporal punishment.	75.30	77.76	2792.5	-.3747	.7079
• Corporal punishment is a societal preference.	77.14	75.82	2836.0	-.1918	.8479
• Corporal punishment is used because of family traditions.	77.48	75.47	2809.5	-.3031	.7618
• Parents support the use of corporal punishment.	71.72	81.53	2513.5	-1.4619	.1438
• Society supports the use of corporal punishment.	73.51	79.65	2653.0	-.9070	.3644

^a 0-10 yrs = 0-10 years experience as a principal

^b >10 yrs = More than 10 years experience as a principal

* p < .05

Hypothesis 4

There will be no significant difference between belief scores concerning the effectiveness of the use of corporal punishment of principals with ten or less years experience as compared to those who have served more than ten years.

Literature revealed a belief in the effectiveness of corporal punishment by those who practice this form of discipline. The total number of principals from these two groups did not differ significantly in the effectiveness of corporal punishment as a disciplinary measure. This hypothesis was not rejected, showing no significant difference in the beliefs as a principal gains experience. The z score was $-.6312$ and the p value was $.5279$, as shown in Table 8.

The individual item analysis supports the total computation of the construct of effectiveness as a disciplinary measure. All eight items of the effectiveness construct were within the parameters to fail to reject the null hypothesis regarding the use of corporal punishment. The closest p value to the critical value of $.05$ was $.3532$. This value was not significant.

The groups were similar in response. Years of experience of the respondents did not significantly differ in rating agreement regarding the effectiveness of corporal punishment as a disciplinary measure. An individual analysis of the eight items of effectiveness is presented in Table 12.

Table 12

Mean Rank, Mann-Whitney U, and Probability Results of Individual Items of Principal's Beliefs About Effectiveness Regarding the Use of Corporal Punishment of Principals With 0-10 Years Experience and Principals With More Than 10 Years Experience

Effective	Mean Rank		U	z	p
	0-10 yrs ^a	> 10 yrs ^b			
• Conduct improves with the use of corporal punishment.	79.08	73.78	2685.0	-.7699	.4413
• Corporal punishment helps to maintain a well-disciplined environment.	79.63	73.20	2642.0	-.9284	.3532
• Corporal punishment is an effective intervention for student misbehavior.	77.90	75.02	2776.5	-.4179	.6760
• Corporal punishment is effective in extinguishing undesirable student behavior.	78.25	74.66	2749.5	-.5222	.6015
• Corporal punishment is important in maintaining appropriate student behavior.	78.67	74.21	2716.5	-.6399	.5222
• Corporal punishment is effective in modifying the negative behavior of students.	75.15	77.93	2780.5	-.4028	.6871

(table continues)

Effective	Mean	Rank	U	z	p
	0-10 yrs ^a	> 10 yrs ^b			
• Improper conduct decreases with the use of corporal punishment.	76.79	76.19	2863.0	-.0877	.9301
• School discipline is better with the use of corporal punishment.	77.73	75.20	2790.0	-.3642	.7157

^a 0-10 yrs = 0-10 years experience as a principal

^b >10 yrs = More than 10 years experience as a principal

* p < .05

The next subgroup to be used was determined by principals who used corporal punishment and those who did not. Three of the four hypotheses elicited rejection indicating differences in beliefs of principals who used corporal punishment and those who did not. Consistent with the review of literature, the rejection of three of the four hypotheses indicate one of the strongest indicators of differences in beliefs concerning corporal punishment is whether it is used as a disciplinary measure.

Table 13 reflects the results of a statistical analysis of the data relative to hypotheses 5, 6, 7, and 8 combined.

Table 13

Mann-Whitney U Test Results of Comparison of Principal's Beliefs About the Use of Corporal Punishment of Principals Who Used Corporal Punishment and Principals Who Did Not

Ho	Construct	U	z	p	Reject the Null
5	Religion	2676.0	-0.6703	.5027	No
6	Legal	1457.5	-5.2066	.0001*	Yes
7	Cultural	2026.5	-3.0893	.0020*	Yes
8	Effective	1134.5	-6.3874	.0002*	Yes

* $p < .05$

Hypothesis 5

There will be no significant difference between religious belief scores concerning the use of corporal punishment of principals using corporal punishment as compared to those who do not use it.

Principals were asked to respond if they currently used corporal punishment as a school disciplinary measure. The respondents indicated no difference in their beliefs about the religious influence on corporal punishment with a z score of -.6703 and a p value of .5027. When looking at the data shown in Table 13, it was noted that the failure to reject the null hypothesis was appropriate.

Table 14 contains the relevant data obtained through the application of the Mann-Whitney Statistic for hypothesis five. Individual items within the construct are shown.

Table 14

Mean Rank, Mann-Whitney U, and Probability Results of Individual Items of Principal's Beliefs About Religion Regarding the Use of Corporal Punishment of Principals Who Used Corporal Punishment and Those Who Did Not

Religion	Mean Rank		U	z	p
	use ^a	not use ^b			
• Corporal punishment is used because of religious beliefs.	76.09	77.01	2821.5	-.1343	.8931
• The use of corporal punishment is related to religious obligation.	74.93	78.44	2724.0	-.5200	.6030
• Religiosity effects principals' beliefs about the use of corporal punishment.	79.15	73.22	2633.0	-.8860	.3756
• Religious beliefs promote the use of corporal punishment.	80.13	72.02	2551.5	-1.1704	.2418
• The use of corporal punishment is related to religious beliefs.	76.56	76.43	2851.0	-.0195	.9844

^a use = personally used corporal punishment

^b not use = did not use corporal punishment

* $p < .05$

An individual item analysis was completed for the religious construct. The statement "Religious beliefs promote the use of corporal punishment" was scored the more different than the others, however it did not exceed the critical value of .05. A wide range of p-values were noted, however, none

approached the level of significance. In conclusion, the individual items of the religious construct showed no significant difference in responses of principals who used corporal punishment and those who did not.

Hypothesis 6

There will be no significant difference between scores concerning the legal perspectives of corporal punishment of principals using corporal punishment as compared to those who do not use it.

Findings relative to the legal perspectives of corporal punishment indicated a significant difference to reject the null hypothesis. A z score of -5.2066 was derived with no detectable p value. These results are presented in Table 13.

Interpretation of the individual attitudinal statements relative to the legal perspectives of corporal punishment differed significantly between those principals who used corporal punishment and those who did not. Respondents who used corporal punishment indicated a strong belief in their legal right to use it.

The statements exhibiting significant differences were as follows: "Because of the law, it is appropriate to use corporal punishment", "Corporal punishment does not deny a student's property rights to education", "Corporal punishment does not violate the Eighth Amendment of the United States Constitution", and "The law gives the right to use corporal punishment." Each of the four items were rated higher by the subgroup of respondents that used corporal punishment as a disciplinary measure. Table 15 reflects the results of the individual item analysis.

Table 15

Mean Rank, Mann-Whitney U, and Probability Results of Individual Items of Principal's Beliefs About Legal Perspectives Regarding the Use of Corporal Punishment of Principals Who Used Corporal Punishment and Those Who Did Not

Legal	Mean use ^a	Rank not use ^b	U	z	p
• Because of the law, it is appropriate to use corporal punishment.	88.65	61.49	1835.5	-3.8778	.0001*
• Corporal punishment does not deny a student's property rights to education.	90.69	58.97	1664.0	-4.6916	.0001*
• Corporal punishment does not violate the Eighth Amendment (Cruel & Unusual Punishment) of the United States Constitution.	92.13	57.20	1543.5	-5.2483	.0002*
• Court decisions support the use of corporal punishment.	80.00	72.18	2562.0	-1.1325	.2574
• The law gives the right to use corporal punishment.	86.14	64.60	2046.5	-3.2110	.0013*

^a use = personally used corporal punishment

^b not use = did not use corporal punishment

* p < .05

The four statements previously mentioned on the legal perspectives scale exceeded the critical value of $p < .05$. The item showing no significant difference was "Court decisions support the use of corporal punishment."

Hypothesis 7

There will be no significant difference between cultural belief scores concerning the use of corporal punishment of principals using corporal punishment as compared to those who do not use it.

The null hypothesis was rejected with respect to the findings of the statistical analysis. The computed z score of -3.0893 exceeded the critical value of -1.96 and a p value of .0020 was less than the specified level of .05. Table 13 contains these results.

Indications are that principals who did not use corporal punishment did not believe in the cultural influence for their school. Users of it as a disciplinary measure, however, revealed a belief in this cultural influence. Sixty-eight principals indicated that they did not use corporal punishment and only five of those principals worked in schools with board policies prohibiting the use of corporal punishment

The study revealed the relationship between the principals who used corporal punishment and those who did not. Four of the five individual attitudinal items of the cultural construct revealed a significant difference in the two groups. These individual items were as follows: "Appalachian culture supports the use of corporal punishment", "Corporal punishment is a societal preference", "Parents support the use of corporal punishment", and "Society supports the use of corporal punishment." Principals who used corporal punishment rated the statements higher than the principals who did

not use corporal punishment. The analysis of the five statements of the cultural construct relative to these two groups is exhibited in Table 16.

Table 16

Mean Rank, Mann-Whitney U, and Probability Results of Individual Items of Principal's Beliefs About Culture Regarding the Use of Corporal Punishment of Principals Who Used Corporal Punishment and Those Who Did Not

Cultural	Mean Rank		U	z	p
	use ^a	not use ^b			
• Appalachian culture supports the use of corporal punishment.	85.26	65.68	2120.5	-2.9627	.0030*
• Corporal punishment is a societal preference.	84.67	66.40	2169.5	-2.6478	.0081*
• Corporal punishment is used because of family traditions.	73.76	79.88	2626.0	-.9159	.3597
• Parents support the use of corporal punishment.	90.08	59.73	1715.5	-4.4994	.0001*
• Society supports the use of corporal punishment.	84.48	66.64	2185.5	-2.6236	.0087*

^a use = personally used corporal punishment

^b not use = did not use corporal punishment

* p < .05

The four previously mentioned individual items of the cultural construct showed a significant difference for the two groups. "Corporal punishment is

used because of family traditions" was the only item not showing an individual significant difference.

Hypothesis 8

There will be no significant difference between belief scores that corporal punishment is an effective disciplinary measure of principals using corporal punishment as compared to those who do not use it.

Results of the Mann-Whitney U test yielded a strong -6.3874 score which allows us to reject the null hypothesis. Additionally, the 2-tailed p value was less than the critical value. Table 13 contains the relative data.

Rejecting the null hypothesis led to the determination that the principals who used corporal punishment rated the category, beliefs in its effectiveness, differently than principals who did not use it. Comments were added to some responses concerning corporal punishment being used as the last resort and that often results were short term.

Each individual item showed significant difference in responses by principals who used corporal punishment and those who did not use it. These individual items were as follows: "Conduct improves with the use of corporal punishment", "Corporal punishment helps to maintain a well-disciplined environment", "Corporal punishment is an effective intervention for student misbehavior", "Corporal punishment is effective in extinguishing undesirable student behavior", "Corporal punishment is important in maintaining appropriate student behavior", "Corporal punishment is effective in modifying the negative behavior of students", "Improper conduct decreases with the use of corporal punishment", and "School discipline is better with the use of corporal punishment." Principals who used corporal punishment

as a disciplinary measure rated each item higher for effectiveness than those who did not use corporal punishment.

Table 17 reflects statistical information for the individual items relative to hypothesis eight.

Table 17

Mean Rank, Mann-Whitney U, and Probability Results of Individual Items of Principal's Beliefs About Effectiveness Regarding the Use of Corporal Punishment of Principals Who Used Corporal Punishment and Those Who Did Not

Effective	Mean Rank not use ^a	Mean Rank use ^b	U	z	p
• Conduct improves with the use of corporal punishment.	91.64	57.80	1584.5	-4.8961	.0001*
• Corporal punishment helps to maintain a well-disciplined environment.	94.51	54.25	1343.0	-5.7873	.0003*
• Corporal punishment is an effective intervention for student misbehavior.	94.77	53.93	1321.5	-5.8871	.0001*
• Corporal punishment is effective in extinguishing undesirable student behavior.	90.63	59.05	1669.5	-4.5632	.0003*

(table continues)

Effective	Mean use ^a	Rank not use ^b	U	z	p
• Corporal punishment is important in maintaining appropriate student behavior.	97.79	50.21	1068.0	-6.7855	.0002*
• Corporal punishment is effective in modifying the negative behavior of students.	94.81	53.88	1318.0	-5.9033	.0001*
• Improper conduct decreases with the use of corporal punishment.	93.32	55.73	1443.5	-5.4170	.0001*
• School discipline is better with the use of corporal punishment.	95.38	53.18	1270.5	-6.0462	.0002*

^a use = personally used corporal punishment

^b not use = did not use corporal punishment

* $p < .05$

Table 18 contains the relevant data obtained through the application of the Mann-Whitney test of significance for hypotheses 9, 10, 11, and 12 combined. This group of hypotheses test for significant differences between principals who experienced corporal punishment as a child and those who did not. One of four hypotheses was rejected for the two groups.

Table 18

Mann-Whitney U Test Results of Comparison of Principal's Beliefs About the Use of Corporal Punishment of Principals Who Experienced Corporal Punishment as a Child and Principals Who Did Not

Ho	Construct	U	z	p	Reject the Null
9	Religion	802.0	-0.2609	.7941	No
10	Legal	593.5	-1.6922	.0906	No
11	Cultural	800.0	-0.2747	.7836	No
12	Effective	311.0	-3.6192	.0003*	Yes

* $p < .05$

Hypothesis 9

There will be no significant difference between religious belief scores concerning the use of corporal punishment of principals who experienced corporal punishment as compared to principals who did not experience it.

Principals who experienced corporal punishment as children showed no significant difference in religious belief scores than those who did not experience it. Therefore, the null hypothesis was not rejected. As presented in Table 18, the z score was -.2609 and the 2-tailed p value was .7941. These figures, when compared to the critical value of -1.96, indicated that there was not a significant difference between respondents who experienced corporal punishment and those who did not in regard to religious beliefs.

An individual item analysis of the five statements is reflected in Table 19.

Table 19

Mean Rank, Mann-Whitney U, and Probability Results of Individual Items of Principal's Beliefs About Religion Regarding the Use of Corporal Punishment of Principals Who Experienced Corporal Punishment and Those Who Did Not

Religion	Mean Rank		U	z	p
	exp ^a	no exp ^b			
• Corporal punishment is used because of religious beliefs.	76.38	77.92	823.0	-.1221	.9029
• The use of corporal punishment is related to religious obligation.	76.00	82.38	769.5	-.5121	.6086
• Religiosity effects principals' beliefs about the use of corporal punishment.	77.77	61.71	662.5	-1.3003	.1935
• Religious beliefs promote the use of corporal punishment.	76.85	72.46	791.5	-.3437	.7310
• The use of corporal punishment is related to religious beliefs.	76.73	73.79	807.5	-.2341	.8149

^a exp = experienced corporal punishment as a child

^b no exp = did not experience corporal punishment as a child

* p < .05

Principals who experienced corporal punishment rated the individual items of the religious belief scale similar to principal who had not experienced it.

Hypothesis 10

There will be no significant difference between scores concerning the legal use of corporal punishment of principals who experienced corporal punishment as compared to principals who did not experience it.

Findings indicate no significant difference concerning the legal issues of corporal punishment among principals who experienced it and those who did not. The z value was -1.6922 and the p value was .0906, as contained in Table 18. The computed z score did not exceed the critical value and the calculated p value approached, but did not exceed the critical value. With respect to these findings the null hypothesis was not rejected.

One item on the legal perspectives scale, "Corporal punishment does not violate the Eighth Amendment (Cruel & Unusual Punishment) of the United States Constitution.", was rated significantly higher by the subgroup who had experienced corporal punishment as a child. One of the items, "The law gives the right to use corporal punishment," approached the significant level, but did not surpass it. The three remaining items: "Because of the law, it is appropriate to use corporal punishment", "Corporal punishment does not deny a student's property rights to education", and "Court decisions support the use of corporal punishment" had a p value of .4 or greater.

Table 20 shows the individual calculations for each of the items considered in the legal construct. There were eight items.

Table 20

Mean Rank, Mann-Whitney U, and Probability Results of Individual Items of Principal's Beliefs About Legal Perspectives Regarding the Use of Corporal Punishment of Principals Who Used Corporal Punishment and Those Who Did Not

Legal	Mean Rank		U	z	p
	exp ^a	no exp ^b			
• Because of the law, it is appropriate to use corporal punishment.	77.24	67.83	736.0	-.7287	.4662
• Corporal punishment does not deny a student's property rights to education.	77.32	66.96	725.5	-.8310	.4060
• Corporal punishment does not violate the Eighth Amendment (Cruel & Unusual Punishment) of the United States Constitution.	78.95	47.92	497.0	-2.5290	.0114*
• Court decisions support the use of corporal punishment.	77.16	68.83	748.0	-.6535	.5135
• The law gives the right to use corporal punishment.	77.84	60.88	652.5	-1.3714	.1703

^a exp = experienced corporal punishment as a child

^b no exp = did not experience corporal punishment as a child

* p < .05

Hypothesis 11

There will be no significant difference between cultural belief scores concerning the use of corporal punishment of principals who experienced corporal punishment as compared to principals who did not experience it.

The total number of principals returning the survey showed no differences in cultural belief scores. Principals who experienced corporal punishment rated the construct similar to principals who had not experienced corporal punishment. The null hypothesis was not rejected due to a z score of $-.2747$ and a p value of $.7836$. The construct of cultural beliefs was one of the highest analyzed p value scores for the subgroup, "experienced corporal punishment as a child." Results, presented in Table 18, indicate this interpretation of cultural influence on the continued use of corporal punishment.

Individual cultural belief items were rated similarly by the two groups. Three items: "Corporal punishment is a societal preference", "Corporal punishment is used because of family traditions", and "Parents support the use of corporal punishment" had p values between $.2$ and $.3$. The remaining two items: "Society supports the use of corporal punishment" and "Appalachian culture supports the use of corporal punishment" were rated higher with p values of greater than $.4$ and $.5$, respectively.

No significant difference was found for any of the items. Individual items analysis scores are reflected in Table 21.

Table 21

Mean Rank, Mann-Whitney U, and Probability Results of Individual Items of Principal's Beliefs About Culture Regarding the Use of Corporal Punishment of Principals Who Used Corporal Punishment and Those Who Did Not

Cultural	Mean Rank		U	z	p
	exp ^a	no exp ^b			
• Appalachian culture supports the use of corporal punishment.	77.03	70.33	766.0	-.5496	.5826
• Corporal punishment is a societal preference.	75.46	88.67	694.0	-1.0383	.2991
• Corporal punishment is used because of family traditions.	75.30	90.54	671.5	-1.2373	.2160
• Parents support the use of corporal punishment.	77.68	62.71	674.5	-1.2039	.2286
• Society supports the use of corporal punishment.	77.18	68.54	744.5	-.6890	.4908

^a exp = experienced corporal punishment as a child

^b no exp = did not experience corporal punishment as a child

* p < .05

Hypothesis 12

There will be no significant difference between belief scores that corporal punishment is an effective disciplinary measure of principals who

experienced corporal punishment as compared to principals who did not experience it.

This null hypothesis is rejected, indicated by a -3.6192 z score and a 2-tailed p of .0003. Table 18 includes this information. These data supported the argument that persons who experienced corporal punishment are the ones who use it and proclaim its effectiveness.

Table 22 reflects each item score in the effectiveness construct.

Table 22

Mean Rank, Mann-Whitney U, and Probability Results of Individual Items of Principal's Beliefs About Effectiveness Regarding the Use of Corporal Punishment of Principals Who Used Corporal Punishment and Those Who Did Not

Effective	Mean Rank no exp ^a	Rank exp ^b	U	z	p
• Conduct improves with the use of corporal punishment.	78.34	55.08	583.0	-1.8248	.0680
• Corporal punishment helps to maintain a well-disciplined environment.	79.43	42.29	429.5	-2.8953	.0038*
• Corporal punishment is an effective intervention for student misbehavior.	80.36	31.46	299.5	-3.8235	.0001*

(table continues)

Effective	Mean exp ^a	Rank no exp ^b	U	z	p
• Corporal punishment is effective in extinguishing undesirable student behavior.	79.55	40.96	413.5	-3.0245	.0025*
• Corporal punishment is important in maintaining appropriate student behavior.	80.09	34.58	337.0	-3.5198	.0004*
• Corporal punishment is effective in modifying the negative behavior of students.	80.43	30.71	290.5	-3.8891	.0001*
• Improper conduct decreases with the use of corporal punishment.	80.14	34.04	330.5	-3.6029	.0003*
• School discipline is better with the use of corporal punishment.	80.14	34.08	331.0	-3.5791	.0003*

^a exp = experienced corporal punishment as a child

^b no exp = did not experience corporal punishment as a child

* $p < .05$

Seven of eight items of the effectiveness scale were rated significantly different by principals who experienced corporal punishment as a child and those who did not. Principals who experienced corporal punishment as a child rated the items much higher than those who had not experienced it. These individual items were as follows: "Corporal punishment helps to maintain a well-disciplined environment", "Corporal punishment is an effective intervention for student misbehavior", "Corporal punishment is

effective in extinguishing undesirable student behavior", "Corporal punishment is important in maintaining appropriate student behavior", "Corporal punishment is effective in modifying the negative behavior of students", "Improper conduct decreases with the use of corporal punishment", and "School discipline is better with the use of corporal punishment." The remaining item, "Conduct improves with the use of corporal punishment" approached the predetermined level of significance, however did not exceed it.

Summary

Chapter 4 was a descriptive analysis of the responses included in the study. The analysis included ratings of four constructs regarding the use of corporal punishment. They were as follows: religious beliefs, legal perspectives, cultural beliefs, and beliefs of effectiveness as a disciplinary measure. Principals were grouped into three subgroups for testing the twelve hypotheses: did or did not experience corporal punishment as a child, did use or did not use corporal punishment as a disciplinary measure, and years experience as a principal. Data obtained from responses indicated that there were four hypotheses with significant differences in principals' beliefs about the use of corporal punishment.

Chapter 5

Summary, Findings, Conclusions, and Recommendations

Summary

There was little research in the state of Tennessee about the beliefs of principals concerning the use of corporal punishment. The Tennessee State Board of Education focused its Discipline Committee in 1991 toward obtaining a resolution discouraging the use of corporal punishment in Tennessee schools. The board sent a list of speakers for inservice to educators across this state and in 1993, Tennessee hosted the sixth National Conference to Abolish Corporal Punishment in Schools. The purpose of this study was to obtain and analyze data about the beliefs of principals in Tennessee's First District public schools. The study was designed to compare subgroups within the total population. Knowledge gained from this study can be added to the data base for use by educators and legislators for the future direction of this disciplinary measure in Tennessee schools.

The population was 187 principals in Tennessee's First District public schools. The researcher was a member of the population and was removed from the group. The remaining 186 principals were sent a questionnaire. Of these, 81.7% returned the survey. The 152 responses were received within five weeks of the original mailing. Data from the respondents were organized and analyzed in three groupings: principals with 0-10 years experience and principals with greater than 10 years experience, principals who used corporal punishment as a school disciplinary measure and those who did not, and principals who experienced corporal punishment as a child and those

who did not. Twelve hypotheses were tested using the Mann-Whitney U statistical test.

Responses were received from 78 principals (51.3%) with 0-10 years experience and 74 principals (48.7%) who had more than 10 years experience. Surveys were received from 84 principals (55.3%) who used corporal punishment and 68 (44.7%) who did not. An overwhelming 140 respondents (92.1%) stated that they had experienced corporal punishment as children, with only 12 (7.9%) reporting that it was not a part of their childhood.

Male respondents outnumbered female respondents 117 to 35. This was a 77% male population. The average age of all respondents was 46 years. All but three responses were from Caucasian principals. The remaining three were African American. Respondents had a wide range of educational backgrounds. Two percent of the principals had bachelor degrees only. Masters degrees had been obtained by 21.7% of the group. The largest category was Masters degree with additional hours; it was 55.3%. An Education Specialist degree had been received by 13.2% of the 152 respondents and 7.9% had Doctoral degrees.

Five schools reported a school board policy not allowing the use of corporal punishment. They represented one system.

Findings

Findings for this study will be discussed concerning the 12 hypotheses. The research questions paralleled the hypotheses, therefore findings for them will be included. The hypotheses were written in the null form for testing. Four of the 12 null hypotheses were rejected.

Hypotheses

1. There will be no significant difference between religious belief scores concerning the use of corporal punishment of principals with ten or less years experience as compared to those who have served more than ten years.

The null hypothesis was not rejected. Therefore, the researcher retained the null that no significant difference was found concerning religious belief scores based on a principal's number of year's experience. The groups were similar in number and represented all grade levels.

2. There will be no significant difference between scores concerning the legal use of corporal punishment of principals with ten or less years experience as compared to those who have served more than ten years.

The calculated scores for this null hypothesis were not significant at the level needed to reject. The null was retained with no significant difference in scores concerning the legal use of corporal punishment and years experience as a principal.

3. There will be no significant difference between cultural belief scores concerning the use of corporal punishment of principals with ten or less years experience as compared to those who have served more than ten years.

No significant differences were found in belief scores about the cultural influence of corporal punishment. The null again was retained at the $p = .05$ level.

4. There will be no significant difference between belief scores concerning the effectiveness of the use of corporal punishment of principals with ten or less years experience as compared to those who have served more than ten years.

The calculated scores for the effectiveness construct were below the level needed to reject the null hypothesis. This was the fourth hypothesis not rejected using the two subgroups, 10 or less years experience or greater than 10 years experience.

5. There will be no significant difference between religious belief scores concerning the use of corporal punishment of principals using corporal punishment as compared to those who do not use it.

The second hypothesis relating to religious beliefs also shows no significant difference in the groups based on the use of corporal punishment as a school disciplinary measure. Mean ranks were similar, showing little distance in the totals.

6. There will be no significant difference between scores concerning the legal use of corporal punishment of principals using corporal punishment as compared to those who do not use it.

Hypothesis six is the first of three hypotheses to be rejected in this subgroup, it revealed a significant difference in scores on the legal perspectives of corporal punishment by the two groups. The scores indicated a strong legal belief in those who practice its use.

7. There will be no significant difference between cultural belief scores concerning the use of corporal punishment of principals using corporal punishment as compared to those who do not use it.

The calculated z score exceeded the level of significance for the z score for hypothesis seven. Based on the data, principals using corporal punishment viewed the cultural influence of its use differently than those who did not use it.

8. There will be no significant difference between belief scores that corporal punishment is an effective disciplinary measure of principals using corporal punishment as compared to those who do not use it.

The final hypothesis using this subgrouping was also rejected. Scores were significantly different for users and nonusers concerning beliefs about the effectiveness of corporal punishment as a disciplinary measure.

9. There will be no significant difference between religious belief scores concerning the use of corporal punishment of principals who experienced corporal punishment as compared to principals who did not experience it.

No significant difference was indicated for this hypothesis. Respondents who experienced corporal punishment rated the scale similar to those who did not experience it as children.

10. There will be no significant difference between scores concerning the legal use of corporal punishment of principals who experienced corporal punishment as compared to principals who did not experience it.

The two subgroups again scored cognate in their beliefs about the legal perspectives of corporal punishment. No significant differences were noted in the calculated scores on the Mann-Whitney test.

11. There will be no significant difference between cultural belief scores concerning the use of corporal punishment of principals who experienced corporal punishment as compared to principals who did not experience it.

No differences were noted in the cultural belief scores of principals who had experienced corporal punishment and those who had not. Statistically, scores were not consequential to the level of rejecting the null hypothesis.

12. There will be no significant difference between belief scores that corporal punishment is an effective disciplinary measure of principals who

experienced corporal punishment as compared to principals who did not experience it.

Results of the Mann-Whitney test of significance reveal data that exceeds the critical values. With respect to these findings the null was rejected. Respondents who experienced corporal punishment as children believed differently in its effectiveness than those who did not experience it.

In summary, four null hypotheses were rejected. There was a significant difference in beliefs of principals who used corporal punishment and those who did not use it with regard to legal perspectives, cultural beliefs, and beliefs of effectiveness. In addition, there was a significant difference between principals who experienced corporal punishment and those who did not regarding its effectiveness. Principals in the First District schools have similar beliefs concerning the influence religion has on the use of corporal punishment.

Conclusions

Through the administration of a reliable and valid survey instrument and the application of statistical analysis, conclusions can be drawn about principals and their beliefs regarding the use of corporal punishment. Additional information is added to the knowledge base through this research.

The amount of professional experience of principals has no impact on beliefs concerning the constructs of religious beliefs, legal perspectives, cultural beliefs, and beliefs of effectiveness. Principals with 10 or less years experience respond similarly to principals with greater than 10 years experience.

The practice of corporal punishment reflects different beliefs of principals regarding three of the four constructs. Principals who use corporal

punishment respond differently than those who do not use it as a disciplinary measure. Principals who use corporal punishment believe in the legal right to use it, the cultural influence on it, and in its effectiveness.

Principals who have never experienced corporal punishment do not believe it as an effective disciplinary measure. Principals who experienced corporal punishment as children believe it is an effective disciplinary measure.

The following conclusions were drawn from this study of the beliefs of principals about the use of corporal punishment in Tennessee's First District public schools:

1. Principals in the First District of Tennessee have similar religious beliefs regarding the use of corporal punishment.
2. Principals who use corporal punishment have significantly different beliefs relative to legal perspectives, culture, and effectiveness than those who do not use corporal punishment.
3. Principals who experienced corporal punishment as children believe in its effectiveness more than those who have never experienced it.
4. The number of principals who use corporal punishment in the First District is almost the same as the number not using corporal punishment.
5. One school system in the district has abolished corporal punishment by board policy.
6. The majority of the principals in the First District are male, Caucasian, and their average age is 46 years old.
7. The number of principals with 0-10 years experience in the First District is almost the same as the number with more than 10 years experience.

8. There is a normal distribution among education levels for principals in the First District.

9. Over 90% of the principals of the First District experienced corporal punishment as children.

10. There are four constructs that proponents use when explaining why corporal punishment is used: religious beliefs, legal perspectives, cultural beliefs, and beliefs in its effectiveness as a disciplinary measure.

11. The literature is rich with valid articles condemning the use of corporal punishment.

12. Numerous organizations associated with the welfare of children oppose the use of corporal punishment.

13. Several principals in the First District used corporal punishment at one time during their careers, but it is no longer their practice.

14. Court cases have traditionally upheld the use of corporal punishment in schools.

15. Based on the list of states that have not abolished corporal punishment, the South remains a stronghold for the right to use corporal punishment.

16. Some principals in the first district who do not use corporal punishment also do not believe in removing it as an option.

17. There is growing concern that corporal punishment supports the adage, "violence begets violence."

Recommendations

The following recommendations are proposed as a result of this study of corporal punishment:

1. Finding no evidence of the effectiveness of corporal punishment, its practice should be stopped in the public schools.
2. Legislators in the state of Tennessee, as a moral responsibility, should pass a resolution against the use of corporal punishment.
3. Change in the use of corporal punishment should be targeted at the cultural beliefs and beliefs of effectiveness of the individuals using this method of discipline.
4. Schools and communities should be educated in regard to the alternative methods of discipline that are available.
5. Reflective thought should be generated throughout the state on principals' belief systems concerning the use of corporal punishment.
6. Long term effects of corporal punishment on children should be studied.
7. The construct of political influence should be researched as a reason why schools use corporal punishment.
8. A study is recommended concerning teacher beliefs about the use of corporal punishment.
9. A correlational study of school climate and teacher morale in schools that have abolished corporal punishment should be pursued.

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APPENDICES

APPENDIX A
CORRESPONDENCE

Susan M. Kiernan

809 Gray/Sulphur Springs Road
Jonesborough, TN 37659

November 4, 1993

Hello,

My name is Susan Kiernan and I am a doctoral student at East Tennessee State University. My research subject is corporal punishment. I need your expertise in this field to help validate a survey instrument. I have identified four constructs for the use of corporal punishment through the review of literature. They are *religious beliefs* (theological training and Biblical interpretation), *legal perspectives* (laws and regulations governing its use), *cultural beliefs* (society/family norms and traditions), and *effectiveness as a disciplinary measure* (it is used because it works as a deterrent of misbehavior). Attached are four lists of attitudinal statements concerning corporal punishment. Subjects will be asked to rate their agreement or disagreement with the statement. Please mark out any statement that does not measure the specific construct. There is space provided after each statement for comments. Please make positive and negative ones! These are the four dimensions that I have identified, please share others about the use of corporal punishment.

Sincerely,

Susan M. Kiernan

**INDIVIDUAL SCALE ITEMS DIVIDED INTO THE FOUR
IDENTIFIED CONSTRUCTS.**

Religion

- 18. Corporal punishment is used because of religious beliefs.
- 43. The Bible influences principals to use corporal punishment.
- 36. Religiosity effects principals' beliefs about the use of corporal punishment.
- 3. Beliefs regarding religious duty and responsibility influence the use of corporal punishment.
- 27. The use of corporal punishment is related to religious obligation.
- 40. The use of corporal punishment is related to religious beliefs.
- 15. Corporal punishment is used because of a "Spare the rod and spoil the child" philosophy.
- 37. Religious beliefs promote the use of corporal punishment.
- 46. The use of corporal punishment is a religious right.
- 4. Christian beliefs advocate the use of corporal punishment.
- 10. Corporal punishment is a part of Christian childrearing.
- 9. Corporal punishment is a Christian responsibility.

Legal Perspectives

- 44. The law gives the right to use corporal punishment.
- 24. Corporal punishment is used because it is legal.
- 31. Legally, principals are not afraid to use corporal punishment.
- 4. Court decisions concerning corporal punishment promote it's use.
- 30. Legally, principals are afraid to use corporal punishment.
- 26. Court decisions support the use of corporal punishment.
- 22. Corporal punishment is a form of child abuse.
- 2. Because of the law, it is appropriate to use corporal punishment.
- 7. Corporal punishment does not violate the Eighth Amendment (Cruel & Unusual Punishment).
- 6. Corporal punishment does not deny a student's property rights to education.
- 29. It is legal to physically strike a child in the school setting.

Cultural

- 17. Corporal punishment is used because of principals' personal experiences.
- 41. Society supports the use of corporal punishment.
- 16. Corporal punishment is used because of family traditions.
- 19. Corporal punishment is used because other principals use it.
- 32. Parents support the use of corporal punishment.
- 20. Corporal punishment promotes violent behavior.
- 42. Teachers support the use of corporal punishment.
- 33. Peer pressure influences the use of corporal punishment.
- 34. Personal experiences promotes the use of corporal punishment.
- 1. Appalachian culture supports the use of corporal punishment.
- 11. Corporal punishment is a societal preference.

Effectiveness as a disciplinary measure

- 14. Corporal punishment is important in maintaining appropriate student behavior.
- 38. School discipline is better with the use of corporal punishment.
- 39. Schools will experience increased discipline problems without the use of corporal punishment.
- 23. Corporal punishment is effective in modifying the negative behavior of students.
- 35. Misbehavior is deterred by the use of corporal punishment.
- 8. Corporal punishment helps to maintain a well-disciplined environment.
- 13. Corporal punishment is effective in extinguishing undesirable student behavior.
- 12. Corporal punishment is an effective intervention for student misbehavior.
- 21. Corporal punishment suppresses unwanted behavior.
- 5. Conduct improves with the use of corporal punishment.
- 28. Improper conduct decreases because of the use of corporal punishment.

Susan M. Kiernan

809 Gray/Sulphur Springs Road
Jonesborough, TN 37659

November 23, 1993

Dear Colleague,

I hope the weeks that have passed since the Principal's Academy have been productive for you. I appreciate the time you took to complete and comment on my survey concerning corporal punishment. Almost every free minute since by return has been spent working on my dissertation prospectus. I have refined the instrument and would appreciate it if you would take another look at it for me. It would benefit me greatly if you could again respond to the survey and return it to me within one week. As principal of Fall Branch Elementary School myself, I know the demands on our time. It would be greatly appreciated if you would complete and return the enclosed survey. There is a postage paid preaddressed envelope provided for the return of the survey.

Thank you for your help in Nashville and thank you in advance for your help this time!

Respectfully,

Susan M. Kiernan

Susan M. Kiernan

809 Gray/Sulphur Springs Road
Jonesborough, TN 37659

December 9, 1993

Dear Colleague,

Would you please complete and return the enclosed survey. I am a principal in Washington County and a student at East Tennessee State University. I am working on a doctoral study concerning principals' beliefs about the use of corporal punishment. I am conducting my study in the public schools of Tennessee's First District.

Since I have been a practicing administrator for over ten years, I know the demands placed on a principal's time. I apologize for the intrusion; however, I appeal to you to assist me in completing my dissertation. There is a postage paid preaddressed envelope provided for the return of the survey.

Your responses will be kept confidential. If you have any questions, please call me at (615) 753-8204 or (615) 348-6431. Thank you in advance for your cooperation and assistance.

Sincerely,

Susan M. Kiernan

APPENDIX B
PILOT QUESTIONNAIRE

CORPORAL PUNISHMENT PILOT SCALE**DEMOGRAPHIC DATA**

Please mark the appropriate response or fill in the blank.

1. Sex: Male
 Female
2. Age:
3. Race: Caucasian Asian
 African-American Other
 Hispanic
4. Years experience as a principal:
5. Highest degree or level of education earned:
 Bachelor's Masters Masters +
 Ed. S. Ed. D. Ph.D.
6. I experienced corporal punishment as a child:
 Yes
 No
7. Our School Board Policies allow corporal punishment to be used:
 Yes
 No
8. I personally use corporal punishment as a school disciplinary measure:
 Yes
 No

CORPORAL PUNISHMENT SURVEY INSTRUMENT

Please fill in the circle of the response that most closely matches your beliefs regarding the use of corporal punishment. Whether you currently use corporal punishment or not is immaterial. Use the following scale:

- | | |
|----------------------------|---|
| Strongly Disagree | ① |
| Moderately Disagree | ② |
| Neither Agree nor Disagree | ③ |
| Moderately Agree | ④ |
| Strongly Agree | ⑤ |

1. Appalachian culture supports the use of corporal punishment.	① ② ③ ④ ⑤
2. Because of the law, it is appropriate to use corporal punishment.	① ② ③ ④ ⑤
3. Beliefs regarding religious duty and responsibility influence the use of corporal punishment.	① ② ③ ④ ⑤
4. Christian beliefs advocate the use of corporal punishment.	① ② ③ ④ ⑤
5. Conduct improves with the use of corporal punishment.	① ② ③ ④ ⑤
6. Corporal punishment does not deny a student's property rights to education.	① ② ③ ④ ⑤
7. Corporal punishment does not violate the Eighth Amendment (Cruel & Unusual Punishment) of the U.S. Constitution.	① ② ③ ④ ⑤
8. Corporal punishment helps to maintain a well-disciplined environment.	① ② ③ ④ ⑤
9. Corporal punishment is a Christian responsibility.	① ② ③ ④ ⑤
10. Corporal punishment is a part of Christian childrearing.	① ② ③ ④ ⑤
11. Corporal punishment is a societal preference.	① ② ③ ④ ⑤
12. Corporal punishment is an effective intervention for student misbehavior.	① ② ③ ④ ⑤
13. Corporal punishment is effective in extinguishing undesirable student behavior.	① ② ③ ④ ⑤
14. Corporal punishment is important in maintaining appropriate student behavior.	① ② ③ ④ ⑤
15. Corporal punishment is used because of a "Spare the rod and spoil the child" philosophy.	① ② ③ ④ ⑤
16. Corporal punishment is used because of family traditions.	① ② ③ ④ ⑤
17. Corporal punishment is used because of principals' personal experiences.	① ② ③ ④ ⑤
18. Corporal punishment is used because of religious beliefs.	① ② ③ ④ ⑤
19. Corporal punishment is used because other principals use it.	① ② ③ ④ ⑤
20. Corporal punishment promotes violent behavior.	① ② ③ ④ ⑤
21. Corporal punishment suppresses unwanted behavior.	① ② ③ ④ ⑤
22. Corporal punishment is a form of child abuse.	① ② ③ ④ ⑤
23. Corporal punishment is effective in modifying the negative behavior of students.	① ② ③ ④ ⑤
24. Corporal punishment is used because it is legal.	① ② ③ ④ ⑤

25. Court decisions concerning corporal punishment promote its use.	① ② ③ ④ ⑤
26. Court decisions support the use of corporal punishment.	① ② ③ ④ ⑤
27. The use of corporal punishment is related to religious obligation.	① ② ③ ④ ⑤
28. Improper conduct decreases with the use of corporal punishment.	① ② ③ ④ ⑤
29. It is legal to physically strike a child in the school setting.	① ② ③ ④ ⑤
30. Legally, principals are afraid to use corporal punishment.	① ② ③ ④ ⑤
31. Legally, principals are not afraid to use corporal punishment.	① ② ③ ④ ⑤
32. Parents support the use of corporal punishment.	① ② ③ ④ ⑤
33. Peer pressure influences the use of corporal punishment.	① ② ③ ④ ⑤
34. Personal experiences promote the use of corporal punishment.	① ② ③ ④ ⑤
35. Misbehavior is deterred by the use of corporal punishment.	① ② ③ ④ ⑤
36. Religiosity effects principals' beliefs about the use of corporal punishment.	① ② ③ ④ ⑤
37. Religious beliefs promote the use of corporal punishment.	① ② ③ ④ ⑤
38. School discipline is better with the use of corporal punishment.	① ② ③ ④ ⑤
39. Schools will experience increased discipline problems without the use of corporal punishment.	① ② ③ ④ ⑤
40. The use of corporal punishment is related to religious beliefs.	① ② ③ ④ ⑤
41. Society supports the use of corporal punishment.	① ② ③ ④ ⑤
42. Teachers support the use of corporal punishment.	① ② ③ ④ ⑤
43. The Bible influences principals to use corporal punishment.	① ② ③ ④ ⑤
44. The law gives the right to use corporal punishment.	① ② ③ ④ ⑤
45. The use of corporal punishment is a religious right.	① ② ③ ④ ⑤

Comments

APPENDIX C
FINAL QUESTIONNAIRE

CORPORAL PUNISHMENT SCALE**DEMOGRAPHIC DATA**

Please mark the appropriate response or fill in the blank.

1. Sex: Male
 Female
2. Age:
3. Race: Caucasian Asian
 African-American Other
 Hispanic
4. Years experience as a principal:
5. Highest degree or level of education earned:
 Bachelor's Masters Masters +
 Ed. S. Ed. D. Ph.D.
6. I experienced corporal punishment as a child:
 Yes
 No
7. Our School Board Policies allow corporal punishment to be used:
 Yes
 No
8. I personally use corporal punishment as a school disciplinary measure:
 Yes
 No

CORPORAL PUNISHMENT SURVEY INSTRUMENT

Please fill in the circle of the response that most closely matches your beliefs regarding the use of corporal punishment. Whether you currently use corporal punishment or not is immaterial. Use the following scale:

- | | |
|----------------------------|---|
| Strongly Disagree | ① |
| Moderately Disagree | ② |
| Neither Agree nor Disagree | ③ |
| Moderately Agree | ④ |
| Strongly Agree | ⑤ |

1. Appalachian culture supports the use of corporal punishment.	① ② ③ ④ ⑤
2. Because of the law, it is appropriate to use corporal punishment.	① ② ③ ④ ⑤
3. Conduct improves with the use of corporal punishment.	① ② ③ ④ ⑤
4. Corporal punishment does not deny a student's property rights to education.	① ② ③ ④ ⑤
5. Corporal punishment does not violate the Eighth Amendment (Cruel & Unusual Punishment) of the United States Constitution.	① ② ③ ④ ⑤
6. Corporal punishment helps to maintain a well-disciplined environment.	① ② ③ ④ ⑤
7. Corporal punishment is a societal preference.	① ② ③ ④ ⑤
8. Corporal punishment is an effective intervention for student misbehavior.	① ② ③ ④ ⑤
9. Corporal punishment is effective in extinguishing undesirable student behavior.	① ② ③ ④ ⑤
10. Corporal punishment is important in maintaining appropriate student behavior.	① ② ③ ④ ⑤
11. Corporal punishment is used because of family traditions.	① ② ③ ④ ⑤
12. Corporal punishment is used because of religious beliefs.	① ② ③ ④ ⑤
13. Corporal punishment is effective in modifying the negative behavior of students.	① ② ③ ④ ⑤
14. Court decisions support the use of corporal punishment.	① ② ③ ④ ⑤
15. The use of corporal punishment is related to religious obligation.	① ② ③ ④ ⑤
16. Improper conduct decreases with the use of corporal punishment.	① ② ③ ④ ⑤
17. Parents support the use of corporal punishment.	① ② ③ ④ ⑤
18. Religiosity effects principals' beliefs about the use of corporal punishment.	① ② ③ ④ ⑤
19. Religious beliefs promote the use of corporal punishment.	① ② ③ ④ ⑤
20. School discipline is better with the use of corporal punishment.	① ② ③ ④ ⑤
21. The use of corporal punishment is related to religious beliefs.	① ② ③ ④ ⑤
22. Society supports the use of corporal punishment.	① ② ③ ④ ⑤
23. The law gives the right to use corporal punishment.	① ② ③ ④ ⑤

VITA

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