

AN INVESTIGATION INTO THE EFFECTS OF

PUNISHMENT IN SECONDARY SCHOOLS.

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A B S T R A C T

Discipline problems in schools have focussed attention on punishment methods used. This investigation aimed at ascertaining the effects of punishment in secondary schools. Seven hundred and sixty-three pupils from ten different secondary schools assisted in the study. Judgments of sixth-form pupils provided data on the deterrent values of twenty-six punishments and the relative frequencies of use of these punishments to obtain the best results.

From a detailed analysis of pupils' replies the concept of the educational value of a punishment emerged. This novel concept describes the educational benefit the pupils derive from the punishment situation. A new questionnaire was devised to assess the judgments of educational values. The effects of punishments were then examined with this criterion in mind. The results showed that the educational value of a punishment taken together with its deterrent value provided a very good predictor of the effectiveness of a punishment. Punishment was perceived as needing much wider consideration than is implied by the simple mechanism of stopping the unwanted action.

The investigation turned to a consideration of the emotional consequences of punishment. Questionnaires were devised to measure the positive and negative emotional consequences. It was found that punishment with high educational value was associated with positive emotional consequences while punishment with high deterrent value was associated with negative emotional consequences.

The third stage of the investigation was concerned with identifying the determinants of the educational and deterrent values of punishments. Again appropriate questionnaires were designed and administered to sixth-form pupils. The analysis of the data showed the main determinants of deterrent value were duration of after-effect of punishment, inconvenience to the individual being punished and disturbing social effects resulting from the punishment.

The educational value itself is determined by these same three factors plus a positive dimension which provides the opportunity for new endeavours.

The next stage of the investigation dealt with the importance of matching the punishment to the circumstances surrounding the offence. The results stress the importance of choosing punishments in relation to the number of times the offence is committed and the age of the pupil.

The last stage of the investigation concentrated on a comparison of current practice as perceived by headmasters and the suggestions derived from this investigation. A comparison was also made between the concepts of headmasters and pupils.

In conclusion recommendations are made for the practical application of the findings of this research to the school setting.

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## I N T R O D U C T I O N

### 1. The aims and Development of the Investigation.

"If the traditional concepts of punishment and reward can be changed, then it may be possible to use the principles discovered by experimental psychologists in their place - possibly for a better world".

R.A. Ardila, 1967.  
(Translated from Spanish)

Disquiet at consequences of the more permissive age and concern of educationists at behaviour problems in schools have led to the focussing of attention on discipline methods and the form that punishment should take. The publication of the White Paper "Children in Trouble" (1968), the gradual implementation of the "Children and Young Persons Act" (1969), a report by the Inner London Authority on "Discipline in Schools" (1970), with the subsequent banning of corporal punishment in the primary schools, and memoranda on the same subject by three teachers' unions exemplify the reactions, the emotions and the thoughts engendered.

There is, however, a range of opinion on the best methods to use and no clear lead for obtaining the improvement desired. Public reaction often means the advocating of strong measures, yet authoritarian processes are out of harmony with the spirit of the new age and modern teaching methods require the willing co-operation of pupils.

Codes of discipline vary considerably from teacher to teacher even in the same school, and between secondary schools and the primary schools. When sending pupils from primary to secondary schools the conflict can be disastrous.

Punishments used in schools seem to be superimposed upon the educational processes, being weighted heavily here and lightly there.

In spite of the increase in reformatory endeavours and in taking note of medical and psychological factors, especially in connection with the more serious offences, deterrence still remains the primary sin of much punishment in schools. There appears to be a gap in the theory of penal philosophy that results in a faulty basis for the practice of punishment.

In this investigation a new concept the EDUCATIONAL VALUE of a punishment is proposed. It expresses how good or bad the punishment is for the child educationally and is estimated on a scale ranging from 0 for BAD to 7 for VERY GOOD.

Pupils' perception of the effect of punishment provided the information on which conclusions were reached and supported the idea that the educational value of punishment was one of the criteria the pupils applied when making their judgments. This was further substantiated by statistical evidence showing a clear relationship between the means of educational value assessments and those for the relative frequencies of use of these punishments to get the desired results. This relationship between these two sets of judgments was confirmed by repeating the experimental work in another set of secondary schools. The results were stable enough to permit a high level of prediction from one set of related values to the other. A significant positive relationship between deterrent values and relative <sup>perceived</sup> frequency of use values was also shown.

Further opinion from sixth-form pupils, obtained through essays and questionnaires, enabled judgments of determinants (predictor variables) of deterrent values and educational values to be made. Results indicated a distinct trend in favour of obtaining positive effects from punishments. The essays suggested that pupils' attitudes towards a punishment, the influence of the home, the environment and their school could be likely determinants of the educational value of that punishment and further experimental work investigated these possibilities. The weights of these determinants relating to home and environmental influences were expected to vary from child to child. Those relating to school were

expected to affect the judgments of all pupils sharing the same school environment. The use of means from a large enough sample allowed cancellation of the effects of some of the error variants. As expected the means of the educational value judgments of the pupils in a particular school varied from those of other schools, though for most punishments this variation was small. The acceptance of the concept of educational value meant a different outlook on punishment in schools. Punishment would become an integral part of the educational process and function as a source of motivation. This has been discussed in Chapter 8 (d). It may be noted that for punishment administered as a result of court action the term 'social value' could be used. The underlying process by which an individual forms his judgment would be similar to that for educational value.

In further experimental work in six secondary schools the assignment of nine punishments to twenty-three school offences was investigated for the two age groups 11 to 14 inclusive and 15 to 16 inclusive. Assignments were made for both 'first time' and 'subsequent' punishments. A trend to choose to have first time punishments that gave the opportunity of getting to the root of the trouble and gaining restitution without any punishment was shown. The remarkable similarity between boys' and girls' assignments prompted comparison of other results for boys and girls obtained from the experimental work.

In the list of punishments in order of educational value corporal punishment ranked low. In this investigation, with its developing aims of promoting a new outlook, this punishment therefore has not been the subject of special consideration. The recent reports and actions relating to corporal punishment have shown that a problem that awaits solution is to decide what would replace this punishment if it were phased out. The thesis has concentrated on the forward looking aspect of discipline in schools and therefore on punishments with perceived educational value of significance.

An enquiry with heads of schools regarding the relatively frequencies of use of punishments in their respective schools showed a wide range of practices existed.

#### Hypotheses examined

1. That there is a relationship between the mean perceived educational values and the mean perceived frequencies of use of these punishments to obtain the best results.
2. That of three possible determinants of the educational values of punishments, namely deterrent effects, deleterious consequences and educational gains, the educational gains are for most punishments the predominant determinants.
3. That the influence of disturbing social effects, inconvenience and other factors are important determinants of the deterrent value of a punishment.
4. That pupils' attitudes to punishments form substantial determinants of educational value assessments.
5. That judgments of sixth-form pupils of punishments appropriate for offences committed by pupils are modified for first time punishments.
6. That judgments of sixth-form pupils of punishments appropriate for offences are modified for changing age of pupil.
7. That there is considerable similarity between boys' and girls' views on the values and application of punishments.

#### Research procedure

Sixth-form opinion and judgments were obtained from questionnaire replies and essays. Numerical assessments made statistical analysis

possible. For example, the deterrent value scale was as follows

<u>Deterrent Value</u>	<u>Scale Mark</u>
Very high indeed	7
Very high	6
High	5
Average	4
Moderate	3
Low	2
Very low	1
None at all	0

### Subjects

Seven hundred and sixty-three pupils from ten secondary schools helped in the experimental work. Nine of the schools were in the London Borough of Havering and one was in the London Borough of Barking. The aim was to have a range of types of secondary school for each part of the investigation.

### Selection of Punishments

Highfield, M.E. and Pinsent, A. (1950) listed fifteen punishments used in secondary schools as follows

- An unfavourable report for home
- Deprived of games or some favourite lesson
- Regarded as a person to be closely watched by the staff
- Given cane or strap
- Sent to head for misbehaviour
- Made to look foolish in class jokingly
- Made to look foolish in class sarcastically
- Made to report daily to head because of poor work or behaviour
- Given detention after school
- Given extra work to do to make up for unsatisfactory work
- Given a good talking to in private
- Given a cuff or slap by the teacher in passing
- Sent from the room for misbehaviour
- Suspected of slacking and urged to make an effort
- Threatened with punishment

The aim in selecting punishments for this investigation was

- (a) to review relevant literature and bring this list up to date,

- (b) to add to the list so that the punishments covered a wider range,
- (c) to include types of punishments without necessarily dealing with all specific examples.

26 punishments selected to fulfil this aim were as follows

1. Detention
2. Detention plus notification of parents
3. Sent out of class
4. Report to head
5. Corporal punishment
6. Writing to parents
7. Interviewing parents
8. Put 'on report'
9. Note on end of term report
10. Strong reprimand
11. Ridicule
12. Sarcasm
13. Extra work
14. Essay
15. Lines
16. Property confiscated
17. Desirable activity denied
18. Marks cancelled
19. Fines
20. Payment for damage
21. Transfer to another school
22. Suspension for a period
23. Expulsion
24. Entry on personal record
25. Repair for damage
26. Fatigues

Comparison of the two lists

1. The liaison between home and school has grown much stronger since 1950. A note on the end-of-term report, the method used in the mid-century, was extended for this investigation to include
  - note on end-of-term report
  - write to parents
  - send for parents
  - detention plus notification of parents
  - putting 'on report' with parents' knowledge
2. The 'cuff or slap' was omitted in view of its questionable legality.
3. Nomenclature was not always the same. Thus 'reprimand' replaced 'given a good talking to'
4. 'Sent to head for misbehaviour' was left as 'sent to the head'. The head's action might include reprimand, threatening or other further action.
5. The serious punishments of transfer, suspension and expulsion were added to the list.
6. Fatigues, repair or payment for damage done, fines, confiscation of property, cancellation of marks and details on pupil's personal record were punishments listed in this investigation but were not included in the 1950 research.

In the 20 years between the N.F.E.R. and the commencement of the present investigation the amount of research into punishment in this country has been very small. Punishments listed in the account of research in Western Australia (Wheeler, D.K. 1958) were as follows

Corporal punishment

Impositions

Detention

Deprivation

Demerit marks

Silence

Sent out

Sent to Headmaster

"Lectured"

Fatigues

All these were included in the list of 26 punishments except demerit marks and silence, both of which were not considered appropriate.

Recent literature (Clarizio, H.F. 1971), (Madsen, C.H. and Madsen, C.K. 1971)

has focussed attention on refinements of punishment so that they include the use of reward. These methods are discussed in Chapter 3 (a).

They include

1. Removal of rewards. Examples are

- (a) Apparent loss of affection of parents
- (b) Extinction of peer encouragement of the pupil at fault

2. Offering a rewarded alternative.

- (a) A chance of restitution is given Gnagey, W.J. (1971).
- (b) A pupil is encouraged and given guide lines for new endeavours.

3. Combination of punishment and reward Clarizio, H.F. (1971).

Clarizio's example is punishment for untidiness in the classroom plus an incentive for tidiness.

Punishments combining punishment and reward have not been included in this investigation. Sixth-form opinion on this recently conceived type of punishment could well form the subject of future research.

#### Review of questionnaires

To assess deterrent values of 26 punishments and the relative frequencies of use of these punishments to obtain the best results.

Questionnaire 1 obtained judgments on deterrent values of 26 punishments and the relative frequencies of use of these punishments to obtain the best total results. A space for comment was left.

To assess educational values of the 26 punishments and to ascertain how good or bad these punishments were for the child educationally.

Questionnaire 2 obtained assessments of educational values of the same punishments. Judgments were also sought on which of the consequences of each punishment, seven listed good for the pupil educationally and seven not good, applied.



To assess the influence of 10 factors on deterrent value judgments.

Questionnaire 3 obtained assessments of the influence of 10 factors on judgments of deterrent values of the 26 punishments.

The 10 factors were

1. Disturbing social effects
2. Physical pain, hindrance or inconvenience
3. Frequency of the use of the punishment in the school envisaged
4. Duration of the time the punishment and its deterrent effect may operate
5. Supporting reactions of fellow-pupils in the form, for example, of hero-worshipping or jocular appreciation
6. The degree to which the punishment is likely to reveal the root of the trouble and thus help to promote changes in behaviour
7. Your personal knowledge of the reputation and efficacy of the punishment.
8. How far the punishment would be dealt with in a private way or with common knowledge
9. The degrees of fairness which will be inherent in the application of the punishment
10. The time interval between the offence and the punishment or its effect.

To obtain sixth-form opinion on judgments obtained on educational values of punishments and their relative frequencies of use to obtain the best results.

Questionnaire 4 was an unstructured open-ended questionnaire seeking the views of sixth-form pupils on the judgments already made on educational values and the relative frequencies of use of the punishment to obtain the best results:

To assess the influence of 12 factors on educational value judgments.

Questionnaire 5 was devised for more detailed examination of 10 punishments chosen as those of the highest educational values. The questions related to attitudes of pupils to punishment at school,

responses to the following factors

1. Fear of parents in discipline matters
2. Discipline for child at home
3. Influence of environment and friends
4. Reaction to school discipline
5. Familiarity with the punishment
6. Considered seriousness of the punishment
7. Parental support for child rather than school
8. Turning away from wrong doing
9. Authoritative or reformatory nature of the punishment
10. Social harm
11. Moving to fresh endeavours
12. Duration of punishment and its effect

To assess the appropriateness of punishments for school offences.

Questionnaire 6 was devised for this purpose. 9 punishments of the 26 in questionnaire 1 were chosen on the basis of their relatively high deterrent values as possible punishments for the more serious types of school offences.

Twenty three such offences covering a wide range of behaviour were listed. The pupils indicated their judgments on which punishment was most appropriate for each offence. The pupils under consideration were in two groups, 11 to 14 inclusive and 15 to 16 inclusive, and for both groups a second reply was requested to show the punishment advised if the first had been clearly unsuccessful. A space for comment was available on the questionnaire.

To assess the perceived seriousness of 9 punishments

Questionnaire 7 This questionnaire was supplementary to questionnaire 6 and asked for the 9 punishments to be ranked in order of seriousness.

To assess the usage of punishments in 6 secondary schools.

Questionnaire 8 Heads of schools were requested to indicate on copies of questionnaire 1 the relative use of punishments in their respective schools.

## Computer Use

Means and correlations were obtained and predictor variables were established using the step-wise multiple regression and analysis programme.

## Summary of the Investigation

Since for many years the emphasis of the effect of punishment had been on deterrence, questionnaire 1 was devised to obtain sixth-form opinion of the deterrent values of punishment. In addition the relative frequencies of use of punishments to get the best results, as perceived by the sixth-form pupils, were estimated. Correlations between deterrent values and relative frequency of use values showed a significant positive relationship between these two sets of values. Opinion expressed in comments drew attention to the desire for educational gain from punishments and the concept of the educational value of a punishment. As a consequence questionnaire 2 was given to sixth-form pupils, requesting information on educational values of punishments and also judgments on desirable and undesirable effects likely from these punishments.

A clear relationship was shown between the mean educational values of punishments and the mean relative frequencies of use to get the best results (Hypothesis 1).

Computer analysis of the data obtained from questionnaires 1 and 2 showed that deterrent value was closely associated with educational value judgments. Positive educational results were shown however, to be of greater weight as determinants than deterrent values. (Hypothesis 2).

Further information regarding the determinants of educational values was required. Preliminary work on the determinants of deterrent values was helpful in this connection. Essays done by sixth-form pupils, giving their views on deterrent value judgments and factors causing deterrence, were content analysed. From these results questionnaire 3 was devised.

This gave estimates on the weights of 10 possible determinants for the deterrent values of certain punishments. (Hypothesis 3).

The findings from this experimental work prompted the application of similar procedure in probing the determinants of educational value. A second set of short essays from sixth-form pupils resulted from questionnaire 4, which sought opinions on factors affecting educational value judgments. Opinions expressed stressed the importance of parental attitudes to discipline and the effect these had on pupils. It appeared that the attitude of the pupil towards punishment, as conditioned by home training, environment and school practices could be of importance in deciding the determinants of educational value judgments. Questionnaire 5 was prepared to test this. Five schools were chosen for the investigation. (Hypothesis 4).

The number of boys and girls completing questionnaire 5 was 193. The results indicated that the two chief determinants of the educational value of punishments were the perceived gains from

1. turning away from wrong-doing
2. moving forward to a path of fresh endeavours

The investigation now turned to the application of punishments in schools. Judgments on appropriate punishments for more serious types of school offences were obtained from sixth-form pupils, questionnaire 6 being used for this purpose. Modification of average or usual punishments, termed tariff punishments, appeared to be advocated in moving from first time punishments to those used on subsequent occasions. (Hypothesis 5). This concept of modification of tariff punishments, based on educational values, was developed to include any special circumstances pertaining to the individual boy or girl in relation to the punishment situation. Health problems, psychological difficulties familiarity with the punishment, support from home, effect of environment

and influence of friends were examples. Some change in stress of certain punishments in moving from the 11 to 14 inclusive age group to the 15 to 16 inclusive one was judged to be necessary. (Hypothesis 6). It was thought that both this modification and also that in moving from the first time punishment to a subsequent punishment might be on the basis of increase of the seriousness of the punishment. Wilcoxon's test was applied to the results and it was found that statistical proof of this was not obtained. From these calculations judgments on the rankings of the nine punishments in order of seriousness were obtained from sixth-form pupils. Questionnaire 7 was used for this purpose.

The concept of punishments as part of the positive educational process, modifiable from tariff punishments based on educational values in the light of special circumstances pertaining to the individual gave a new basis for the approach to the discipline methods in secondary schools and the problems awaiting solution. The present position was summarised in the light of recent reports and the application of the new theoretical basis discussed. Reference was made to related topics, namely, the avoidance of punishment, the use of mild punishments and recent emphasis on control techniques. Examples of obtaining educational gains from punishments were considered.

The relative assignments of punishments by boys and girls showing surprising similarity between boys' and girls' results provided evidence for testing Hypothesis 7.

Information from heads of schools showed that there was a wide range in the relative uses of certain punishments used in schools, including those of only little perceived educational value.

Questionnaire 8 was used for this purpose.

## I N T R O D U C T I O N

### 2. The Historical and Psychological Background.

In the history of punishment theory and practice in schools three phases can be discerned. The first, arising from the absorption by the schools of the penal philosophy of the age, led to the general practice of authoritative discipline and to deterrence as the main aim of punishment. This phase can be perceived in the functioning of the public schools of the nineteenth century and in schools under the national system after the 1870 Act. It still prevails, though much modification has occurred.

Two further phases have been superimposed upon this. One was due to the findings of psychology. The concepts of the instinct psychologists, doctrines for example of Freud and Adler, the stress on the need to nurture the growth of the individual and develop talents to the full by Sir Percy Nunn; freedom experiments by A.S. Neill and others and new methods of teaching had effects on organisation, curricula and discipline. These influences formed the basis of this phase. The result was that authoritative methods were questioned. Free discipline processes started to take their place.

With changes in the structures of secondary school education after the Hadow report, (Hadow H.1926), the impact of the new thinking on practices in schools became apparent. An awareness of the need for development of the schools' health service and for psychiatric assistance, today provided by the child guidance clinics and the school psychological service, came from this changing outlook. Martinet practices tended to decline. The war years, however, with the difficulties of evacuation, staff changes, shortages and other upsets stemmed the progress of the nineteen-thirties. By the time normality had been reached new social forces were beginning to operate and heads were faced with problems of

a different kind.

The third phase covers the period of development of a more permissive kind. A seed of adolescent individuality, fostered by mass media, idol influence and desire to be free from inhibitions, developed into a new outlook and a move away from traditional ways. Heads of schools and many others did not find it easy to understand and cope with the changing attitudes. Heads' efforts to maintain the established habits and standards, as they judged them, tended to lead to conflict between pupils and staff. An example was the wearing of jewellery by boys with its subsequent confiscation. Emotion was engendered and reaction resulted. The tide was one that punishment could not stem.

Developments in the penal system of the country as it affects adolescents have run parallel with those of the schools. The changing mood of the time was reflected in "The Children and Young Persons Act" (1933) which stressed the aim of the juvenile courts to encourage new and less punitive methods. The Children and Young Persons Act (1969) abolished remand homes and approved schools and laid emphasis on "care" proceedings. The struggle to increase reformatory methods continues.

The historical picture of punishment in our schools is thus one of traditional practice modified by psychology, experiments and recent social trends. Present discipline problems bear witness to the need for further developments in the related theory and practices. Eysenck, H.J. (1964) criticises the present penal system and comments on the lack of success of punishment methods and the very little improvement that has taken place in two thousand years. Aversive techniques are still the order of the day. Skinner, B.F. (1968) refers critically to their use in schools and states that such practice is due to the fact that effective alternatives have not been found. The amount of research work in the field of punishment, especially with humans, has been remarkably small. As Solomon, R.L. (1964), commenting on E.L. Thorndike's views that punishment does not achieve its major purpose and habits are not broken by it, says that the effect of the

Thorndike 'legend' has had something to do with the lack of concerted research on punishment from 1930 - 1955. Infra-human experiments since have far from filled the gap, though the results have been valuable in advancing the science and art of punishment with humans.

The need for negative sanctions has been stressed by Ausubel, D. (1961), though he says that careful application is necessary. References to the apparent temporary nature of the suppression effect of punishment, for example, Solomon, R.L. (1964) and to the complexity of the consequences of punishment (Clarizio, H.F. (1971) and Bandura, A. (1969)) reflect the problems the use of punishment pose. Yet the attack on these problems seems to be an oblique one, the frontal assault at present appearing to be on class-room troubles, with the main effort that of proposing new control techniques.

The old and the new in punishment theory and practice are not merging together well. Basic theory needs new light, and practice requires to be built on sound foundation. This thesis aims to contribute to these ends.

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### The Basis of Conduct

The teachings of the instinct-psychologists as far back as McDougall, W. (1932) offers a basis for conceptions of how socially desirable conduct develops. When a person uses energies in an anti-social way then bad behaviour results and punishment may follow. The process of sublimation, using instinctive energies on socially desirable planes, became an essential factor in education; and substitution, using energies in pursuits that were not undesirable but could do good, was also applied. The Freudian School stressed the part played by parents in directing instinctive energies and used the term EGO, representing the sense of reality that develops in the child of what society expects, and the SUPER-EGO, the organ formed in the mind when parental standards have been absorbed. The psycho-analysts emphasised the importance of infant training and said that delinquency would follow failure to modify instinctive desires. Repression could be harmful with restrained impulses being redirected into wrong channels.



Adler, A. (1932) emphasised self-assertion and proposed the concept of the "inferiority complex", inherent in which could be hostile attitudes.

Burt, C. (1925), reported on work with juvenile delinquents and showed the importance of temperament in its relation to behaviour. Emotional excess could lead to instability and temperamental defect to introversion. In research at Coventry Technical College by Rochester, H. (1938), (unpublished paper) temperament factor assessments were used to predict behaviour.

With the discarding of the faculty psychology and the over-throw of the doctrine of formal training early in the century the view developed that transmission of learning or behavioural effect from one activity to another was on the levels of the loves and hates, that is the attitudes of mind. Ballard, P.B. (1925). Cavanagh, F.A. (1936). Psychology gave a fresh basis for character building. "To feed on the good and let the bad atrophy", became a new maxim in education.

Piaget, J. (1932) in his investigations into moral judgments of children found that after the age of eight the child's morality developed from a heteronomous form, meaning "subject to another's law", to one that was autonomous, meaning "subject to one's own law". The young child's respect for authority, for example that of parents or teachers, caused acceptance of adult rules and interpretation of wrong doing in terms of adult sanctions. As the child moved towards and into the adolescent stage moral conceptions became "psychological rather than objective, relative rather than absolute and subject to change by agreement" (R. Brown (1965) page 404).

Piaget thought that the change from heteronomous to autonomous morality resulted from the child's own efforts to understand his own moral experience. Brown, R., following in the steps of Freud, saw the process as one of digestion. Integration, within the personality of the boy or girl, seems to be another appropriate term. The adolescent child was perceived as judging misdeeds in terms of the threat they constitute to the welfare

of others. Restitution was approved since it made amends. By this stage justice had become a matter of reciprocal rights and acceptance of rules and punishment procedures.

It is doubtful if Piaget's concepts of moral development of the child have been applied in schools by teachers in this country to any significant extent. The prefects' system initiated by Arnold of Rugby, experiments in self-government, and the gaining of a high degree of co-operation from the pupils in some schools, have not meant wholesale acceptance of the need for adolescent pupils to be one with teachers in framing rules of conduct and seeing them applied.

Differences between the religious and secular views on the best procedures for good character formation have been considered. Within these two divisions there are further variations. One starting point is that all children are born delinquents unless they are taught otherwise. McClelland, V.A. (1967) refers to four stages. First the child behaves in a certain way because he is afraid of unpleasant consequences; secondly, he builds up an attitude of respect for those in authority; thirdly, peer morality at the adolescent stage leads to the person being guided by the standards of his equals, and finally, personal morality, in which the child's own values and decisions count, is the deciding factor. Fears of God and those in authority, respect for the law and regard for public opinion can all be influential factors. There are those who see the standards desired as those of the age and use human experience for judging the goodness or badness of someone's actions; there are those who see a divine purpose changing the direction of impulses so that there is a drawing from the front as well as a drive from behind.

#### Adolescent Punishment

In school three broad categories of pupils can be discerned. Firstly usually the bulk, who respond to normal school discipline; secondly, the troublesome pupils who have delinquent tendencies and may have already been

in court cases, and thirdly, those whose problems are related to health or psychological matters and who require treatment. However, there is no clear cut division. Variations in punishment to suit individuals are essential. Sieve action, with several different kinds of sieves, is necessary in dealing with pupils in discipline matters. Eysenck, H.J. (1964) is not optimistic about either psychotherapeutic methods for treating delinquents or the success of child guidance clinics. Again the problems are seen but no clear solution is apparent. In disciplining children Eysenck says that the path to follow is a middle one between sufficient severity to achieve the conditioning required by society and the one that would cause neurotic disorders. He stresses the need for taking note of individual differences and of suiting the type of upbringing to the type of child.

The punishment given to an offender is likely to be affected by the views held by the person administering the punishment. Attitudes range from punishment-mindedness to a desire to avoid punishment altogether. Of the traditional aims of punishment, **DETERRENCE** has been the chief in schools. The emphasis on deterrence has been widespread, and has included both individual and general deterrence. It is doubtful however if general deterrence has received the attention it warrants. **RETRIBUTION**, making the punishment fit the crime, still applies, though **REFORMATION**, making the punishment suit the offender has grown in importance in the purposes of punishment.

Corporal punishment has been one of the major punishments used in schools. Commencing as early as 1914 in Finland, the outlawing of the use of the cane in schools spread to Norway, Sweden and Denmark (1967), and this is now the general position in Western European countries. Great Britain is, however, an exception and although cracks are appearing in the defences of the traditional position, public opinion does not show itself in favour of the abolishment of corporal punishment in schools and the teaching profession appears likely at present to oppose such a move. Lacey, A.G. (1969) refers

to the cane as giving the teacher independence and power and that these he will not lightly forego. Peter Newell in a recent T.E.S. article (7th March, 1972) however said that a large number of chief education officers stressed that the use of corporal punishment in their areas was declining. There still appears however to be no statistics to support these assertions, a point also made by Preston, P (1968).

With regard to the legal position on the use of corporal punishment in schools, a letter from the D.E.S. dated 2nd. February 1970 stated, "The position under present legislation is that the Secretary of State has no specific statutory powers in respect of corporal punishment. Primary and Secondary Schools maintained by Local Education Authorities must be conducted in accordance with rules of management or articles of government made under Section 17 (3) of the Education Act 1944 which may lay down requirements in this regard. Subject to the requirements of rules of management and articles of government Local Education Authorities have a general responsibility under Education Act 1944 for the conduct of the schools they maintain and they are free to make their own rules about the circumstances in which corporal punishment may be used and to impose such restrictions on its use as they consider necessary or desirable.

The only requirement imposed by the Secretary of State is that all cases of corporal punishment must be recorded in a punishment book which must be kept under the supervision of the head of the school. This requirement is set out in the Department's Administrative Memorandum No.531 dated 10th. May 1956 published by H.M. Stationery Office".

Recently physical punishment has been banned in the maintained primary schools of the Inner London and Edinburgh authorities.

Legally, parents have reasonable power with their children in respect of corporal punishment. In a survey in middle class homes Tucker, N. (1966) reports that everyone smacks, though the degree varies. He says that smacks can lose their value as a deterrent and may not be effective when really required. Aronfreed, J. (1961) cites American evidence that

lower class parents are more likely to use physical punishment than middle class ones, who tend to prefer "love oriented" or "psychological" techniques. Circumstantial evidence, quoted later in reference to over-punishment effects, gives support for a similar conclusion for this country.

The Cadogan Committee (1938) report paved the way for the Criminal Justice Act 1948, which abolished corporal punishment outside prison. The Barry Committee (1960) decided that corporal punishment could not be reintroduced. Now its use in prisons has been abolished. There has been a changing outlook on corporal punishment in Home Office Schools, the Court Lees and other cases helping to bring this about. Clarke, R.V.G. (1966) reported on an investigation in an approved school in Bristol on the effect of corporal punishment on absconding. He found that with boys preselected for caning, probably on the basis that they were likely to respond as desired, there was evidence of individual deterrence. General deterrence was more apparent with senior pupils than with junior and caning was not thought to be an effective deterrent to absconding by junior boys. An important conclusion was that the deterrent value of its effect on seniors could possibly be outweighed by deleterious effects.

Deleterious effects following deterrent punishment may be serious. Stamper, L. (1970) reports on the case of a man who when a boy at school was caned every day for getting his five spellings wrong and who subsequently could not write a single word without making a mistake. The aversive conditioning of the cause of the punishment may generalise to other stimuli and avoidance increase. Emotions, for example resentment, can be aroused by punishment and lead to anti-authority attitudes. Restrained energies may emerge in other undesirable forms, peer influence and the ego of the person concerned affecting this.

The White Paper, "Children in Trouble" (1968) was prognostic of the trend in the 'seventies' for the outlook on adolescent punishment. The

emphasis was on remedial and reformatory work, care, protection and control. A feature of the general plan was an intermediate stage incorporating temporary or intermittent stays in community homes, thus bridging the gap between being in trouble and resumption of good conduct with normal life. McIver, R.M. (1967) strongly agreed with the use of the "Halfway houses" and residential centres in America. He asserted that the function of children's courts is not to punish but that they are set up to assure that children will receive the care, treatment or therapy their particular problems demand. The Children and Young Persons Act (1969) makes law much of the substance of the White Paper and is now gradually being implemented. One of the major changes has been the abolishment of approved school orders and committals to the care of "fit persons", and the replacement of these by care orders which simply put the juvenile in the care of the local authority. The trend is thus for less formal punishment and increased "care" proceedings.

#### Weaknesses of Punishment

Ardila, R.A. (1967) writing in *Revista de Psicologia General y Aplicada*, gave a useful summary of points made by other psychologists on the effects of punishment. B.F. Skinner had said that punishment has various effects, viz:-

1. Conduct punished stops but reappears when punishment ceases.
2. Punishment engenders feelings that can destroy and paralyse effort.
3. Any act which reduces negative stimulation is rewarding.

Better methods for altering conduct are suggested, changing the circumstances, letting time pass so that the matter is forgotten, paying no attention to it as for a child crying and conditioning a child by positive inducements.

In experiments with rats Estes, W.K. (1944) had shown that although punishment gave temporary suppression of responses immediately after the

punishment, after some days the number became normal. He reached these conclusions:-

1. A response cannot be eliminated from an organism more quickly with the aid of a punishment than without.
2. Due to the emotional state produced, punishment eliminates other responses apart from the one punished.
3. Punishment is best used occasionally. Continuous punishment is inefficacious.

Skinner, B.F., however, is critical of occasional punishment. He believes that to warn or punish for only gross instances of bad behaviour is not satisfactory, the behaviour thus becoming more resistant to suppression.

Skinner, B.F. (1968) Investigations with infra-humans by Logan, F.A. (1960), Azrin, N.H. (1963) and Brown, R. and Wagner, A.R. (1968) support the assertion that partial application of punishment is not effective. In defence of Estes' view, however, it may be added that it appears from the results of this research that familiarity with a punishment breeds contempt and over-use of a punishment can considerably reduce its value.

Reliance on deterrent and retaliatory punishment in schools instead of the acceptance of remedial and preventive methods was criticised in research done by Wheeler, D.K. in Western Australia (1958). There was need for the proper place of punishment and controls. Curriculum aims, the application of psychological principles and a diagnostic approach to matters of discipline were stressed. Punishment methods used in the homes were often similar to those used in the schools, physical punishment, deprivation in some form and verbal castigation being common. The report states that corporal punishment has little to recommend it, Impositions have deleterious effects on the subject chosen and there is not much harm in detention unless impositions go with it. It was thought that "what the group thinks" should be used much more with adolescents. The conclusion was that such negative sanctions do not effectively promote, and may even retard, the educational process.

The relative deterrent effects on stopping morning lateness by detention or reprimand were assessed by Palmer, J.W. (1967) by experiment in a secondary modern school in a middle class and skilled working class district. It was found that reprimand was more effective than detention. Twenty days after the respective punishments there was a marked difference between the proportion of non-repeaters.

Vogel-Sprott, M. (1969) focused attention on the inefficacy of punishments from the long term view point. Research with undergraduate students, involving a game for money that could be kept using a four-button response panel, showed that the stopping of an unwanted response is achieved more quickly using punishment, but that when the punishment is removed and the long-term reduction in the unwanted response is considered, the punishment may be no more effective than simple non-reward treatment.

Recent figures for recidivism following juvenile court cases are not available. 1957 figures (Home Office (1969)) show that 48% of first offenders aged 8 - 17 were reconvicted within five years and for the same age group for the same period 73% of offenders with previous conviction were reconvicted. On the basis of evidence it may be concluded that individual deterrence following punishment, especially of a lasting nature, cannot be anticipated with any degree of confidence.

#### Valuable Effects of Punishment

1. General deterrence is referred to by Thyne, J.M. (1963) as an effect following the substitution of the onlooker for the offender, so that the impact of the punishment is felt in a personal way. The person may be more affected than the actual recipient of the punishment. Preventive deterrence arises by conditioning from the responses to punishments of others and gives many a code of 'do nots' which prompts acquiescence in socially desirable rules and procedures.



2. Mild punishments can train conscience and thus lead to good behaviour according to Eysenck, H.J. (1964). Swatting puppies with rolled-up newspaper taught them to eat meat they disliked instead of a favoured alternative. The 'slap' at home for the child fulfils a similar function. Skinner, B.F. "The Technology of Teaching (1968) refers to the fact that basically aversive systems used by some teachers have proved successful and when punishments take a moderate form of "gentle admonition" unwanted by-products are minimised. However, he underlines the negative nature of punishment in his comment that by punishing behaviour we wish to suppress conditions are arranged under which acceptable behaviour is strengthened, but that the contingencies do not specify the form of the latter behaviour.
3. According to Flugel, J.C. (1945) the super-ego and divine prompting can take over not only the admonishing, prohibiting and commanding functions but also the punishing ones of the external authority. Good home upbringing and school training can influence through their effect in a punishing situation the education of the child.
4. Punishment is one of the techniques whereby behaviour can be controlled (Clarizio, H.F. (1971)). Clarizio refers to five such techniques derived from 'learning theory'. D. Ausubel stresses the need for punishments and for teaching a child what not to do as well as what to do. Punishment has thus a positive part to play in the disciplining of children. Madsen, C.H. and Madsen, C.K. (1970) refer to both discipline and motivation as a 'way of behaving'. De Cecco, J.P. (1968) says that under particular conditions punishment may be very effective, especially when an alternative response is permitted.

Restitution, whereby, the pupil performs properly what he previously performed improperly can result. Research with both humans and infra-humans support the use of a combination of reward and punishment. Unpublished research by Barclay Martin (1963) showed the strength of reward plus punishment methods with puppies. 'Desist' techniques have shown, say Koulin, J.S. and Ryan, J. (1961), that more attention is paid to the teacher who combines punishment with reward than to the one who uses punishment alone.

5. Stress is being laid by educational psychologists on the close relationship of work and discipline. Madsen, C.H. and Madsen, C.K. (1970) refer to programmed instruction and term subject matter as discipline. The application of reward techniques with punishment provides excellent opportunity for reinforcing academic studies.

#### Disquiet Regarding Discipline in Schools

Present disquiet regarding discipline problems in schools is reflected in a number of reports in the last few years. The London Joint Four (January 1970), in a memorandum "Discipline - A Study", referred to a slow but certain deterioration in general discipline and to a growing concern amongst teachers. One cause cited was the effect of the more permissive age, modern youth being less tolerant of authority. The Inner London Education Authority (September 1970), in papers "Discipline in Schools", referred to the London Joint Four report and recognised that there was a general concern about standards of discipline and work in secondary schools. In this changing society authoritarian relationships were no longer generally acceptable. Amongst positive action proposals was that of dispensing as far as possible with punishment. In reviewing the methods of abolishment of corporal punishment it was recognised that there are some disadvantages about a general prohibition operable from a given date. It

is significant that the recent action taken by the I.L.E.A. of banning the use of corporal punishment has been for primary and not for secondary schools.

A swing of opinion on the question of abolition of corporal punishment was shown in a National Union of Teachers, North London Association memorandum "Discipline in Schools" (April 1971) in which it was reported that 73% of teachers in primary and secondary schools answering a questionnaire favoured abolition of corporal punishment, the percentage being 80 in secondary schools. This was contrary to the findings of the Flowden report (1967), the London Joint Four memorandum (1970) and the I.L.E.A. report (1970). The continued strong interest in the subject of discipline in schools has been shown by the publication of a special report by the National Association of Schoolmasters "Management, Organisation and Discipline" (1972). Violence in schools, calculated resistance to discipline and deliberate flouting of authority are serious matters discussed in it.

#### Minimising the Use of Punishment

The minimising of punishment has been the aim of many educators, the building of sound habits and sentiments being emphasised. Spiel, O. "Discipline without Punishment" (1947) tells of his methods of teaching whereby he avoided punishment altogether and used human understanding as his basis. Skinner, B.F. "The Technology of Teaching" (1968) p.189 - 191 stresses the connection between interest in studies and good discipline. Flugel, J.C. "Man, Morals and Society" (1945) refers to the need for love, tolerance and absence of customary disapproval. Neill, A.S. "That Dreadful School" (1937) writes of giving love rather than hate and that every punishment makes the child hate more and more. Peters, R. in a recent T.E.S. article (10.3.72) states that belief in freedom has led to opposition to punishment. He is critical of punishment as it induces the recipients not to behave in certain ways but does not shape their

behaviour in a positive direction. He adds, however, that alternatives proposed by freedom lovers are also ineffective, permissiveness leaving the child to be controlled not by the teacher or parent but by other influences.

W.K. Estes has shown that punishment alone does not change habits but simply interrupts the behaviour of the moment. One method for obtaining the correct response is that of aversive conditioning, in which an opportunity to escape punishment is offered. Treatment of writer's cramp is an illustration of therapy. Electric shocks are avoided by producing the correct response, that is not having spasms. The desired behaviour is rewarded through drive reduction. Conditional discharge is an application in court sentencing. The principle is often applied in schools, a chance to correct behaviour being given without any real punishment being administered. A point that could be considered against this concept however is that made by Brown, R. and Wagner, A. (1964) that partial punishment of a response may enhance its resistance to final removal. An opportunity to do better and so avoid punishment may be considered more than partial punishment however.

#### Effect of Varying Circumstances

There is a wide range of circumstances affecting the education of pupils of secondary school age and this leads to considerable differences in discipline processes in schools. Three of these circumstances are as follows:-

##### Schools and their environment.

Schools draw their pupils from middle class or working class areas or a mixture of the two. School buildings and their amenities vary considerably. Staffing can be affected by environmental influences. Boys and girls in a working class area do not in general receive the home support of those from middle class homes. There is probably more aggressive

punishment in the homes of working class areas and the chance of environmental delinquency is thus increased. (Herbert, J.L. & Jarvis, F.V. (1961)). (Aronfreed, J. (1961)). (Morris, T.P. (1958)). Love, P.C. (1968) says that pupils who receive most corporal punishment come from homes where discipline is based on physical punishment. J.C. Flugel reasons for a psychological approach for a class of delinquents he calls the 'overpunished'. Children of middle class parents tend to be less concerned with external punishment than those from working class areas and more apt to be affected through conscience action and inward concern. (Aronfreed, J. (1961)).

Schools thus start with intakes and conditions requiring different types of discipline approach. Secondary schools range from those with few discipline problems to those with daily difficulties. There are schools in which a case of a pupil coming before the court is exceptional; there are those with many who are 'in care' or 'on probation'.

#### Homes and their influences.

The degree of parental co-operation with the school varies from full support to antagonism. Although there has been a large increase in liaison processes between homes and schools, Sharrock, A. (1968), there appears to be no significant move towards the development of collaboration in discipline matters. Since the turn of the century when reference to parents usually took the form of a note on the end of term report, or an invitation for parents to attend the school when the matter was very serious, there has been increase in the dealing with parents by letter or invitation and in some schools parents are notified formally when their son (daughter) receives a detention punishment.

No effort to advise parents on discipline in the home and the part punishment may play in child education appears to have been made.

#### Permissive or authoritarian rule.

There is reaction against surrender to permissiveness in schools.

Clarizio, H.F. (1969) points out that the aim to obtain that degree of external control required without harsh methods does not imply permissiveness. Children need to be taught what to do as well as what not to do. He asserts that permissive discipline means, in effect, no discipline. A laissez-faire policy in school leads to confusion, insecurity and power seeking by pupils. Standards too may be lowered. In his reference to mental health, H.F. Clarizio says that authoritarianism does not necessarily cause damage and pupils are able to accept this type of discipline if relationships among adults are similar or adults make equivalent demands upon themselves as upon the pupils. This can explain why authoritarian discipline in the schools in the early part of this century appeared to work. Permissiveness at home and tight discipline at school can prove immiscible. Clarizio cites Germany and Switzerland as countries where discipline at home and school tend to be similar and refers to New Zealand as a country where revolt against child-treatment in the secondary school causes anti-adult feeling and consequent undesirable behaviour when freedom on leaving school permits it. Clarizio says there is a place for reproof and punishment. To avoid discipline problems by being permissive is not likely therefore to lead to the results desired.

#### Summary.

Three phases in the historical and psychological developments of this century have been discerned.

- (a) That due to the use of authoritative methods.
  - (b) That following the emergence of psychological principles.
  - (c) That caused by the trend towards permissiveness.
- (b) and (c) have been regarded as superimposed upon (a).

#### (a) The use of authoritative methods.

Discipline processes used in schools have mirrored the principles and practices of contemporary society. The basic theory of punishment has remained largely unchanged through the centuries. Deterrence has been one,

if not the chief aim and this has been true of punishment in schools. In the earlier part of the present century authoritative discipline in the home, spreading over from the Victorian era, merged well with the discipline in schools and gave general acceptance of law and order.

At present the degree of authoritative control in schools varies considerably. Schools show a wide range from the view points of intake, environment and amenities and there is much difference in discipline codes. There are schools with little need for punishment: there are those where emphasis has to be placed on maintaining control and the measures necessary to attain this.

(b) The emergence of psychological principles.

The development of psychology soon had impact upon the work of schools and the discipline so closely related to it. The instinct psychologists gave the concept of sublimation; the doctrine of formal training was overthrown and a new level of transfer was discovered; Freudian psychology taught the harm of repression and Adler showed the need for the right kind of self-assertion. The importance of nurturing the growth of the individual and developing the talents to the full was emphasised. Resultant practices in schools included less punishment and a decrease in the authoritative nature of discipline methods. Experiments in freedom schools, like that of A.S. Neill, and freer methods in schools, for example the Dalton plan, had general effect on class room teaching, this showing itself especially in the nineteen-thirties.

Punishment tended to become, perhaps even more than before, a practice added on to the educational system rather than an integral part of it. The amount of research done on punishment has been remarkably small and the use of punishment has followed inductive processes rather than deductive principles. Not until the middle of this century did educationists begin to give more serious consideration to punishment and its effect. Thorndike's poor opinion of its efficacy appears to have left

its mark. Work done by the N.F.E.R. about 1950 (Highfield, M.E. and Pinsent, A. 1952) does not appear to have been followed up.

Three pieces of research quoted in this introduction have been concerned respectively with the effectiveness of corporal punishment, comparison of the values of reprimand and detention and a review of the effectiveness of punishment in Western Australian secondary schools. To analogise with Physics, more research has been done in the dynamics of the subject than in the statics.

In the past two decades much has been learned about punishment by studying its effects on infra-human subjects. From this kind of experimental work and also that with humans the permanent nature of the effects of suppression by punishment has been shown to be very uncertain. Present psychology is stressing the value of combining punishment and reward processes, the permanency of the punishment effect being thus strengthened. It seems that punishment as a subject is being relegated to become a subsidiary of the more general consideration of the control techniques. Thus in "The Psychology of Discipline in the Classroom", Gnagey, W.J. (1968) punishment as a subject is dealt with in one and a half pages. In Madsen, C.H. and Madsen, C.K. (1970), disapproval (punishment) is discussed as one of five techniques for structuring contingencies, so that reinforcement can be used to shape desired behaviour towards specific goals. In a recent book by Bishop, A. and Whitfield, R. (1972) classroom situations are cited and problems are posed as to how they should be tackled. The book conforms with the change of emphasis from punishment as a deterrent to a process as positive as possible, decided ideally on the basis of sound combination of theory and practice of teaching and experience of the teacher. The art of motivation has become a topic of prime importance.

The complexity of punishment may be a reason for the apparent partial ignoring of its wide use. The penal processes of the country are still however based on punishment.



(c) The permissive trend.

The more permissive age has had its effect on the discipline of schools. Authoritative methods and permissive processes clash and the mixture can be disastrous. Discipline at home may be quite different from that at school. Schools in a neighbourhood, one feeding the other, can have very different discipline codes. Disquiet at the consequent discipline troubles has been expressed in reports by teachers' unions and reflected in publications by the Inner London Education Authority. Though some suggestions have been made and some action taken, no comprehensive solution has been formulated.

The complexities of punishment and the wider subject of discipline are now being stressed by leading educational psychologists. The emotive nature of the topic, the 'loose sallies of the mind' that lack of adequate basic knowledge fosters and the deep-rooted character of traditional practices make change difficult.

There is much room for research and fresh thinking. A balance between authoritarian and permissive policies is far from being achieved. The most successful of our present methods are not being brought to the forefront sufficiently and emulated. Discipline is no longer just an issue in a local school or area: it has become a world-wide problem with far-reaching effects.

THE EDUCATIONAL VALUE CONCEPT.

Chapter 1

The Emergence of the Concept.

- (a) Judgments on the deterrent effects of twenty-six school punishments and the relative frequencies of use of these punishments to get the best results.

To deter bad behaviour and enable school work to proceed has been, and still is, the main aim of punishment in schools. In choosing the punishment to use in a particular case the deterrent effect of the punishment is therefore an important factor.

It was decided to obtain judgments on the deterrent values of twenty-six punishments used in secondary schools and to do this in such a way that the results could be statistically examined and used as a basis for further experimental work. Judgments on the relative frequencies of use of these punishments to get the best results were also obtained, a fuller measure of the perceived efficacy of each punishment thus being gained. This part of the investigation was labelled Experiment 1. An important feature was that sixth-form opinion formed the source of the information. It was from this first experimental work that the educational value concept began to emerge.

Aims of the investigation.

1. To obtain judgments of sixth-form pupils from a number of different types of secondary schools on the deterrent values of secondary school punishments when used with pupils aged 11 - 14 inclusive and on the relative frequencies of use of the punishments to achieve the best results.
2. To see if any relationship existed between these two series of judgments.
3. To obtain sixth-form opinion on deterrent effects of punishments through comments made by the pupils.

Method

Judgments of the deterrent values and relative frequencies of use of the punishments to get the best results were made on eight point scales as set out in questionnaire 1. This questionnaire was used for the purpose of obtaining these judgments and the opinions of sixth-form pupils.

The pupils under consideration were aged 11 to 14 inclusive. It was to be imagined that one of the pupils was in trouble for conduct or work, this probably not being the first time,

and that some firm action was necessary. The pupils being punished were to be regarded as ones for whom no special circumstances needed to be taken into account. The investigation was thus limited to consideration of average or usual punishments, referred to latter as tariff punishments. Judgments for boys' punishments were to be made by boys and for girls' punishments by girls. The questionnaire made no reference to offences and the results obtained substantiated the views that certain judgments relating to the effects of punishments could be made without such reference.

Questionnaire 1. ( Appendix - pages 199 - 203 )

Subjects.

The subjects were sixth-form boys and girls from six secondary schools, that is they were in the age range 16+ to 18+. Most of the pupils were from upper sixth-forms, the necessity arising in two schools with comparatively small sixth-forms of taking some pupils from the lower sixth-forms. The schools were chosen on the basis of their difference in type or catchment areas.

<u>Schools</u>	<u>Type</u>	<u>Number of Subjects.</u>	
		<u>Boys</u>	<u>Girls</u>
A	Grammar	31	-
B	Technical	16	13
C	Modern	20	10
D	Comprehensive	10	6
E	Modern	5	5
F	Modern	8	8
Totals		90	42

Both the grammar and technical schools recruited on the basis of the 11 plus. School D had recently been formed by the merging of a technical school and a modern school. The sixth-form pupils answering the questionnaire were all or almost all ex-pupils of the technical school.

School F differed from the other two modern schools in that it was situated in a middle-class area.

Procedure

Each of the heads of the six schools were seen individually and the favour of their help in arranging for sixth-form pupils to answer the questionnaire was requested. It was thought that the heads after

being fully informed of the requirements would prefer to deal with the giving of the questionnaire to the pupils as an internal matter, and this procedure proved acceptable. The following information was given to the heads both orally and in writing.

"The questionnaire is for sixth-form pupils to answer, preferably upper-sixth.

No special selection otherwise is necessary, either of the group or the individuals.

Thirty-one questionnaires are available for each school.

In a mixed school both boys and girls should be included.

Schools and pupils will be anonymous. Schools will each have a letter designation and each pupil will be given a number.

The aim is not to compare schools or pupils but to obtain composite results.

It is important that each questionnaire is dealt with individually".

#### Numerical results.

The results were computerised using programme BMD07D. *Table 1 (16 & 17)*  
 Mean results for specific schools were calculated arithmetically. *pages 217, 218*

#### Tabulations.

1. Mean deterrent values for each school and for all schools.  
(Table 1 (1) page 204)
2. Mean relative frequencies of use for each school and for all schools. (Table 1 (2) page 205)
3. Summary of means of deterrent values and of relative frequencies for use for all schools. (Table 1 (3) page 206).
4. Correlations of deterrent values and relative frequencies of use  
(Table 1 (4) page 207).
5. Deterrent orders of punishments. (Table 1 (5) page 44).
6. Punishments as used in the tables (Table 1 (6) page 208).

Experiment 1.Deterrent Orders of Punishments.

Table 1 (5)

Punishment	<u>Deterrent orders</u>	
	Boys (n = 90)	Girls. (n = 42)
23. Expulsion	1	1
7. Interviewing parents.	2	5
2. Detention plus notification of parents.	3	3
21. Transfer to another school	3	7
8. Put 'On Report'.	7	13
20. Payment for damage.	5	2
4. Report to head	7	8
6. Write to parents.	6	12
5. Corporal punishment.	9	8
19. Fines.	9	5
24. Entry on personal record.	12	8
25. Repair damage.	11	3
1. Detention	13	15
22. Suspension for a period	13	18
13. Extra work	16	21
17. Desirable activity denied.	15	11
14. Essay	16	18
9. Note on end of term report.	18	21
26. Fatigues.	19	13
10. Strong reprimand	19	15
11. Ridicule.	21	18
18. Marks cancelled.	22	23
16. Property confiscated	23	15
15. Lines.	24	25
12. Sarcasm.	25	24
3. Sent out of class.	26	26

Correlation of orders (Spearman) + 0.86.

Analysis of results and conclusions.

1. The mean deterrent values of the punishments show a wide range, for example for boys from 5.4 for expulsion to 1.3 for sent out of class. Punishments with relatively high deterrent values include those making reference to parents or the head, repair of or payment for damage, corporal punishment and transfer to another school. (Table 1 (3) Page 206).
2. The perceived relative frequencies of use to give the best results show a wide range, for example for boys from 4.3 for detention to 1.1 for suspension. Reprimand, extra work, punishments with respect to damage and fatigues have high perceived relative frequency of use values. (Table 1 (3) )
3. The correlations of the deterrent values and relative frequencies of use of the punishments are all plus and show statistical significance in 21 cases for boys and 23 for girls out of the 26 punishments. (Table 1 (4) Page 207 ).

There is obviously a significant positive relationship between deterrent values and relative frequency of use values.

4. It will be seen however that the sizes of the correlations cannot explain more than 30% of the variance, in which case it is reasonable to argue that in addition to deterrent values other factors are involved in determining the frequencies of use suggested by the pupils.
5. The lists of punishments in deterrent value orders indicate a strong similarity between the judgments of boys and girls. (Table 1 (5). This is borne out by the correlation of the 2 ranking orders of +0.86 (Table 1 (7) page 207 ).  
Punishments involving reference to parents do not seem to have such great effect upon girls as they do on boys, though the rank order for such punishments is still high. Punishments dealt with within the school, for example, fines, fatigues, confiscation of property rank higher for girls than for boys.
6. The rank orders in table 1 (5) indicate as follows.

(a) Reference to parents or the head as all or part of a punishment makes the punishment a good deterrent.

- (b) Extra work and essay are not regarded as having high deterrent value.
- (c) Corporal punishment, expulsion, transfer are of high deterrent value. Their relative frequencies of use to give the best results are however very low. (Table 1 (3) ).
- (d) Detention plus notification of parents is a much stronger deterrent than detention alone. It ranks higher as a deterrent than corporal punishment.
- (e) Lines, sarcasm and sent out of class are ranked the last three punishments for both boys and girls.

7. Punishments ranked in deterrent value orders may be compared with the rankings of punishments in deterrence order as perceived by children taking part in the National Foundation of Educational Research investigation. Highfield, M.E. and Pinsent, A. (1952). Although the punishments in this mid-century research were in some cases defined differently, comparisons of the results and those of this investigation may be made.

In the N.F.E.R research the order was shown in median ranks as follows

Punishment.	Ranking	
	Boys.	Girls.
An unfavourable report for home	3	3
Deprived of games or some favourite lesson	4	6
Regarded as a person to be closely watched by the staff	5	5
Given cane or strap	6	4
Sent to head for misbehaviour	6	6
Made to look foolish in class jokingly	8	10
Made to look foolish in class sarcastically	8	7
Made to report daily to head because of poor work or behaviour	8	5
Given detention after school	9	11
Given extra work to do to make up for unsatisfactory work	9	11
Given a good talking to in private	10	10
Given a cuff or slap by the teacher in passing	10	8
Sent from the room for misbehaviour	11	11
Suspected of slacking and urged to make an effort	11	11
Threatened with punishment.	12	12

Comparisons of this ranking order and that of this present investigation are as follows.

- (a) The notification of parents of the unfavourable matter is shown in both investigations to have high deterrence.
- (b) The denial of a desirable activity appears to have become less effective as a deterrent. In the past twenty years the scope of pleasurable activities outside school, e.g. television watching, has increased and a desirable activity in school may not be so important to a boy or girl as it used to be.
- (c) As a deterrent corporal punishment appears now to rank slightly lower than it did twenty years ago. It is approximately one-third down the present list.
- (d) Sent to the head remains a method of significant deterrence.
- (e) Sarcasm and ridicule are now ranked very low as deterrents.
- (f) Detention, extra work and reprimand continue to show that pupils regard them with relative indifference as deterrent punishments.
- (g) Daily report to the head, now a part of 'On Report' remains a punishment of significant deterrence.
- (h) Punishments not noted in the National Foundation of Educational Research investigation, payment for damage, repair damage were indicated as ones of high deterrent value in this investigation. This exemplifies the change of emphasis on punishments in changing times.

#### Review of Punishments.

The 26 punishments are reviewed specifically in Chapter 8 (a). Educational values and comments made on other questionnaires are included in the analysis made.

#### Experiment 2.

It was decided to check the results of Experiment 1 by repeating the experimental work in other schools.

These results included those relating to deterrence as detailed in this chapter and also those on educational values discussed in Chapter 2.

#### Method.

Questionnaire 1 was used as in Experiment 1.

#### Subjects.

The subjects were sixth-form boys and girls from four secondary schools. A range of schools again helped in the investigation. Only one was also in the group of schools for Experiment 1.



<u>Schools.</u>	<u>Type.</u>	<u>Number of Subjects.</u>	
		<u>Boys</u>	<u>Girls.</u>
A.	Technical	10	10
B.	Grammar	10	10
C.	Comprehensive	10	10
D.	Modern	10	10

Procedure.

Similar procedure was adopted as for Experiment 1 (Page 42 )

Results.

These were computerised using programme B.M.D. 07D.  
Means and correlations were thus obtained.

Table 1(18)  
Page 219

Tabulations.

1. Mean deterrent values and relative frequency of use values for boys and girls separately. (Table 1 (8) page 210 ).
2. Comparison of mean deterrent values, Experiment 1 and Experiment 2. (Table 1 (9) page 211 ).
3. Comparison of mean relative frequency of use values, Experiment 1 and Experiment 2. (Table 1 (10) page 212 ).
4. Comparison of rank orders in deterrence of punishments, Experiment 1 and Experiment 2. (Table 1 (11) page 50 ).

Correlations.

Reliability was tested.

Analysis of results and conclusions.

Reliability.

1. The deterrent values of Experiment 1 and Experiment 2 were correlated. (Tables 1 (12) and 1 (13) pages 213, 214).

Results were

Boys	+0.88
Girls	+0.84

2. The relative frequency of use values of Experiment 1 and Experiment 2 were calculated. (Tables 1 (14) and 1 (15) pages 215, 216).

Results were

Boys	+0.88
Girls	+0.85

These results showed high reliability.

SIMILARITY OF RESULTS.

Comparison of the deterrent orders of punishments from the two experiments shows that there is considerable similarity. (Table 1 (11) page 50 ).

This is especially significant in the light of the fact that in the two groups of schools helping in the experimental work only one school was common to both groups.

COMPARISON OF DETERRENT ORDERS OF PUNISHMENTS.

The scores give the rank order as judged by the pupils.

<u>Punishment.</u>	Boys.		Girls.	
	Exp. 1. n = 90.	Exp. 2. n = 40	Exp. 1. n = 42	Exp. 2. n = 40
Expulsion	1	1	1	2
Interviewing parents.	2	2	5	1
Detention plus notification of parents.	3	6	3	5
Transfer to another school	3	2	7	5
Put 'on report'	5	6	13	4
Payment for damage.	5	10	2	5
Report to head	7	5	8	3
Write to parents.	6	8	12	4
Corporal punishment.	9	4	8	13
Fines.	9	15	5	12
Entry on personal record	12	14	8	11
Repair damage	11	13	3	9
Detention	13	20	15	17
Suspension for a period	13	11	18	10
Extra work	16	21	21	22
Desirable activity denied	15	9	11	14
Essay	16	19	18	24
Note on end of term report	18	11	21	17
Fatigues	19	16	13	21
Strong reprimand	19	18	15	14
Ridicule	21	21	18	17
Marks cancelled	22	23	23	17
Property confiscated	23	16	15	16
Lines	24	24	25	22
Sarcasm	25	24	24	22
Sent out of class	26	26	26	25

Pupils judgments between experiments remain remarkably constant.

Detention, extra work and essay may be taken as examples of punishments showing this high level similarity in rank orders.

Where variation does occur it is probably due to differences in the practices of schools. The discipline techniques of a school form a likely determinant of deterrent value. Such variation may be noted in confiscation of property (boys), desirable activity denied (girls). However, a slight change in the positions of individual punishments does not upset the conclusion that there is remarkable consistency between the judgments in the two experiments.

CHAPTER 1 (b)

Review of sixth-form pupils' comments from which the educational value of a punishment concept emerged.

ANALYSIS OF COMMENTS.

Sixth-form opinion on desirable and undesirable effects of punishments.

Comments made by 132 sixth-form pupils (90 boys and 42 girls) showed that they were conscious of the fact that deterrence is not the only consequence of punishment. Desirable effects, benefiting the pupil educationally, were perceived as well as undesirable effects, producing attitudes that were likely to do more harm than good.

The comments were analysed into categories.

1. Desirable effects

- (a) That the punishment leads to academic gain
- (b) That the punishment does not interfere with study time
- (c) That a change of attitude for the better results.

2. Undesirable effects

- (a) Resentment
- (b) Antagonism
- (c) Rebellion and revenge
- (d) Irritation and upset
- (e) Indignation and annoyance
- (f) Change of attitude for the worse.

1. Desirable effects

- (a) That the punishment leads to academic gain

Punishments involving academic work likely to be of value to the pupil academically were praised for this content aspect. Extra work was such a punishment, being considered useful with studies. One pupil wrote, "Good because it punishes the pupil and does them good academically".

When detention is served the view was that the work set, as is customary, should be educational and promote the pupil's studies. The pupils are looking for direct educational gain from the punishment. It was said that writing an essay made the pupil think.

Other punishments were seen as ones that would lead to further endeavours. On report was such a punishment with its emphasis on academic work. The pupil had to work and educational gain resulted.

Punishments referring the matter to parents were seen as ones in which there would be parental pressure to make the child work with desirable results.

(b) That the punishment does not interfere with study time

Some punishments were regarded as ones that waste a pupil's educational time and were criticised for this aspect. Sent out of class was such a punishment especially when it took the form of standing outside the door of the class room.

It is considered that fatigues and repairs should not be carried out during lesson time. Writing lines was thought of as a punishment with no academic value. Suspension from school could result in wastage of time. The provision of academic work on such occasions was recommended. A point made in favour of corporal punishment was that "It wastes only a little of the student's valuable leisure or study time".

(c) That a change of attitude for the better results

Punishments making reference to parents were seen as ones that tended to start the pupil thinking and to lead to fresh endeavours. Advice and encouragement from parents were seen as effective reinforcers. "A pupil is more likely to listen and respond to the advice of a parent". "Will do a lot of good because the parents would try to make the child work". Reference has already been made to the change of attitude that the punishment on report can inspire. "The pupil tends to improve" was a typical comment.

One pupil referred to extra work connected with studies or writing an essay on a stipulated subject as having EDUCATIONAL VALUE. It appeared that punishments could be considered in terms of their perceived educational values. Sixth-form opinions on these values could be ascertained. It was clear that the idea of educational gains or losses from punishments were in pupils' minds.

2. Undesirable effects.

Sixth-form opinion showed the belief that punishment could make matters worse rather than better. Emotions leading to harmful consequences could result. In all 50 references to undesirable effects were made as follows.

EFFECT.NUMBER OF REFERENCES.

Resentment	16
Antagonism	9
Rebellion and revenge	12
Irritation and upset	8
Indignation and annoyance	3
Change of attitude for the worse.	2

The classification details, relating punishments and comments, are now tabulated.

<u>UNDESIRABLE EFFECT</u>	<u>PUNISHMENT</u>	<u>COMMENT</u>	<u>NUMBER OF TIMES COMMENT MADE.</u>
Resentment	Confiscation of property	"Breeds resentment"	4
	Fines	"Use only when clear cut, otherwise resentment occurs"	1
	Desirable activity denied	"Causes resentment c	4
	Corporal punishment	"Causes resentment	3
	Reprimand	"In front of class causes resentment"	1
	Ridicule	"Causes resentment"	2
Antagonism	Sarcasm	"Tends to set up anti-master feeling".	3
	Ridicule	"Breed hatred" "Leads to bad relationship between teacher and child"	1
	Extra Work	"Causes antagonism"	2
	Strong reprimand.	"Will ultimately turn pupil against authority"	1
	confiscation	"May do harm to pupil"s attitude towards school".	1
Rebellion and revenge.	On Report.	"Makes a child who dislikes school become more rebellious and even resort to playing truant".	1
	Desirable activity denied.	"Could deviate the child into becoming a vandal of school property".	1

UNDESIRABLE EFFECT.	PUNISHMENT	COMMENT	NUMBER OF TIMES COMMENT MADE.
Rebellion and revenge (Cont'd)		"May make him want revenge and get it in some grave crime"	1
		"Could result in a rebel type of attitude".	1
	Fines.	"I would not pay them"	1
	Detention	"This would deter me but generally can cause rebellion"	1
		"Pupil generally takes longer doing his work to delay and annoy the master"	1
	Repair damage.	"Pupil will cause more damage than he already has"	1
	Fatigues.	"Pupil will probably write on class walls and put waste paper in master's desk.	1
	Corporal punishment.	"Once struck; twice disobedient"	1
		"This builds up a determination to overcome the punishment"	1
	Confiscation of property.	"Afterwards the jewellery will still be worn if only in spite"	1
Irritation and upset.	Fatigues	"Tidying up irritating"	1
	Cancellation of marks.	"Irritating"	1
	Copying Lines	"Irritating"	1
	Extra work	"Irritating"	1
	Property	"Can be very upsetting"	3
	Confiscated	"Makes them despise school"	1
	Strong reprimand ridicule sarcasm	"Only upsets the child and could teach her to become cheeky back"	1
Indignation and annoyance	On Report	"Produces indignation"	1
	Confiscation of property	"Pupil indignant and is more adamant to use the confiscated property"	1
	Repair damage fatigues.	"Creates annoyance rather than repentance"	1



UNDESIRABLE EFFECT.	PUNISHMENT	COMMENT	NUMBER OF TIMES COMMENT MADE.
Change of attitude for the worse	Corporal punishment	"Person boasts to friends"	1
		"Builds barriers between child and teacher"	1

The comments show that an anti-authority attitude may develop from certain punishments. It is noteworthy that punishments referring the matter to the head or parents are mentioned only once as causing ill-feeling. Punishments tending to arouse emotions leading to deleterious consequences seem to be based on deterrence. Examples are confiscation of property, fines, detention, strong reprimand, corporal punishment, denial of desirable activity. This is additional evidence for the conclusion that pupils are looking for more from an effective punishment than deterrence.

#### Further expressions of opinion.

Other expressions of opinion made by the sixth-form pupils were as follows.

1. Infrequent use of punishment leads to greater effects. The reverse also applies.
2. Separation in time of the punishment and the offence lessens the effectiveness of the punishment.
3. A habit of not getting caught can develop.
4. Expectations of a punishment can be a greater deterrent than the punishment itself.
5. Many parents now do not seem to care. The deterrent values of certain punishments may depend much on the parents.
6. If parents are strict the deterrent value of a punishment involving notification of parents increases.
7. Punishment should suit the individual child. His personality background and needs should be considered.
8. Circumstances in a school affect the deterrent value of a punishment. For example, the effect of report to the head depends on the head.
9. The idea of aversive conditioning is apparent, one example is relative to the punishment details on record. "Threatened first would be fair for it to be done on second offence".
10. The concept of some punishments having lasting effects, for example, those making reference to parents and some not having lasting effects, for example, reprimand, ridicule sarcasm is evident.

### The Educational Value Concept.

The educational value of a punishment concept that emerges from these considerations includes the effect of deterrence, educational gains and deleterious consequences.

It was decided to obtain judgments of educational values from sixth-form pupils and to compare these with the judgments of deterrent values discussed in Chapter 1 (a).

### Conclusions.

Three main conclusions may be drawn.

1. Deterrence is only one consequence of a punishment. Educational gains, deleterious consequences and changed attitudes may be others.
2. The concept that a punishment can be regarded from the view point of its educational value emerges from pupils' comments.
3. The sixth-form boys and girls perceive a number of parameters having significant effect on the values of punishments.

THE RELATIONSHIP BETWEEN EDUCATIONAL VALUES AND  
THE RELATIVE FREQUENCIES OF USE OF THE PUNISHMENTS  
TO OBTAIN THE BEST RESULTS

(a) Judgments on the educational values of punishments

The educational value of a punishment emerged as a concept from the research described in the previous chapter. This value shows whether on balance the punishment is good or bad for the pupil educationally. The research had indicated that <sup>about</sup> 30% of the variance of the relative frequency of use value, as judged by sixth-form pupils., was accounted for by the deterrent value. A relationship between relative frequency of use of a punishment and its deterrent effect was thus established. The educational value included the deterrent value and also took account of the educational gains and likely harmful effects. It was decided to obtain judgments of the educational values of the 26 punishments and to compare these with deterrent values. The effect of a punishment would thus be more clearly defined.

Information from questionnaire 2 devised to obtain educational value judgments also included sixth-form opinion on which of 7 good effects and 7 bad effects applied to each of the 26 punishments. This further information was used for ascertaining determinants of educational value judgments and is analysed in Chapter 3 (b)

A first experiment with 58 boys and 36 girls of the six schools answering questionnaire 1 was followed by a second experiment with 40 boys and 40 girls in another group of four schools. In the second experiment the boys and girls answering questionnaire 1 and 2 were the same.

Aims

1. To obtain judgments of sixth-form pupils from a number of different types of secondary schools on the educational values of punishments.
2. To compare the educational values and deterrent values of the 26 punishments.
3. To test the hypothesis:-  
That there is a relationship between perceived educational values and perceived relative frequencies of use of these punishments to obtain the best results.

Questionnaire 2 is given in the appendix (Pages 220-223)

### Subjects

The subjects were sixth-form boys and girls.

### Experiment 1

The same six schools as for questionnaire 1 took part.

School	Type	Numbers	
		Boys	Girls
A.	Grammar	21	-
B.	Technical	9	9
C.	Modern	12	10
D.	Comprehensive	10	3
E.	Modern	5	4
F.	Modern	1	10
Totals		58	36

### Experiment 2

School	Type	Numbers	
		Boys	Girls
A.	Technical	10	10
B.	Grammar	10	10
C.	Comprehensive	10	10
D.	Modern	10	10
Totals		40	40

Of the schools in Experiment 2, schools B, C and D had not taken part in Experiment 1.

### Procedure

Arrangements were made with the heads of the schools for the questionnaire to be given. They were informed as follows. The pupils under consideration were those aged 11 to 14 inclusive. No special selection of sixth-form pupils to answer the questionnaire was necessary.

Schools and pupils would be anonymous.

The aim was not to compare schools, but to obtain composite results.

It was important that each questionnaire should be dealt with individually.

ResultsTabulationsExperiment 1

- (a) Mean educational values of the 26 punishments for each school and all schools combined, listed with their respective relative frequency of use values, boys and girls separately. (Table 2(1) Pages 224 - 227 )
- (b) Mean educational values of the 26 punishments for all schools combined, listed with their respective relative frequency of use values, boys and girls separately. (Table 2(2) Page 228 )

Experiment 2

- (a) Mean educational values of the 26 punishments for all schools, listed with their respective relative frequency of use values, boys and girls separately. (Table 2(3) Page 229 )
- (b) Mean educational values of the 26 punishments for all schools, listed with their respective relative frequency of use values, boys and girls combined. (Table 2(4) Page 230 )

Experiment 1 and 2 - Results compared

- (a) Comparison of the means of the educational values from Experiment 1 and Experiment 2 all schools combined. (Table 2(5) Page 231 )
- (b) Rank order of educational values of the 26 punishments. (Table 2(6) Page 61 )
- (c) Rank order of deterrent values and educational values of the 26 punishments. (Table 2(7) Page 62 )
- (d) Rank order of educational values - Experiment 1 and Experiment 2 results combined (Table 2(8) Page 63 )

Correlations

1. Experiment 2  
Educational values and relative frequencies of use.
2. Experiments 1 and 2  
Educational values for experiments 1 and 2
3. Rank orders of educational values, boys' and girls'.

Results and conclusions1. Educational values

Aim 1 was fulfilled by obtaining the educational values of the 26 punishments. (Table 2 - 5)

Analysis of results.

Referring to aim 1 it was possible to obtain rank orders in terms of educational values.

Rank order of educational values of the 26 punishments.

Punishment.	Exp.1.	Exp.2.	Exp.1.	Exp.2.
	Boys	Boys	Girls	Girls
1. Detention.	12	8	14	11
2.. Detention plus notification of parents.	10	4	5	3
3. Sent out of class	22	19	22	18
4. Sent to head.	6	1	5	2
5. Corporal punishment	22	24	26	25
6. Writing to parents	2	2	4	6
7. Seeing parents at school	1	2	1	3
8. Putting 'On report'	6	12	7	6
9. Note on terminal report	10	11	15	13
10. Reprimand	8	8	10	10
11. Ridicule	24	19	23	20
12. Sarcasm	25	25	23	23
13. Extra work	5	4	7	3
14. Essay	8	8	9	6
15. Lines	19	17	19	19
16. Confiscation	16	18	16	15
17. Activity deprivation	15	16	10	17
18. Marks cancelled	20	19	18	22
19. Fines	14	14	10	12
20. Payment for damage	4	7	3	6
21. Transfer	20	23	21	24
22. Suspension	18	22	19	20
23. Expulsion	26	26	23	26
24. Details on record	12	14	13	15
25. Required to repair damage	3	6	1	1
26. Fatigues	17	13	17	14

Rank orders of deterrent values and educational values  
of the 26 punishments.

	Deterrent Values.				Educational Values.			
	Exp. 1.		Exp. 2.		Exp. 1.		Exp. 2.	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1.	13	15	20	17	12	14	8	11
2.	3	3	6	5	10	5	4	3
3.	26	26	26	25	22	22	19	18
4.	7	8	5	3	6	5	1	2
5.	9	8	4	13	22	26	24	25
6.	6	12	8	4	2	4	2	6
7.	2	5	2	1	1	1	2	3
8.	7	13	6	4	6	7	12	6
9.	18	21	11	17	10	15	11	13
10.	19	15	18	14	8	10	8	10
11.	21	18	21	17	24	23	19	20
12.	25	24	24	22	25	23	25	23
13.	16	21	21	22	5	7	4	3
14.	16	18	19	24	8	9	8	6
15.	24	25	25	26	19	19	17	19
16.	23	15	16	16	16	16	18	15
17.	15	11	9	14	15	10	16	17
18.	22	23	23	17	20	18	19	22
19.	9	5	15	12	14	10	14	12
20.	5	2	10	5	4	3	7	6
21.	3	7	2	5	20	21	23	24
22.	13	18	11	10	18	19	22	20
23.	1	1	1	2	26	23	26	26
24.	12	8	14	11	12	13	14	15
25.	11	3	13	9	3	1	6	1
26.	19	13	16	21	17	17	13	14

Rank orders of educational values for boys and girls - Experiment 1 and Experiment 2 results combined.

	Ranking	
	Boys	Girls
Seeing parents at school	1	2
Writing to parents	2	6
Sent to head	3	3
Repair damage	4	1
Extra work	4	6
Payment for damage	6	5
Detention plus notifying parents	7	4
Reprimand	8	10
Essay	8	9
Putting 'On report'	10	8
Detention	11	12
Note on terminal report	12	14
Note on school record	13	14
Fines	14	11
Fatigues	15	16
Activity deprivation	16	13
Confiscation	17	16
Lines	18	18
Marks cancelled	19	20
Suspension	20	19
Sent out of class	21	20
Transfer	22	23
Ridicule	22	22
Corporal punishment	24	26
Sarcasm	25	24
Expulsion	26	25

Correlation

The rank orders of the educational values for boys and girls correlated + 0.97



Reliability

The educational values Experiment 2 correlated with those of Experiment 1

Boys +0.94

Girls +0.92

High reliability was thus shown.

(Table 2(9) Page 232 )

(Table 2(10) Page 233 )

Similarity of boys' and girls' results

The rank orders of the educational values for boys and girls correlated +0.97. (Table 2(11) Page 234 )

The judgments of boys and girls for punishments for their respective sexes were thus remarkably similar.

Relationship with relative frequencies of use

The correlations of Experiment 2 educational values and relative frequencies of use to obtain the best results were

Boys +0.64

Girls +0.77

Boys and girls combined +0.71 (Calculation 2(12) Page 235 )

A close association between the two values was thus established.

Range of results

Sixth-form judgments are that approximately half the punishments are effective from an educational value viewpoint. Amongst those considered to be of more harm than good for the pupil educationally are punishments frequently used in schools. These are reviewed in the next section.

Rank order of punishmentsConsistency of rankings

The consistency of the rankings from the two experiments is of a high degree. The maturity of the sixth-form pupils and their knowledge of the punishments and their effects give confidence in the acceptance of the values obtained for deciding on the use of punishments in secondary schools.

Rank orders for educational values and deterrent values for both experiments and boys and girls combined

The 26 punishments were ranked in order of educational values for boys and girls combined as follows. Deterrent rank orders for boys and girls combined are also shown.

Rank Orders

Punishment	Educational values	Deterrent values
Seeing parents at school	1	2
Required to repair damage	2	10
Writing to parents	3	7
Sent to head	3	6
Extra work	5	22
Payment for damage	6	5
Detention plus notification of parents	7	3
Essay	8	20
Putting 'On Report'	8	7
Reprimand	10	16
Detention	11	15
Note on terminal report	12	17
Fines	13	11
Details on record	14	12
Activity deprivation	15	13
Fatigues	16	18
Confiscation	17	19
Lines	18	25
Suspension (School organised)	19	14
Marks cancelled	19	23
Sent out of class	21	26
Ridicule	22	20
Transfer	23	3
Sarcasm	24	24
Corporal punishment	25	9
Expulsion	26	1

Punishments of high educational value

Punishments making reference of the matter to parents had high educational value as well as being of high deterrence. Such punishments were:-

Send for parents

Write to parents

Detention plus notification of parents

On report

From comments of the pupils it was clear that in general such reference would be acceptable and that harmful results likely from certain other punishments would not develop. The pupil would think about the matter and a positive educational gain could result. The rank orders for deterrence showed that such punishments were also good deterrents. Detention plus notification of parents was according to sixth-forms opinions much more valuable both as a deterrent and for educational gain than detention alone.

There appears therefore to be good grounds for a wide extension of co-operation with parents in discipline matters. The sixth-form pupils realised that the attitudes of parents regarding the conduct and welfare of their children varies considerably, but recommend seeking co-operation even if it were difficult to obtain.

#### The punishment of reference to the head

Reporting to the head, a punishment probably offering opportunities of facing up to the problem and the chance of restitution, was also rated highly both for educational value and deterrence value. In general a desire for this punishment to be effective in a positive way can be inferred from the sixth-form comments.

#### Punishments with reference to repair of damage or payment for it.

It is significant that these punishments are strongly supported and are ranked highly in educational values. There is obvious reaction against vandalism.

#### Punishments of low educational value

Punishments perceived as having low educational value included some little used in schools and others fairly widely used.

Sent out of class was a punishment generally criticised and regarded as valueless.

Sarcasm and ridicule ranked in the last four punishments.

The strong deterrent punishments, suspension, expulsion, transfer were regarded as offering negligible educational gain.

Lines as a punishment was ineffective.

Corporal punishment appears to maintain its position as a deterrent in the ranking as compared with the National Foundation of Educational Research (1952), that is approximately one-third down the punishment list. As deterrents, punishments making reference to parents tend to rank higher, and it is significant that detention plus notification of parents is generally thought to be a stronger deterrent than corporal punishment. It is, however, in the educational values of the two types of punishment that a considerable difference is perceived, corporal punishment being ranked last or nearly last and parental punishments near the top.

Punishments of moderate to very little perceived educational value

A group in the middle of the punishment ranking order of educational value was

detention

note on terminal report

note on school record

finer

fatigues

activity deprivation

confiscation

Detention frequently led to undesirable reaction. The authoritative nature of the punishment and the inconvenience caused were the probable reasons. Detention plus notification of parents was more acceptable and was considered of greater educational value.

A note on the terminal report was criticised for the delay in action of the punishment and the fact that this led to smaller effect.

A note on the school record was not liked as a punishment, especially by boys, who perceived a chance that such action might prejudice their careers.

Fines as a punishment varied in degree of acceptance. The fairness was questioned. Strong reaction could be expected in some cases. Comments showed that fines were more acceptable to girls than boys.

Fatigues came more than halfway down the educational ranking order list. The punishment is generally unpopular and is regarded as time wasting, boring and socially harmful.

Activity deprivation ranks two-thirds down the list. Its value seems to have deteriorated in the past two decades.

Confiscation can lead to strong undesirable reaction, especially from boys. It is graded low in educational value.

ANALYSIS OF PUNISHMENTS WITH HIGH AND LOW EDUCATIONAL VALUE AND  
DETERRENT VALUE CATEGORIES

The rank orders of punishments for educational values and deterrent values were both arbitrarily divided into two. Four categories of the 26 punishments were thus obtained as follows:-

1. Punishments of high educational value
2. Punishments of low educational value
3. Punishments of high deterrent value
4. Punishments of low deterrent value

The table now given indicates each punishment in its relation to these categories.

TABLE OF PUNISHMENT VALUES

(Page 69)

In assessing the value of a punishment the possible temporary nature of deterrence needs to be taken into account. Eight punishments have high deterrent value and high educational value. Five have high educational value and low deterrent value.

### Conclusions

1. Certain punishments have high educational values and high deterrent values. These are obvious choices for use in schools. They include punishments making reference to parents and to the head.

### TABLE OF PUNISHMENT VALUES

The 26 punishments are

ranked in order

1 - 13 HIGH

14 - 26 LOW

H.E.V. High Educational Value

L.E.V. Low Educational Value

H.D.V. High Deterrent Value

L.D.V. Low Deterrent Value

### All pupils - Boys and Girls

	H.E.V.	L.E.V.
H.D.V.	Detention plus notification of parents Sent to head Write to parents See parents at school Put 'On Report' (Pupils to report to staff, head and parents daily) Fines Payments for damage Required to repair damage	Corporal punishment Activity deprivation Transfer Expulsion Details on record
L.D.V.	Detention Note on end of term report Reprimand Extra work Essay	Sent out of class Ridicule Sarcasm Lines Confiscation Marks cancelled Suspension Fatigues

The division between high and low values was arrived at by using the median score as a point of cut off.

2. Certain punishments, for example, extra work, essay, confer immediate educational gain. These are regarded as having high educational values though not high deterrent values.
3. Certain punishments, for example, sent out of class, have little or no educational value. They are perceived as doing more harm than good.
4. Reprimand ranks above detention in educational value. This is of special interest in the light of the findings of Palmer J.W. (1967) that reprimand was more effective than detention in stopping morning lateness for school.
5. Corporal punishment ranks very low indeed in educational value on both boys' and girls' lists. This focuses attention on the other punishments that could replace corporal punishment. The fact that detention plus notification of parents ranks higher in both deterrence and educational value than corporal punishment is very important from a practical viewpoint.
6. Repairing damage and payment for damage are ranked highly in educational value. This may reflect the growth of vandalism in modern society and the opposition of most pupils to it. Such punishments were not listed in the National Foundation of Educational Research (1952). Technical difficulties in administering such punishment are not generally considered by the pupils.
7. Punishments likely to cause upsetting emotions, for example, resentment, frustration, annoyance, tend to have low educational values. Examples of such punishments are confiscation, fatigues, activity deprivation.
8. Remarkable similarity is shown between educational ranking orders for boys and girls. There is perhaps some indication that girls do not rank so highly as boys punishments involving personal intervention by parents, the head or staff. They possibly prefer more direct punishments, for example, fines but evidence is slight.

#### Recommendations

1. Punishment in schools should not be based on deterrence only. The fundamental aim is that the punishment should benefit the pupil educationally.
2. Punishments should become part of the educational system instead of being superimposed upon it.

3. Only punishments of significant educational value should be used.
4. A changed attitude in the pupil is looked for as a result of punishment.
5. The results have a direct bearing on future research in this area, for it would appear that a proper conceptual analysis of the role of punishment in the class room must include a choice of punishment which balances three aspects.
  - (a) Its educational value
  - (b) Its deterrent value
  - (c) Any possible emotional consequence.



Chapter 2(b) THE TESTING OF THE HYPOTHESIS:-

That there is a relationship between the mean perceived educational values and the mean perceived frequencies of use of these punishments to obtain the best results.

The results of the correlations of the means of educational values and the means of relative frequency of use values showed a significant degree of direct relationship between the two sets of values existed. The evidence was as follows:-

CorrelationsBoys

Experiment 2.	+0.64
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Girls

Experiment 2.	+0.77
---------------	-------

Boys and girls altogether

Experiment 2.	+0.71
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Conclusions

1. The correlation results for the educational values and the relative frequency of use values shows a clear relationship between these two sets of values.
2. Although the sixth-form pupils may not realise it the educational value of a punishment as defined appears to be a major factor in the assessment of the relative frequency of use of the punishment in a school to obtain the best results.
3. A new criterion for measuring the effectiveness of a punishment is provided by the educational value concept.
4. Investigation is needed to discover the determinants (predictor variables) of the educational value judgments. The related experimental work and inferences from it are described in Chapters 3 (b) and 5 (b)

Chapter 3. Possible Determinants of Educational Value Judgments.

(a) The Educational Value of a Punishment. Psychological Consideration of Possible Determinants.

The educational value of a punishment is a measure of how good or bad the punishment is on balance for the pupil educationally.

Three possible determinants are:-

1. Deterrent effects.
2. Undesirable consequences

These may be due to

- (a) Spread of avoidance.
- (b) Widening of the punishment area.
- (c) Serious emotional effects.

3. Desirable consequences.

These may be in the form of

- (a) Conscience training
- (b) Gain of knowledge.
- (c) Motivational development.

It is necessary to consider these possible determinants as well as the simple mechanism of punishment to perceive the meaning of the educational value concept. These determinants are discussed in turn after a brief account of the mechanism of punishment.

THE MECHANISM OF PUNISHMENT.

The main purpose of punishing a child is to stop an undesirable activity. The punishment functions by conditioning in a Pavlovian way the activity stimulus so that the stimulus becomes aversive and an avoidance-response develops. The analogy of a child being burned when reaching towards a flame or touching an electric socket is a classic one. Fear is likely to be engendered and avoidance results. In theory therefore the child who is slapped will avoid further slapping by avoiding misdemeanour.

There appears to be some conflict of opinion as to how far emotion is involved. Thyne J.M. (1963) accepts Thorndike's views on the 'dislike of punishment'. Eysenck H.J. (1964) writes of emotional results of punishment. Solomon R.L. (1964) quotes O H. Mowrer that learning theory assumes that punishment of a response evokes both fear and avoidance. Sixth-form pupils in this present investigation make frequent references to emotional consequences of punishment. It appears likely therefore that emotion in varying degrees is normally associated with punishment.

A punishment negatively reinforces appropriate behaviour avoiding the undesirable activity.

The simple mechanism of punishment does not indicate to the pupil the form acceptable behaviour should take.

### THE POSSIBLE DETERMINANTS.

#### 1. Deterrent effects.

The conclusion has been reached that punishment suppresses an activity temporarily but does not eliminate it. Foss B.M. (1965) cites an investigation with rats in which after they had been trained to press a lever in order to receive food an electric shock was added after each pressing. Though the pressing of the lever stopped, when the shock was not given the pressing returned as strongly as before. Vogel-sprott M. (1969) did research which questioned the long-term effect of punishment. He followed work by J. Racinkas and by himself two years previously (Vogel-Sprott M. 1967) in which a button pressing goal response was obtained by humans for consistent money reward. When the response was acquired a brief period of consistent punishment (electric shock) followed. Each subject was free to make the punished response or alternative non-punished response during treatment. After-effects were assessed during trial with no reward or punishment. In his 1969 research Vogel-Sprott extended the treatment until a performance criterion of punishment had been observed.

He found that:-

1. Temporary inhibition of an unwanted response is achieved if it is punished.
2. When the punishment is removed the long-term effect may be no more apparent than in the case of non-reward treatment.
3. The duration of punishment is an important determinant of response recovery.
4. Partial reward subsequently leaves a much stronger response than continuous reward.

He adds that when mild punishment is withdrawn the response strength will vary as a function of many factors, one of which is the degree of the repetition of the punishment. Repeated application conditions the reactions of avoidance and fear, and the learning resulting accounts for the response suppression.

Other leading educational psychologists have expressed serious doubts about the permanency of deterrence. Church R.M. (1963) states that punishment has only temporary suppressing effect or none at all and can actually increase the strength of the response it follows.

Skinner B.F. (1968 and 1971) comments similarly and in criticising punishment procedures suggests that alternative techniques should be considered. The necessity for continuous use of punishment to maintain the aversive conditioning of a stimulus in his belief is unsatisfactory.

Boe E. and Church R. (1967) conclude from an investigation with infra-humans that there may be some weakening of a response through punishment. Solomon R.L. (1964) notes that most of the experiments in which punishment appears to have only a temporary suppression effect offered the subject no rewarded alternative. He does not uphold the view that punishment is inadequate in suppressing response under all conditions. De Cecco J.P. (1968) thinks that under certain circumstances punishment procedure may be very effective. The offering of an alternative reward route is such a circumstance. The bulk of evidence and opinion however stresses the temporary nature of suppression by punishment itself. One of the main theoretical bases for the practice of punishment is thus shown to be unreliable.

General deterrence, that is the effect on society or on peers at school from the punishment of individuals, may be of greater consequence than the effect on the individual punished. Thyne J.M. (1963) refers to the fact that the mere thought of punishment for some children is as effective as is actual punishment for others. The sympathetic acceptance of the punishment as one's own is an example of the 'ripple' effect on which J.S. Kounin has done some very interesting work regarding classroom discipline. The concepts of foreseeing children fit into the same conditioning pattern as do the percepts of the duller child. The sensitivity of peers may be greater than that of the individuals being punished. In estimating therefore the total result of the effectiveness of punishments general deterrence must be taken fully into account.

An important consequence of general deterrence may be termed preventive deterrence. Responses to punishments administered by courts, schools and homes have a general conditioning effect on responses to anti-social stimuli so that these stimuli are avoided. Habits of sound behaviour are enhanced and resulting satisfaction reinforces the pro-social conduct. Punishment is thus said to affect the development of the good character, the process showing similarity to that of conscience formation through the application of mild punishments. From the view point of preventive deterrence, punishment has educational and social values.

## 2. Undesirable consequences.

### (a) Spread of avoidance.

Other stimuli besides the one conditioned by punishment may also become aversive, the conditioned bond between a stimuli and response generalising to other stimuli, especially those that are similar to the original stimulus. Thus a dog that is scalded with hot water may afterwards fear cold water as well as hot. A child who is punished for calling out in class may cease to put up a hand to answer any question. A pupil who is in trouble with a teacher may truant from the lesson and later from school.

Repeated punishment can cause the spread of avoidance in depth. The example of the man who as a boy was repeatedly punished for spelling errors and who subsequently was unable to spell at all has already been given by Stamper (1970). The consequence of the spread of avoidance may therefore be serious.

(b) Widening of the punishment area.

The temporary nature of suppression by a punishment means that after a period, which may be long or short, there is a distinct possibility that the offence will be repeated. Emotions engendered by the initial punishment can lead to reactive conduct, resentment, for example, being followed by retaliation. A pupil may go 'as far as he dares', his anti-social behaviour falling short of that earning punishment. Also the art of not being caught is learned.

In Freudian terms two influences can affect the spread of the offence and punishment area. The first is that of the ego and super-ego of the pupil, the type of offence committed being affected by these. Thus one pupil's reaction to punishment may be withdrawal from serious study, whereas another may become actively anti-authority. In general similar misdemeanours to the original are more likely to follow due to the conditioning effect. Thus a boy who has been punished for banging his desk lid may subsequently join in a general campaign against the teacher of insidious coughing or nose blowing. The response offence may be more serious than the one previously punished. For example, a punishment for scratching a desk may lead to serious damage in the cloak room. Avoidance of punishment by lying, cheating, truancy and other methods can occur and this can mean that the new offences committed are more serious than the original. Clarizio H.F. (1971).

The second influence is that of peers. The emphasis on the ways anti-social behaviour occur varies from school to school. By imitation and a desire to be in the swim pupils tend to specialise in certain offences. Examples given by Cressy Cannon (1971) are extreme but apt in illustrating peer effect. Schools with high delinquency rate in a

London borough showed clear difference in the types of offences committed by pupils out of school time and dealt with by courts. For example, from one school the take and drive away traffic offences were 50% up on the borough average. In another two schools a very high proportion of cases under care proceedings and non-attendance at school occurred. The peer group in the school affects the choice of anti-social acts. Cressy Cannon says that the directions a pupil's predispositions to authority and 'respectability' take depend on his interactions within the school, the strength of the peer group and the confrontation of staff and pupils.

Frequent use of a punishment in a school tends to reduce its effectiveness, familiarity breeding contempt. Its educational value becomes weakened by the negative consequences. Reaction leads to the committal of more offences and thus an offence-punishment sequence can develop. The repeated slapping of a child by a mother may be cited as an example. Such circumstances make the spread of the punishment area more probable.

(c) Serious emotional effects.

Punishment at school can engender fear and this may be repressed in the Freudian sense, the pupil refusing to acknowledge fear to himself. (McDougall W. (1932) re soldier at the front). Nervous disorders that can lead to timidity, truancy, school phobia and anti-authority attitudes may follow. Skinner B.F. (1968) has said that in a world in which many forms of behaviour are punished a child may become hesitant, timid, or unresponsive. According to Valentine C.W. (1950), who related the teachings of the psychologists of the unconscious to 'normal' people, experiences not completely forgotten but merely 'dissociated' may have influence on conscious behaviour. On this basis complete repression would not be necessary for the person to be adversely affected. It is significant that punishment, real or presumed, often figures in data relating to cases of truancy, school phobia and the development of anti-social attitudes. It may be added that, according to R.L. Solomon, the Freudian doctrine that almost permanent emotional upset results from punishment is true only under certain circumstances.

The sympathetic absorption of punishment and its effects by an onlooker may lead to more serious repercussions than the punishment of the individuals concerned. A sensitive pupil can be much affected by the heavy punishment of others.

Mention had already been made of the arousal of emotions such as

resentment, antagonism, feeling of revenge, indignation, irritation, frustration and annoyance and that the result can be the committal of further offences, often more serious than the original. In a school of much punishment there is always cause for more. Other pupils commit similar types of offences and by generalisation and imitation unwanted practices, for example vandalism, grow. A sequence of punishments and offences is formed and an anti-authority attitude is likely to develop.

### 3. Desirable consequences.

#### (a) Conscience training.

Eysenck H.J. (1964) propounds the theory that it is conscience, in the main, that makes us behave in a socially acceptable manner and that conscience is the result of a long process of conditioning. The experimental work on which the theory is based was done with dogs by R.L. Solomon and colleagues. By using the mild punishment of swatting with a rolled up newspaper puppies were trained not to eat boiled horse meat that they particularly liked, but to eat only the alternative provision of some commercial dog food much less liked. An aspect of conscience, that of resisting temptation, in this case eating the tabooed meat, was developed.

Eysenck carries over the concept to the training of conscience in humans. Many activities are punished and it is thought that fear and aversion become associated with all anti-social pursuits. Stimulus generalisation occurs and a general attitude of avoiding wrong doing and gaining satisfaction through keeping to socially acceptable practices develops. Thus conscience is formed and acts as a deterrent to anti-social activities. On the basis of this theory mild punishments at home and school are visualised as an important need for conscience development and sound social practice.

Eysenck's process of conscience formation can be seen to be inherent in the concept of preventive deterrence. The person identifying himself with those receiving punishment is shaped in character, the attitude of avoidance of wrong doing being developed.

Generalisation of conditioned bonds between stimuli and responses can lead to both good and bad results, namely to conscience formation or to further offences and punishment. It appears to be difficult to know where the line between the action to get the desirable result and that to get the undesirable result is to be drawn. Perhaps the

intensity of punishment and the degree of emotion involved can be deciding factors. Church R.M. (1963) refers to the 'threshold of fear' in connection with the intensity of punishment necessary to obtain a certain response suppression. Other factors, for example, proximity in time and space of the punishment, whether a rewarded alternative is offered, the type of offence being punished, may decide the degree of effectiveness of the punishment. (Solomon R.L. 1964).

(b) Gain of knowledge

In the language of the psychologists of the unconscious the aim is to channel the energies restrained by punishment from use in anti-social activities into worth-while pursuits. Both sublimation and substitution can occur. In the language of today punishments need to be part of motivation, positive rather than negative in total effect, and providing a more lasting result than that of suppression by traditional punishment methods.

An academic pursuit can be an integral part of a punishment. Extra work, especially if this is connected with the current studies of the pupil, can be of educational value. The writing of an essay, frequently used as a punishment, can be such a piece of work. The repair of damaged property can provide opportunity for fresh lessons to be learned. That a task is well done is important so that right attitudes develop. Even a punishment like fatigues can show a pupil the best way to tackle a certain piece of work.

Certain types of punishment therefore can result in academic gain and character formation. Their educational values are enhanced by these consequences.

(c) Motivational development.

For the education of the pupil not only must a punishment deter, and this is uncertain from the long-term viewpoint, but contingencies must specify the form of acceptable behaviour. The psychologists of the unconscious speak of sublimation and of using energies on socially desirable planes. Other psychologists place emphasis on reinforcement of sound behaviour and work. The end results are the same, the joy of a job well done and the happiness that comes from a clear conscience. The better the academic practices are in class or school and the higher the standards of conduct the easier it is for educational gains from a punishment (considering it is in its widest connotation) to merge with normal processes and for positive reinforcement to occur.



Reference has already been made to the fact that De Cecco J.P. (1968) implies that punishment procedure may be very effective if the individual can make an alternative desirable and acceptable response. J.W.M. Whiting and O.H. Mowrer, as long ago as 1943, said that punishment is extremely effective if a rewarded alternative is offered. Clarizio H.F. (1971) states that punishment is most effective when combined with other techniques, especially positive reward. Solomon R.L. (1964) as already stated gives experimental evidence in support of this view. For example, puppies mildly punished for eating horsemeat and rewarded for eating pellets, will starve themselves to death when only the tabooed horsemeat is available. A combination of punishment and reward procedures appears to offer the best solution to the problem of how best to apply punishments. It is important that they match the offences. According to R.L. Solomon, the effects of punishment procedure differ according to the nature of the response involved.

Three methods of using rewards in punishment situations are as follows:-

1. Offering a rewarded alternative

When a boy or girl is punished by being referred to the head of the school the root of the problem may be ascertained and the opportunity of a fresh chance to do better may be given. Instead of a real punishment, such as the head seeing the parents, motivation is prompted by his persuasive powers and experienced technique. Success of the pupil as a consequence would provide the reward and a subsequent noting of the new attitude by the head or teacher concerned would add to this.

2. Combination of punishment and reward.

A pupil has done two or three pages of slovenly work in an exercise book. Instead of giving punishment unrelated to the offence a combination of punishment and reward related to the poor work may be applied. The two or three pages are carefully torn out, this being the punishment, and a simple instruction given that the work be copied up properly by a certain time. The activity of writing the work up well coupled with a word of praise is a reward for the pupil. From the writer's experience it usually means an end to slovenly work in that exercise book. The process is one of 'restitution', or rewarded response being substituted for the suppressed one.

### 3. Removal of rewards.

#### (a) A reward is withheld until requirements are met.

Reference to parents of the trouble at school is usually an effective punishment. It often combines reprimand, plus perhaps threats, with the temporary loss of affection, or, at least, presumed loss. This emotional effect may be the more serious aspect of the punishment and the child will strive to regain the love withdrawn. Bandura A. and Walters R (1963) support disciplinary techniques that emphasise the withholding of rewards until adult demands are met or restitution made.

Another example is the withdrawal of privileges, for example, of allowing a pupil to sit at morning assembly, attending a social function, having the customary morning break. Much better conduct gives the chance for positive reward to be gained by the restoration of the privilege.

#### (b) Extinction.

Rewards that initiate bad effects of the punishment may be removed. The pupil who is sent out of class usually gains rewards through the reactions of his peers. By getting the class to ignore the troublesome pupil and ensuring that he has no opportunity of gaining reward through immediate contact with his fellow pupils, for example, by seeing them through the corridor window, the teacher can cause the removal of this reward. Thus extinction of the reward occurs and the punishment becomes much more effective. Clarizio H.L. (1971) gives an example of a teacher who changed her techniques of controlling her class prior to times of movement, for example recess, from one of giving the pupils much attention and direction to one of ignoring them once simple instructions had been given. Though at first more time was needed (punishment by loss of recess time) the process became much more efficient. The extinction plus the punishment had proved successful.

### Summary.

#### The Educational Value.

In the present investigation the educational value of a punishment has been rated on a scale of 0 to 7, the judgments being made by sixth-form pupils. The simple definition of the

educational value of a punishment is that it tells how good or bad on balance the punishment is for the pupil educationally. Three possible determinants are the deterrent effect of the punishment, the undesirable effects and the desirable effects. Though deterrence is an important requirement and undesirable effects need to be avoided as far as possible, the main aim of the punishment, as implied by the new concept of the educational value, is to promote educational gain. The provision of the opportunity of a rewarded route to better behaviour and work is recommended as a means of obtaining the educational gain desired.

Experimental work forming part of this investigation has shown that there are other determinants, for example, those of the attitudes of the boys and girls to punishments. A fourth general determinant, namely that of existing attitudes to punishments, may therefore be added. The results of the research on this fourth determinant are awaited and will be discussed in Chapter 5 (b).

Chapter 3 (b)

The testing of the hypothesis:-

That of three possible determinants of the educational values of punishments, namely deterrent effects, deleterious consequences and the educational gains, the educational gains are for most punishments the predominant determinant.

The psychological consideration of possible determinants of the educational value of a punishment discussed in Chapter 3 (a) had shown that three determinants, namely deterrent effects, deleterious consequences and educational gains could affect the judgment of the sixth-form pupils. How far this was so was investigated and statistically examined in Experiment 2 following a preliminary review of Experiment 1 results. The data required was provided by the replies to questionnaires 1 and 2.

AIMS

To ascertain how far deterrent effects, deleterious consequences and educational gains are determinants of educational value judgments. To see whether the experimental results are in accord with the hypothesis detailed above.

Preliminary review from Experiment 1 results.

METHOD

Questionnaire 1 was used to obtain judgments on deterrent values. Questionnaire 2, also used, had been designed to obtain judgment on educational values of the 26 punishments and opinions on effects that were likely to be good or bad for the pupil educationally. Seven effects leading to educational gains and seven causing deleterious effects were listed and the boys and girls indicated which of the 14 effects applied to specific punishments. Details of these effects are shown in questionnaire 2.

Questionnaires.

Questionnaire 1 and Questionnaire 2 are given in the appendix (pages 199-203  
220-223)

SUBJECTS.

These were all sixth-form pupils.

In Experiment 1 the boys and girls were from six secondary schools.

Questionnaire 1. 90 Boys 42 Girls

Questionnaire 2. 58 Boys 36 Girls

In Experiment 2 the boys and girls were from four secondary schools.

Questionnaire 1. 40 Boys 40 Girls

Questionnaire 2. 40 Boys 40 Girls

### Procedure.

Heads of the schools arranged to give the questionnaire

Details of information given to the heads has already been given in Chapters 1 (a) and 2 (a).

### RESULTS OF EXPERIMENT 1.

#### (1) Relative weighting of effects.

(a) The number of times each good or bad emotional consequences was assigned by the pupils is given in the table below.

#### EMOTIONAL CONSEQUENCES.

	POSITIVE							NEGATIVE						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Boys	115	76	93	188	34	218	128	121	270	338	260	147	115	35
Girls	65	45	72	107	15	133	44	40	106	155	142	62	57	18

#### (2) Emotional consequence of each punishment

The results of the questionnaires were tabulated and are given in the 3 tables 3 (1), 3 (2), 3 (3) (Pages 236, 237, 238 ).

Two summary tables showing punishments with high, moderate and low positive and negative effects are drawn for easy reference (Tables 3 (4) and 3 (5). pages 85 & 86

These categories are now discussed in turn.

Experiment 1

EMOTIONAL EFFECTS

Table showing punishments with their positive effects - High, medium and low.

Boys

HIGH	MEDIUM	LOW
Seeing parents Putting 'on report' Payment for damage Writing to parents Repair for damage Extra work Strong reprimand Report to head Transfer Suspension Note on end of term report	Essay Detention plus notification of parents. Entry on personal record Fines Desirable activity denied Fatigues Corporal punishment	Sent out of class Lines Sarcasm Property confiscated Ridicule Marks cancelled Expulsion Detention

Experiment 1.

EMOTIONAL EFFECTS

Table showing punishments with their negative effects - High, medium and low.

Boys

HIGH	MEDIUM	LOW
Detention Expulsion Desirable activity denied Property confiscated Corporal punishment Sarcasm Lines Sent out of class Suspension Ridicule Marks cancelled Fatigues	Detention plus notification of parents Entry on personal record Transfer Fines	Extra work Put 'on report' Note on end of term report Seeing parents. Strong reprimand Writing to parents Repair damage Payment for damage Report to head Essay

Positive Effects.High

- (a) Seven of the eleven punishments in this group include reference to parents. The consequence of the emotional responses, for example, worry, reaction to parents disapproval, dissatisfaction of the pupil with him (her) self lead to the formation of a fresh attitude and a new approach to work and discipline.
- (b) Punishments involving direct academic work, 'on report' and extra work are included in this group.
- (c) The inclusion of 'report to the head' supports sixth-form opinion that getting to the root of the trouble and receiving encouragement to do better are desirable consequences of a punishment. Strong reprimand is doubtless included for the same reason.
- (d) Both punishments concerned with deliberate damage are included.

Medium

- (a) The punishment detention plus notification of parents is in this group, whereas detention alone is in the low group. The effect of reference to parents is to increase the positive effect of the punishment.
- (b) Essay is a punishment not so acceptable as extra work. The essay is more likely to be on a subject unrelated to the pupil's current studies.
- (c) Fines, fatigues, corporal punishment, entry on personal record and activity denied are all punishments administered internally in the school. They are perceived as having some positive effect.

Low

- (a) The list follows expectations. Little emotional consequence leading to positive educational effect results from these punishments. Sent out of class is considered waste of time and of no value, marks cancelled does not lead to positive results. The fact that detention is in this group seems to imply that educational gain from work done during detention is not generally sufficient for the pupils to consider the punishment as having positive effects.



Negative effects.High

- (a) All the punishments in the low group of the positive effects are included in the high group for the negative effects. Although there is no intrinsic reason why a punishment should not produce both a strong positive emotional reaction together with a strong negative side-effect. Resentment, and the emotions association with it, result from these punishments.
- (b) Other punishments included are fatigues, suspension, corporal punishment, desirable activity denied. These too result in emotions leading to negative educational effects.

Medium

- (a) Detention plus notification of parents is in the medium group showing again the good effect of reference to parents. Detention alone is in the high group.
- (b) Entry on personal record leads to anxiety and resentment. This outbalances the good effect that can result from concern at the punishment. (Table 3 (2))
- (c) It may be felt that transfer to another school may be in the pupil's interest. Positive effect would then result.
- (d) Fines is in the medium group for both positive and negative effects.

Low

- (a) None of the 10 punishments in the low group for negative effects are included in the 11 punishments in the high group for positive effects. Punishments making reference to the head or to parents are included in the low group for negative effects except for detention plus notification of parents, which is a complex punishment.
- (b) Strong reprimand is acceptable giving low negative consequences. Opinion shows that to some extent this is due to the matter being regarded with certain indifference.

- (c) Punishments related to deliberate damage are regarded as having low negative effects.
- (d) Extra work and essay, punishments involving possible direct educational gain, are included in this group.

A conclusion may be reached that punishments resulting in high positive effects normally result in low negative effects and vice-versa.

3. Relationship between educational value and emotional consequence.

The emotional consequences for punishments of high and low educational values are now considered. The respective numbers of positive and negative effects for punishments of high educational value and low educational value are listed in table 3 (6).

Comparison of emotional consequences for punishments of high and low educational values.

Punishments with high E.Vs.		Punishments with low E.Vs.	
Pos.Effects.	Neg.Effects	Pos.Effects.	Neg.Effects
32	55	25	66
44	40	25	67
50	26	42	52
55	29	20	68
56	34	31	54
28	50	11	64
51	21	20	60
49	25	12	64
18	70	15	64
40	31	18	67
46	27	20	58
48	35	44	62
35	39	22	58
<b>Totals</b> 552	482	305	804
<b>Means</b> 42.46	37.08	23.46	61.85

Figures represent number of times each punishment was classified as having positive or negative effects.

The punishments are listed in Table 1(6), page 208.

The table shows clearly that there is a wide discrepancy between the emotional consequences of these two categories of punishments. Punishments classified as having high educational values produce a significantly higher degree of positive consequences than those with low educational values. The mean positive effects for punishments with high E.Vs. is 42.46 whereas the mean for punishments for low E.Vs. is 23.46. A Mann-Whitney test comparing these effects supports the view that there is a highly significant difference between these means

$$( T = 110.00 \quad n_1 = n_2 = 13 \quad P < 0.01 )$$

A similar difference is obtained by comparing the negative consequences of these two categories of punishment. Here the picture is reversed. Punishments with low E.Vs. have significantly higher negative influence on the pupils. The mean value of negative effects for punishments with low E.Vs. is 61.85 as against 37.08 for punishments with high E.Vs. The result of the Mann-Whitney analysis in this case is

$$( T = 106.00 \quad n_1 = n_2 = 13 \quad P < 0.01 )$$

Another interesting analysis which the table offers is a comparison between the positive and negative effects of each punishment. Although there is no punishment without negative effect the high E.V. category of punishment is characterised by a strong positive and low negative emotional consequence. Of the 13 punishments in this list all but four have positive effects far greater than their negative effects. Although the Wilcoxon test supports the trend the results do not reach the level of statistical significance. (  $T = 29.00$ ;  $n = 13$ ,  $P > 0.05$  ). The four punishments with reversed inferences are of particular interest. These are

Detention plus notification of parents.

Fines.

Detention.

Essay.

Of these the last two show low deterrence values. Fines is of moderate deterrent value and is also on the borderline between high and low educational value. Detention plus notification of parents is of its very nature a complex punishment composed of a

positive dimension, i.e notification of parents and a negative dimension, i.e. detention. So it would seem that these four punishments have certain peculiarities accounting for their high negative and low positive effects.

Looking at the punishments of low E.Vs. on the other hand the trend is uniform. In each and every case the negative emotional consequence strongly outweighs the positive influence. Wilcoxon test shows this conclusively. ( $T = 0$ ;  $n = 13$ ,  $P < 0.001$ ).

#### 4. Relationship between deterrent value and emotional consequences

The results of this section of the investigation are summarised in Table 3 (7) now given.

Comparison of emotional consequences for punishments of high and low deterrent values.

Punishments with high D.Vs.		Punishments with low D.Vs.	
Pos. Effects.	Neg. Effects.	Pos. Effects.	Neg. Effects.
25	66	18	70
25	67	11	64
32	55	40	31
44	40	20	60
50	26	46	27
42	52	15	64
55	29	48	35
20	68	18	67
56	34	35	39
31	54	20	58
28	50	44	62
51	21	22	58
49	25	12	64
<b>Totals</b>		<b>Totals</b>	
508	587	349	699
<b>Means</b>		<b>Means</b>	
39.07	45.15	26.65	53.77

Figures represent number of times each punishment was classified as having positive or negative effects.

The punishments are listed in table 1(6) page 208.

The table shows clearly that

1. Both for high and low deterrent value punishments the negative effects outweigh the positive effects unlike the picture obtained with educational value.
2. There is another difference between the two sets of punishments. The discrepancies between the negative and positive influences are much greater for the punishments of low deterrent value than for high. (Mean difference for punishments of high D.V. is 6.08; mean difference for punishments of low D.V. is 27.12). A. Mann-Whitney test showed that this difference is significant.

Conclusions.

(  $T = 135.00$ ,  $n_1 = n_2 = 13$ ,  $P < 0.05$  )

1. The results of this experiment show there is a considerable similarity between boys' and girls' results and no major difference is indicated.
2. Punishments carry with them distinct positive and negative emotional consequences.
3. The balance between the positive and negative consequence must be taken into account.
4. The main deleterious effects from the emotions of anger, resentment and irritation (effects 9, 10 and 11 ) were heavily weighted in the cases of
  - corporal punishment
  - ridicule
  - sarcasm
  - activity deprivation
  - cancellation of marks
  - fatigues
  - fines
  - detention
  - expulsion, suspension and transfer.
5. Boys appeared to have high regard for the justification and value of the punishment in the cases of payment or repair of damage. (Effect 7, punishment, 20 and 25. (Table 3(11) page 288 ).

6. The approval of friends was strongly connected with the 'sent out of class' punishment. (Effect 13, punishment 3. Table 3<sup>(11)</sup> page 288).  
3<sup>(12)</sup> 289
7. The averages of 'bad' effects per pupil were
- |      |      |       |      |
|------|------|-------|------|
| Boys | 20.4 | Girls | 16.1 |
|------|------|-------|------|
8. Girls appeared to worry less about punishments, especially those where reference was made to other people of prestige, for example, the head of the school or parents. Boys feared punishments and their repercussions more than girls. This agreed with Aronfreed, J. (1961), who likened boys in their punishment reactions with children's reactions in middle class areas and girls' with those in working class areas.
9. (a) For punishments involving reference to parents the deleterious effects were perceived as being remarkably small whilst the chance for educational gain for the pupil was regarded as good. The deterrent values as well as the educational values of these punishments were generally high relative to those for other punishments. As pointed out by Thyne, J.M. (1963), for a punishment to be a good deterrent is insufficient. He stresses that a purely inhibitory role is not enough and a pilot cue to some quite specific behaviour is required. Sound deterrent effects plus gain to the pupil educationally would appear to be the determinants of high educational values. Punishments involving reference to parents and the punishment of referring the pupil to the head appear to offer the best process for obtaining both deterrence and educational gains.
9. (b). Informing parents tends to cause worry and a feeling of disapproval. (Effect 4).  
Research investigating this aspect further is discussed in Chapter 7. (b).

### Experiment 2.

#### Results.

To ascertain the determinants of educational value the data were analysed using the step-wise regression analysis by computer.



Tabulations.

## (a) Correlations.

- (1) Educational values and deterrent values.
- (2) Educational values and good effects.
- (3) Educational values and bad effects.

(Page 239<sup>241</sup>).

Table 3(8) &amp; 3(10).

Review of results.1. Correlations.

(a) The E.V/D.V correlations are all positive and in most cases statistically significant.

Perceived deterrence therefore affects educational value judgments.

Relatively high correlations are given for the punishments

sarcasm	+0.55
ridicule	+0.41
essay	+0.48
details on record	+0.41
extra work	+0.35

(b) The E.V/good effects correlations, except for 1 correlation, are all positive. For 18 out of the 26 punishments the correlations are highly significant. For these 18 punishments the chief determinant of educational value is that due to the good effects.

(c) The E.V/bad effects correlations, except for 2, are all negative. As may be expected bad effects do not contribute positively to educational value judgments.

Conclusions.

1. The chief determinant of educational value judgments is that due to good emotional consequences as listed. They include such statements as "a strong dislike of the punishment makes the path of sound behaviour more desirable and change for the better results."  
This determinant increases the educational value.
2. The deterrent value of a punishment affects the educational value, but not, in general, to the same extent as positive educational gains.
3. Bad effects of punishments do not contribute positively to educational value judgments.

Part 2. ASCERTAINING OTHER DETERMINANTS OF EDUCATIONAL VALUES.CHAPTER 4PRELIMINARY WORK TO ASCERTAIN THE DETERMINANTS  
OF DETERRENT VALUES.

(a)

Factors causing deterrence. Content analysis of pupils' essays

The investigation into the deterrent values of school punishments described in Chapter 1 showed wide variation in the mean values for specific punishments as judged by sixth-form pupils. Research to ascertain the reasons for such variation and to define the causes of deterrence resulting from punishments appeared to be necessary. As a preliminary to further experimental work it was decided to ask a group of sixth-form pupils in a comprehensive school to write essays on the subject of the deterrent value judgments for certain punishments and the factors responsible for the deterrent effect. The opportunity would thus be provided for expression of opinion from which conclusions might be drawn.

The essays obtained were subjected to the process of content analysis. The method has been described by Lindzey G. (1954), Humphrey G. and Argyle M. (1962) and Selltiz C., Jahoda M., Deutsch M., Cook S.W. (1965). It enables an objective quantification of raw data to be obtained.

Dimension of the study.

Opinion on the deterrent values of 8 secondary school punishments and views regarding the factors responsible for the deterrent effects of such punishments formed the dimension of the study. The focus of interest was sharpened by citing the deterrent values of only 8 punishments, so that a critical analysis became more likely than if the deterrent values of all the 26 punishments considered in the initial experiment had been included.

Subjects.

The subjects writing the essays were 14 boys and 9 girls comprising an upper-sixth form teaching group in a comprehensive school. This school had been recently formed by merging a secondary technical school and a secondary modern school, and the 23 pupils concerned were all or nearly all ex-pupils of the technical school. They were shortly due to take G.C.E. advanced level examinations.

Procedure.

The pupils were told that the investigation was part of research into the effectiveness of punishments in schools and their help was

requested by the writing of essays. Average deterrent values of certain punishments for pupils in the 11 to 14 inclusive age range, as judged by sixth-form pupils, were given to them together with the scale used when the judgments were made.

Average deterrent values for boys and girls together.

Detention plus notification of parents	4.7
Sending for parents	4.7
Corporal punishment	4.1
Strong reprimand	3.2
Fines	4.2
Payment for damage	4.6
Sent out of class	1.5
Fatigues	3.4

Deterrent value scale

Very high indeed	7
Very high	6.
High	5
Average	4
Moderate	3
Low	2
Very low	1
None at all	0

It was mentioned to the sixth-form pupils writing the essays that deterrence might be caused by social 'harm', physical 'harm' and other factors. They were asked to give their opinions on the deterrent values of the eight punishments and their views on the factors responsible for the deterrent effects.

System of classification.

The following were eight factors referred to in the essays.

1. Disturbing social effects.
2. Physical consequences.
3. Temporal effects.
4. Reaction of peers.
5. Frequency of usage.
6. Getting to the root of the problem.
7. Private or public nature of the punishment.
8. Special circumstances

These factors were sub-divided as follows:-

1. Disturbing Social Effects

- (a) General psychological
- (b) Stigma
- (c) Guilt
- (d) Shame
- (e) Embarrassment
- (f) Humiliation
- (g) Scare

2. Physical consequences

- (a) Inconvenience
- (b) Pain

3. Temporal effects

- (a) Soon over and done with
- (b) Soon over. Soon forgotten. Little lasting effect
- (c) Lasting punishment and lasting effect

4. Reactions of peers

- (a) Hero-worship, bravado, martyrdom
- (b) Low opinion of punishment
- (c) A laughing matter

5. Frequency of usage

- (a) High frequency of usage lessens the effect of the punishment

6. Getting to the root of the trouble

- (a) Reason for offence ascertained and fault corrected.
- (b) Reason not ascertained and fault not corrected

7. Private or public nature of punishment

- (a) Punishment not publicised and is therefore considered less effective

8. Special circumstances

- (a) Financial position
- (b) Environment
- (c) Character of teacher or parent or pupil

Analysis

The number of times a unit, namely the factor sub-division was mentioned in the essays was counted. Since the sixth-form pupils did not deal specifically with punishments for their own sex no division of results for boys and girls was involved. Where overlap of punishment responses occurred the unit was only noted once.

ResultsFactors - Number of References to Sub-divisions

	A	B	C	D	E	F	G	H
Factors	Ref.to parents plus de- tention	Sending for parents	Corp. pun.	Repri- mand	Fines and pay- ments	Sent out of class	Fati- gues	Group of puns. C to G (Addit- ional mentions)
<hr/>								
1. Disturb- ing social effects								
(a)	11	6						
(b)	1		1					
(c)	2							
(d)	3		1					
(e)	2		1					
(f)	2	1					2	
(g)		1	1					
2. Physical consequences								
(a)	3						1	
(b)			5					
3. Temporal effects								
(a)			4		3	1	1	
(b)			9	3		2	1	4
(c)	14	2						
4. Reaction of peers								
(a)			6			5		1
(b)			1					
(c)				1		5		
5. Frequency of usage			3			2		2
6. Getting to root of problem								
(a)				1				
(b)			1	1			1	
7. Publicity of punishment			2			1		
8. Special circumstances								
(a)					5			
(b)		1						
(c)	2			3		1		

Summary of Factor References

Factors	Punishments involving notification of parents	Corporal punishment	All other punishment listed	Total
Disturbing social effects	29 (25)	4 (3)	2 (2)	35 (30)
Physical consequences	3 (5)	5 (5)	1 (1)	9 (11)
Temporal effects				
(a) soon over and done with	- (-)	4	5	9
(b) soon over and little lasting effect	- (-)	13 (14) 9	15 (26) 10	28 (40) 19
(c) lasting pun. and lasting effect	16 (16)	- (-)	- (-)	16 (16)
Reactions of peers lessens effect of punishment	- (-)	7 (10)	12 (15)	19 (25)
High frequency of punishment usage effect	- (-)	3 (7)	4 (3)	7 (10)
Reason for offence ascertained and fault corrected	- (-)	- (-)	1 (1)	1 (1)
Reason not ascertained and fault not corrected	- (-)	1 (1)	2 (1)	3 (2)
Punishment not publicised and therefore considered less effective	- (-)	2 (1)	1 (2)	3 (3)
Special circumstances affect deterrence	3 (2)	- (3)	9 (8)	12 (13)

The figures in brackets are those from the independent check.

Objectivity and reliability

The classification was based on the counting of units. These units covered all the relevant references in the essays, no selection being made. The results on which the conclusions were reached were thus objectively determined.

The analysis was checked independently by a school teacher and the reliability coefficient was calculated. It was +0.93 showing good reliability. (Table 4 (1) Page 257)

Terms - interpretation from essay replies.

general psychological	humiliating, frightening, makes ashamed, shows up in front of parents or friends.
inconvenience	binds a person
peer opinion of punishment	can be a major disaster or a joke
environment	social harm dependent upon environment in which one lives
character of pupil	the motives in each case are different
parent	strictness, degree of concern
teacher	strictness, status

Conclusions.

1. Punishments involving notification of parents cause strongly disturbing social effects and are lasting in nature. Their high deterrent values are thus explained.
2. Internal school punishments are usually very limited in causing disturbing social effects, tend to be soon over and done with and to have little lasting effect. Some may be valueless.
3. Physical pain and inconvenience are contributory factors to the cause of deterrence by corporal punishment and detention respectively.
4. The deterrence resulting from a punishment can be affected by the following:-
  - (a) The reaction of peers.
  - (b) The public or private nature of the punishment.
  - (c) The character of the pupil, teacher and parent.
  - (d) How far the root of the trouble is ascertained and the problem dealt with.

Attitudes of subjects

The pupils were seniors; many held positions of responsibility in the school. The subject of the study was considered in a serious manner.

The pupils had progressed through a school with little punishment and were not likely to be biased by personal experience of school punishment during their secondary school period.

The school drew mainly from a large housing estate. The pupils therefore had the experience of the environmental characteristics plus that of their schooling and the two together would tend to give them a balanced outlook.

The punishments applied to pupils aged 11 to 14 inclusive. Therefore the sixth-form pupils writing the essays were not likely to be emotionally involved as they would have been if the punishments had applied to them.

The pupils had not long before passed through the 11 to 14 inclusive age range themselves and were therefore cognisant of the discipline problems and punishment practices related to these pupils. The pupils' place in the school as senior members and their special connection with discipline matters would tend to bias them on the side of 'law and order'. However they were still pupils themselves and this would tend to give a balance to their conclusions.

The essays revealed critical faculties of a high order. They have been reproduced in the appendix ( pages 242-252 ).



Chapter 4(b) The testing of the hypothesis

That the influence of disturbing social effects, inconvenience and other factors are important determinants of the deterrent value of a punishment.

Sixth-form opinion, expressed in the essays that were content analysed in Chapter 4 (a), suggested that factors causing deterrence by punishment might be as follow.

Disturbing social effects

Physical consequences

Duration of punishment and its effects

Reactions of peers

Degree of use of the punishment

From comments of sixth-form pupils in questionnaire replies other factors as follows may be added to this list.

Degree to which the root of the trouble is revealed

Personal knowledge of the efficacy of the punishment

How far the punishment is dealt with privately or publicly

Degree of fairness of the punishment

Time lag between the offence and the punishment

It was decided to incorporate these opinions on likely factors causing deterrence by punishments in devising questionnaire 3. These factors were possible determinants (predictor variables) in judgments on deterrent values. The influence of each of the factors could be expressed in numerical form using an appropriate scale and with deterrent value estimates also obtained the requisites for computer analysis would be available.

Aims

By using questionnaire 3 to ascertain judgments of sixth-form pupils from 8 secondary schools on the deterrent values of the 26 punishments and the influence 10 factors had had on these judgments.

Method

Judgments were obtained on a seven-point scale as set out in questionnaire 3 in the appendix. (pages 253-256).

Subjects

The subjects were 100 sixth-form pupils from 8 secondary schools

School	Type	Numbers	
		Boys	Girls
A.	Grammar	11	-
B.	Technical	8	7
C.	Modern	5	6
D.	Comprehensive	6	7
E.	Modern	7	7
F.	Modern	2	6
G.	Grammar	-	15
H.	Comprehensive	9	4
Totals		48	52

Procedure

Arrangements were made with the heads of the schools for the questionnaire to be given. They were informed that no special selection of sixth-form pupils was necessary. Schools and pupils would be anonymous.

Results

The numerical judgments were punched directly on to computer cards. It was decided to limit the numbers of punishments under consideration to eight as follows:-

<u>Number</u>	<u>Punishment</u>
2.	Detention plus notification of parents
4.	Sent to head
5.	Corporal punishment
7.	Seeing parents
8.	Put 'on report'
13.	Extra work
24.	Details on record
26.	Fatigues

The 8 punishments were chosen as fairly representative of the 26 punishments.

Factors.

The letter key for the factors was as follows:-

LetterDetermining Factors.

- |    |   |
|----|---|
| A. | Disturbing social effects.  |
| B. | Physical pain, hindrance or inconvenience.  |
| C. | Frequency of the use of the punishment in the school envisaged.   |
| D. | Duration of the time the punishment and its deterrent effect may operate.   |
| E. | Supporting reactions of fellow-pupils in the form, for example, of hero-worshipping or jocular appreciation.                  |
| F. | The degree to which the punishment is likely to reveal the root of the trouble and thus help to promote changes in behaviour. |
| G. | Your personal knowledge of the reputation and efficacy of the punishment.   |
| H. | How far the punishment would be dealt with in a private way or with common knowledge.   |
| I. | The degrees of fairness which will be inherent in the application of the punishment.  |
| J. | The time interval between the offence and the punishment or its effect.   |

Tabulation

Correlations of deterrent values and assessments of their perceived determinants. (Table 4(3), Page 258)

Factors affecting judgments of deterrent values.

Correlations of deterrent values and determinant values of  
of punishment.

Determining Factors

D.V.	A	B	C	D	E	F	G	H	I	J
2.. 3.68	.20	.15	.06	.23	.03	.11	.16	.18	.12	.10
4. 3.85	.22	.18	.11	.26	-.02	.08	.31	.25	.08	.16
5.. 3.36	.01	.24	.23	.59	.03	.29	.44	.39	.29	.24
7. 4.25	.36	.21	.03	.42	.23	.27	.18	.24	.14	.27
8. 3.60	.20	.23	-.06	.62	.16	.17	.18	.27	.29	.15
13. 2.84	.27	.49	.18	.48	.06	.10	.30	.09	.16	.08
24. 3.79	.23	.33	.20	.34	.15	.13	.22	.24	.00	.16
26. 2.74	.45	.34	.22	.34	.13	.11	.43	.38	.27	.15

It can be seen that the determining factors A (disturbing social effect), B (inconvenience) and D (duration of effect of punishment) have the highest correlation with D.V.

Observations

1. The table 4.6(3) page 259 shows that three of these factors account for between 20 and 38% of the variance due to deterrent value. These factors are listed below as extracted from the computer print-out

<u>Factors</u>	<u>R.SQ x 100</u>
Duration of punishment effect	38
Inconvenience	24
Disturbing social effects	20

2. The recurrent influence seen in this list is the time factor. This factor alone accounts for 38% of the variance in the case of one punishment and 34% in the case of another. The pupils' comments in questionnaire replies give the following indications.

(a) For a punishment to be effective it must produce a fairly long-term after effect. Corporal punishment, for example, is regarded as a punishment soon over and done with and therefore not of lasting deterrent or educational value.

(b) Punishments involving parents are regarded as ones that are lasting in nature and are therefore more likely to have permanent effect.

(c) When a pupil is put 'on report' the punishment covers a period of time. Its deterrent effect may also be enhanced by the parents' knowledge of the punishment.

(d) With the punishment of details on the pupils' personal record the fact that consequences may occur at a much later date than that of the offence means that the punishment is a lasting one. The effect is increased if the pupil is reminded in some way of the record.

(e) For all the punishments except fatigues, this factor has a positive effect on the deterrent value estimate.

3. Inconvenience arising from punishment accounts for the next highest proportion of the variance i.e. 24%. The pupils' replies help to clarify this issue.

Staying behind after school for detention is an example of a cause of inconvenience. Arrangements made by the pupil have to be cancelled at short notice. Time regarded as valuable for study or social purposes is lost.

Picking up litter when other pupils are studying, writing lines, doing an essay, extra work not related to current studies are further examples.

4. Disturbing social effect is also a significant determinant of deterrent value.

In punishments involving parents and in punishments of being sent to the head there is some social stigma attached.

A private or public way the punishment is administered also has some effects on deterrent values.

The opinion of sixth-form pupils show that the more people know about the punishment the greater the effect will be.

### Conclusions.

1. The results strongly support the view that the deterrent value of a punishment is affected by a number of factors. Chief among these are duration of after-effects, inconvenience and disturbing social effects which follow from the punishment.

2. If in educational and legal spheres punishment is to be used for deterrent purposes it is important that when a choice of a punishment is made these three factors are borne in mind. Punishments soon over and done with do not have the desired effect as much as those of lasting nature. For example, when details of the misdemeanour are placed on the personal record of the pupil, a reminder of the fact from time to time would make the punishment more effective.

Reference of the undesirable behaviour to parents often means a prolongation of the punishment with consequent high deterrent effects.

For higher deterrent value the inconvenience of the punishment could be increased. A pupil could be made to stand at morning assembly, instead of sitting down like other pupils, for a larger number of assemblies. A break might be used for tidying the class room at short notice.

Consideration needs to be given too to the disturbing social effects. Publicity increases the deterrent value of the punishment. If a minor theft is dealt with quietly the effect will be less than if parents are informed.

3. As a Justice of the Peace the writer perceives the importance these three factors can have in affecting sentencing in court. A fine immediately and easily paid may have little deterrent effect. If it is paid on a fixed rate per week over a period of time the duration of the punishment is longer and its effects greater.

The inconvenience of sending the fine to the court or taking it weekly means inconvenience and this again adds to the effect. Although the lengthier practices may mean more administrative work, it is felt that the gain in deterrent effect would be worth it. Such practice of payment of fines by the instalment system has grown recently in some courts.

The Criminal Justice Act (1972) allows the sentence of a period of community service. This sentence, like that of a regular attendance at an attendance centre, causes inconvenience. The punishment is a lasting one; it may also have disturbing social effects. The community service sentence appears likely to have good deterrent value.

It is thought that a thorough application of the factors discussed could lead to a solution to the problem of the increasing prison population.

The success of the investigation into the determinants of deterrent values prompted the application of similar methods with reference to educational values. This time it was possible to give the sixth-form pupils copies of graphs showing the relationship between the educational value of the punishments and the relative frequencies of use to obtain the best results and indicating the means of the educational values. The sixth-form pupils were invited to give their opinions on these results in comment form. (Questionnaire 4)

Pupils' essay replies (Questionnaire 4) gave indication that the largest determinant might be the attitude of the pupil towards punishments, this being conditioned by home training, school practices and environment. On the basis of these replies and evidence already obtained in this investigation Questionnaire 5 was formulated. From Questionnaire 5 the answers to questions about certain punishments were expected to indicate attitudes of pupils as conditioned by the response to discipline at home and school and the opinions of peers, and to provide estimates of determinant effects of these and other attitudes.

The hypothesis being examined was

That pupils' attitudes to punishments form substantial determinants of educational value assessments.

#### A PRELIMINARY WORK

##### Review of Questionnaire (4) results

This questionnaire was in the form of pupils' essays the content analysis of this formed the basis of the main study in this section.

##### Dimension of study

Opinion on the concept of the educational value of punishment and of estimates of educational values of punishments made by other sixth-form pupils formed the dimension of the study.



Subjects for Questionnaire 4

The subjects answering the questionnaire were 13 boys and 5 girls comprising a sixth-form teaching group in a comprehensive school. They had all passed in G.C.E subjects at ordinary level and were working for advanced level papers.

Procedure

The pupils were told that the enquiry was part of research into the effectiveness of punishments in schools and followed work with other sixth-form pupils, from whom estimates of educational values and relative frequencies of use of punishments to give the best results had been obtained. The boys and girls under consideration were in the 11 to 14 inclusive age range. Writing paper was available for the comments and it was expected that the replies would be in the form of short essays.

Questionnaire 4

Your help is requested in connection with some research into the effects of punishment in secondary schools.

Results of experimental work already done with sixth-form pupils have provided the information given below.

Please comment on these results.

Information.

1. The 26 punishments are as shown in the list.
2. The graphs supplied show the educational values of punishments and the respective relative frequencies of use to get the best results plotted. One graph is for boys and the other for girls. (Pages 2 & 3. ).
3. The educational value of a punishment tells how good or bad the punishment is on balance for the child educationally.
4. The scales used were as follows:-

<u>Educational Value.</u>		<u>Relative frequency of use</u>	
Very good	7	Use most frequently	7
Good	6	Use frequently	6
Fairly good	5	Above average use	5
More good than bad	4	Average use	4
Nil on balance	3	Less than average use	3
Slightly harmful	1	Use only a little	2
Bad	0	Use very exceptionally	1
		Not use at all	0

5. It is thought that the educational value of a punishment may be determined by three likely results of the punishments, namely :-

- (a) the deterrent effects
- (b) the bad consequences, for example, resentment, annoyance, fear, frustration leading perhaps to an increase rather than a decrease in wrong doing.
- (c) educational gains - either short or long term.

#### Requests.

1. Note particularly the positions of the punishments making reference to parents (6,7 and 8). It may be inferred that punishments involving parents might well be used more than at present and punishments like detention and fatigues less. What do you think?
2. Corporal punishment, though of reasonable immediate deterrence, is of low educational value as judged by sixth-form pupils. Any comment on this?
3. Your personal views on these results will be much appreciated.

#### Analysis of resultant comments.

The pupils' essay type replies are given in full in the appendix (Pages 259 - 268 ).

The analysis concentrated on four likely influences on the attitudes of pupils to punishment and discipline at school.

They were:-

1. Home influence.
2. School influence.
3. Environmental influence.
4. Other aspects that indicate possible predictor variables for the educational value estimates.

The subjective nature of the analysis required was of such importance that the objective process of formal content analysis of the essay type results was not used in this case, the quotations from the limited number of essays providing the information required for preparing Questionnaire 5. The four influences on the educational value estimates listed formed the

categories considered and these were sub-divided as follows:-

Influence categories and sub-divisions

(1) Home influence

- (a) Parents' influence great
- (b) Parents' influence may be educationally harmful
- (c) Nature of home needs to be taken into account.

(2) School influence.

- (a) The teacher's part. Need for control and understanding.
- (b) School practices condition pupils' attitudes to punishment.

(3) Environmental influence.

- (a) Friends give moral support
- (b) Environmental effect on punishments.

(4) Other influences.

- (a) Punishment may be considered useless ; of negative effect; of value.
- (b) Method of punishment
- (c) 'Punishment to fit the crime'

Relevant quotations.

(1) Home influence.

(a) Parents influence great

"Pupil takes more note of parents than anything school can do"

"Parents' attitude towards their children's school life has great effect on the children's attitude"

"In most cases bringing in parents would be a great help"

"Parents should be involved. Inform parents even if they do not have much "influence" over their offspring". Not have heavy line between school and home"

"Bringing in parents closes gap. Most willing to help"

"A child would promise his parents he would not do it again"

(b) Parents influence may be educationally harmful

"Some parents not really bothered what type of education the child gets - this rubs off on the child. Fear of parents then nothing at all"

"Parents may not care"

"Only useful if parents respond"

"May need prosecution to stir the parents"

"Boy who runs wild, then nothing of any use"

"To have parents at school can be a laugh".

"Does the child's home life and environment allow the punishment to be effective?"

"Mother and father determined their children are in the right and whatever they do, they do because they feel it is right"

"Many parents resigned to the fact that many teachers bear a grudge against their child and that when the child receives any form of punishment it is because they are persecuted by the teacher. Parents not realise many punishments are for their children's good - to discipline them for future careers".

"For many parents it is just time of filling in before they are earning"

"If no such discipline at home discipline at school will be of little use"

(c) Nature of home needs to be taken into account.

"Children (11 to 14) try to gain respect of parents"

"Difficult time of life for children"

"Not bring in parents unless necessary".

"Individual treatment very important. Take note of home background.

"Not agree with parents coming to school. Settle matter in school. With parents brought in punishment is doubled. Father especially will punish"

"Punishment at home - parents normally hit their children, not an excessive amount however"

"Telling parents may cause unrest at home and a grudge against staff"

(2) School influence.

(a) The teacher's part. Need for control and understanding.

"Is it waste of teacher's time?"

"Pupils treated as small children. Reasons for misbehaviour can be due to wrong treatment"

"Some fear of teacher good. Emulate parents - hit occasionally"

"Young teachers - just out of college, have charge of children who are rude and rebellious. Teachers lose confidence and have to give up teaching."

"Give unruly pupils to experienced teachers - preferably males"

"Teacher admits defeat - sending out of class"

"Corporal punishment shows lack of understanding on the teachers part"

"Punishment can take teacher further and further away instead of helping what might be a problem"

(b) School practices condition pupils' attitudes to punishments.

"Punishment over-used loses its value"

"Punishment taken as a joke (e.g. sarcasm)"

"Pupils brag about their punishment"

(3) Environment influence

(a) Friends give moral support

"Friends give moral support. Pupils brag about their punishment"

(b) Environmental effect on punishment

"Does it allow the punishment to be effective"

"Type of punishment depends on area in which school is operating and the character of the person being punished"

"In 'rough, deprived and under privileged' families parents probably against the school"

"Most parents understand the value of education"

(4) Other influences.

(a) Punishment may be considered useless; of negative effect; of value.

"Aim to get to root of problem - deal with individually"

"Deprived of some activity makes boy more rebellious".

"Can separate punishments that would deter from those just a laugh"

"Most punishments of no educational value or deterrent value. sent to head; transferred; suspended; deal with parents, only real deterrents.

"Feeling of anger and resentment - ridicule and sarcasm"

"detentions cause resentment - greater harm than good"

"Corporal punishment not help child to know what he is doing wrong"

"Pupil may not realise remark on report may affect job"

"Punishment helps child to understand what he has done"

"Girls - school punishments of high educational value" (noted from results)

" 'On report' - get temporary effect only"

"Large number of punishments more like rewards"

(b) Method of punishment

"Whether punishment is private or public is of importance"

"Combination of punishment best - extra work plus detention plus parents notified on second or third detention"

"Punishment must be enforced"

(c) Punishment to fit the crime

"Punishment fit the crime - therefore payment for damage is effective."

Chapter 5 (b) The Testing of the Hypothesis

The pupils' attitudes to punishments form substantial determinants of educational value assessments.

Method

Questionnaire 5 was devised to obtain estimates of determinant effects on the educational values of 10 punishments. Educational values were judged on a scale 0 to 6. Twelve questions were asked regarding each punishment the replies being indicated by ticks on another scale 0 to 6. The same questions were used for each of the punishments. Programme BMD 02R was used for computer analysis of the results.

Questionnaire 5

This questionnaire is included in the appendix (pages 269-273).

The twelve questions.

These were related to the four categories listed as follows:-

1. Home influence  
Questions 1,2 and 7
2. School influence  
Questions 4,5 and 9
3. Environmental influence  
Questions 3,6 and 10.
4. Other aspects
  - (a) Deterrence  
Question 8
  - (b) Educational gain  
Question 11
  - (c) Duration of punishment  
Question 12

Principles applied in framing the questions were

- (a) That the answers would give estimates of the weighting of determinants in the educational value judgments.
- (b) That these determinants would be concerned with response to home training, environment and school practices except in three cases as detailed above. (category 4)
- (c) That care should be taken to give no cause for offence.

The questions respectively were aimed to reveal attitudes engendered by the following.

- Question 1. The parents' degree of concern regarding the behaviour of their child at school.
2. The parents' strictness regarding bad behaviour at school.
  3. The influence of friends, this reflecting the type of environment.
  4. The reaction to staff, this being a response to the attitude of staff to the pupils.
  5. The effect of the amount of use of the punishment in the school.
  6. The influence of the environment and the school code of discipline.
  7. The support of parents for the school when discipline action is taken.
  8. The deterrent effect of the punishment.
  9. The authoritative or reformatory nature of the punishment.
  10. The social 'harm' that may result.
  11. The educational gains that may accrue.
  12. The duration of the punishment and its effect.

### Subjects.

The numbers of sixth-form pupils answering the questionnaire were as follows.

<u>School</u>	<u>Type.</u>	<u>Sixth form</u>		<u>Fourth form</u>	
		<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls.</u>
1.	Grammar	10	10	10	10
2.	Technical	10	10	10	10
3.	Modern	10	10	10	10
4.	Comprehensive	10	9	9	7
5.	Comprehensive	8	10	10	10
Totals		48	49	49	47



## Procedure

Each of the heads of the schools made their arrangements to give the questionnaire to the pupils. The choice of pupils within the limits defined was left to the heads. They were requested to give sufficient time for the questionnaire to be completed. The anonymity of the schools and pupils was stressed.

The full note given to the heads after a personal approach is given in the appendix ( page 269 ).

## Results from questionnaire 5

### Tabulations.

1. Correlations of educational values and each of the 12 factors.
2. Determinants of educational values as shown by step-wise multiple regression analysis.
3. Categories analysis.
  - (a) Home
  - (b) School
  - (c) Environment
  - (d) Perceived gain.

Correlation Table

Correlation of educational values with each of the  
12 factors according to punishments. ( n = 193)

Factors	P.1.	P.2.	P.3.	P.4.	P.5.	P.6.	P.7.	P.8.	P.9.	P.10.
1.	.12	.10	.12	.11	.14	.15	-.03	-.11	-.09	-.09
2.	.22	-.05	.11	.06	-.04	.10	.12	.05	-.16	-.17
3.	.13	-.07	.09	.06	.16	-.02	-.16	-.14	-.01	-.00
4.	.15	.20	.13	.14	.05	.16	.06	.05	.02	-.01
5.	.11	.09	.16	.21	.13	-.08	.03	-.01	.05	.08
6.	.13	-.05	-.00	.01	.05	.12	.05	.02	.11	-.05
7.	.08	.05	-.07	.07	.08	-.08	.05	.05	.16	-.00
8.	.33	.19	.21	.16	.13	.26	.07	.01	-.08	-.08
9.	.22	.18	.16	.19	.13	.21	-.02	.00	-.01	-.13
10.	.04	.11	.07	.07	.16	.12	.02	-.03	-.04	.00
11.	.17	.26	.16	.10	.07	.26	.14	.14	-.07	-.08
12.	.16	.17	.17	.17	-.02	.10	.07	.06	-.07	-.12

For significance at the 5% level = 0.18

The factors are attitudes associated with the following.

1. Fear of parents in discipline matters.
2. Discipline for child at home.
3. Influence of environment and friends.
4. Reaction to discipline at school.
5. Familiarity with the punishment.
6. Considered seriousness of the punishment.
7. Parental support for child rather than school.
8. Turning away from wrong doing.
9. Authoritative or reformatory nature of the punishment.
10. Social harm.
11. Moving to fresh endeavours.
12. Duration of punishment and its effect.

Comments on correlations

The overall picture from the correlation tables is less than impressive. Very few of the correlation coefficients attain the required level for significance. The strongest factors in terms of their association with E.V. are 8 and 11.

Determinants

2. The results of the analysis using the step-wise regression programme are summarised in the Table (5 (2) )

Results Table 5 (2)Factor determinants of educational values.

Punishment	Factors.						
	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.
1. Detention plus notification of parents.	8	2	7				
2. Send to head.	11	12	9	5	2	1	4
3. Write to parents.	11	2					
4. See parents at school.	8	2					
5. Put 'on report'	8	9	12	4	5	2	
6. Reprimand.	8	5	11	12			
7. Extra work.	11	2	4				
8. Essay.	11	5					
9. Payment for damage.	4	12					
10. Required to repair damage.	1	3	11				

Summary of analysis showing the order in which determining factors were extracted.

Factors 8 and 11 are predominant determinants.

Comments on determinants.

The predominant determinants of the educational values of punishments among the twelve factors are factors 8 and 11. Factor 8 as indicated by the questionnaire item is "Is the punishment likely to stop you doing the wrong action again?". This can be seen as a deterrent influence and supports the view that the educational value of a punishment is to some extent affected by its determinant influence.

Factor 11 reflects the questionnaire item which was stated as follows "Do you think the punishment will lead to endeavours to do better"?. It is of some significance to find that the educational value of a punishment is a composite concept which takes into account both the negative aspect of restraint on the unwarranted behaviour plus the positive aspect of the opportunity to engage in more socially acceptable form of behaviour. Reference has already been made to J.H.Thynes observation that a purely inhibitory role is rarely sufficient but the introduction of a pilot cue to some quite specific new behaviour is usually necessary. Energies being used in undesirable behaviour need to be channelled into use in desirable activities. The punishment needs to indicate the directions that the new behaviour should take to give encouragement to the pupil to follow them.

3. Category analysis of factors

As indicated earlier 4 categories of influences were used as a basis for this investigation. The 4 main categories are listed below together with the number of the factors which represented them in the questionnaire.

Factor categories.

	Influence.	Factors.
A.	Home	1,2,7
B.	School	4,5,9
C.	Social environment	3,6,10
D.	Perceived gain from punishment.	8,11,12

From the results already discussed above it is clear that category D has greater influence on educational values than the other categories.

This is supported by the facts that the two influential factors, namely, 8 and 11 are in that category.

It is revealing that the influences of home, school and environment as indicated by the results are negligible.

It appears that the evaluation of the effect of punishment is a more personal matter and is decided by the perceived gains from the punishment for the pupil that result from a change in attitude and a desire to do better.

### Conclusions.

1. The investigation shows that the most important aspect of punishment to pupils is that there should be a change of attitude, cessation of the wrong doing and keenness to do better.
  1. The predominant determinants of educational value judgments by sixth-form pupils are as follows.
    - (a) The perceived deterrent effect.
    - (b) The perceived educational gain as a result of fresh endeavours.

The pupils thus desire first and foremost a punishment to be effective in helping the pupil in his education.
2. Parental attitudes to school discipline and the influence of these on the child have surprisingly little overall influence. The influence seems to vary with the type of punishment in question.
3. School influence is also slight and appears to be related to the degree to which the punishment is used in the school and also to the amount of reaction, rebellious or cooperative, likely to result from the punishment.
4. The stress on deterrence and educational gain is in conformity with the educational value concept and the conclusions already reached in this investigation.

### Other suggestions from the data.

- (a) If the child is rebellious little deterrent effect is likely. Matters may even be worse. (factors 4 and 8)
- (b) Encouragement of the pupil increases the chance of successful deterrence. (factors 8 and 9)
- (c) Fresh endeavours are unlikely if the child is rebellious, but are likely if the child is cooperative. (factors 4 and 11)

- (d) Successful deterrence and fresh endeavours are complementary.  
(factors 8 and 11)
- (e) Encouragement is likely to lead to fresh endeavours.  
(factors 9 and 11)
- (f) The duration of the punishment affects the deterrence.  
(factors 8 and 12)

CONCLUSIONS.

The results of the investigation largely based on sixth-form judgments, indicate that in choosing punishments in schools a new criterion, the educational value of a punishment, should be used. The educational value tells how good or bad the punishment is for the pupil educationally.

Twenty-six punishments were considered in the experimental work. A list showing their educational values is given on page 251 . Ranked highly are punishments that involve reference to parents or the head of the school. Sixth-form opinion shows that these punishments are acceptable and are likely to have the effect on the pupil of facing up to the facts of the situation and striving to do better.

In the application of the educational value of a punishment concept three inherent aspects of this value need to be considered, namely, the deterrent value, the positive educational gains for the pupil and the emotional consequences.

This research has shown that the deterrent values of punishments account for <sup>about</sup> 30% of the variance of the assessed relative frequency of use of a punishment to give the desired effect. The deterrent values of the 26 punishments are listed on page 206 . Clear variations are to be seen in the two lists. Extreme cases are those of expulsion, transfer and corporal punishment where the deterrent values are high but the educational values are perceived as being very low. These extremes do not alter the general picture that deterrent values and educational values are related.

When choosing punishments the deterrent value needs to be taken into account. The investigation has shown that three factors have significant effect upon deterrence, namely the duration of the punishment, inconvenience and disturbing social effects. Punishments that are soon over and done with have less effect usually than those that last a long time. This factor contributes largely to the effectiveness of the punishments referring to parents.

Inconvenience to the pupil, for example by having to stay after school for detention, and disturbing social effects, for example those caused by the public nature of a punishment, will both increase the deterrent effect.

The negative emotional consequences need to be borne in mind as strong dislike of a punishment may result in emotional consequences that do harm to the pupil educationally and may lead to offences worse than the original.



There is a clear evidence that the positive educational effects of punishments are in the minds of sixth-form pupils when they make their judgments of educational values. The investigation into the determinants of educational values indicates that this positive educational gain is the predominant determinant for most punishments.

The further research into the determinants of educational values gives some surprising results. Home influence only affects a pupil's response to certain punishments. School and environmental influences are shown to be not marked. The chief determinants are for the punishment to be effective as a deterrent and for its administration to offer benefit to the pupil educationally.

Part 3Application of the Educational Value Concept.Chapter 6.Pupils' concept of equity in deciding on appropriate punishments for specific offences.(a) Matching the punishment to the offence.

It was decided that obtaining sixth-form pupils judgments on the most appropriate punishments for specific school offences would show how far deterrence and educational gains likely from the punishments were the influencing factors. The offences were to be those of the more serious type. Of the nine punishments used, eight had been shown to be thought of relatively high effect, either from the deterrent or educational gain aspect or from both, and the ninth was a strong punishment, that of referring the matter to the local education authority. 23 school offences were chosen for the investigation as being offences of the more serious type. Questionnaire 6 was devised and gave the opportunity for decisions regarding appropriate punishments to be made for pupils in the two age groups, 11 to 14 inclusive and 15 to 16 inclusive. For both age groups the first time punishment and the subsequent punishment if the first was unsuccessful were to be indicated. It was envisaged that modifications of the first time punishments for respective subsequent punishments would be discernible. Modifications could also occur in punishments decided upon for specific offences when the age group became different. Such modifications might be due to perceived variations in the seriousness factor in the punishments to match the offences and this was to be investigated. An opportunity for the sixth-form pupils to make comments was provided.

Judgments of appropriate punishments.

To obtain judgments of sixth-form pupils from a number of secondary schools on the most appropriate of 9 punishments for each of 23 offences.

There are 4 categories of judgments of the appropriate punishment for each offence, as follows:-

<u>Age group</u>	<u>Punishment judgments.</u>	
	<u>First time.</u>	<u>Subsequent</u>
11 to 14 inclusive	Pun.1.	Pun.2.
15 to 16 inclusive	Pun.1.	Pun.2.

List of offences and punishments.

The 23 offences were as follows:-

- A. Persistent lateness.
- B. Bullying.
- C. Truancy.
- D. Using dinner money.
- E. Fooling at assembly.
- F. Falling off in work.
- G. Deliberate damage.
- H. Insolence.
- I. Hooliganism in bus queue.
- J. Stealing in school.
- K. Indecent writing.
- L. Smoking at school.
- M. Forgery on note.
- N. Out of bounds in dinner hour.
- O. Verbal attack on pupil.
- P. Very careless breakage.
- Q. Refusal re school uniform.
- R. Persistent bad behaviour in class.
- S. Leader of 'try it on group'.
- T. Fighting another pupil.
- U. Pep pills bought and sold.
- V. Stealing at book shop.
- W. Cheating in examination.

The punishments were as follows:-

1. Detention plus notification of parents.
2. Write to parents.
3. Send for parents.
4. Corporal punishment.
5. Put 'On report'.
6. Payment of money.
7. Send to head.
8. Note on pupil's record.
9. Notify education authority.

Treatment of results.The results were analysed.

- (1) A comparison of the boys' and girls' total numbers of assignments per pupil for each of the 9 punishments for both age groups and for both first time and subsequent punishments.
- (2) A comparison of the numbers of assignments of the 9 punishments in each of the 4 categories for boys and girls separately.
- (3) To ascertain the predominant punishment assigned to each offence.
- (4) To consider the modifications of punishments recommended for specific offences for changes.
  - (a) from first time to subsequent punishments,
  - (b) from the 11 to 14 inclusive age group to the 15 to 16 inclusive age group.
  - (c) To test the hypotheses
 

That judgments of sixth-form pupils of punishments appropriate for offences committed by pupils aged 11 to 14 inclusive are modified for first time punishments.

That judgments of sixth-form pupils of punishments appropriate for offences are modified for changing age of pupil.
- (5) To review the pupils' comments especially those related to the following.
  - (a) Taking note of special circumstances in deciding on the ultimate punishment given.
  - (b) Treatment of the older age group.
  - (c) Alternative punishments.
- (6) To consider the concept of tariff punishments and their modifications in the light of the evidence provided by the investigation.
 

(A tariff punishment is the average or usual punishment for the offence)

Method.

From a list of 9 punishments on questionnaire 6 sixth-form pupils assigned the most appropriate punishments in their view to 23 specific offences. For each offence there were 4 assignments, 2 for each age group 11 to 14 inclusive and 15 to 16 inclusive. The 2 for each age group were one for the first time punishment and one for the subsequent punishment if the first had been unsuccessful.

Boys' replies referred to boys and girls' replies to girls.

Questionnaire 6 is given in the appendix (pages 274-276).

### Subjects.

The subjects were sixth-form pupils from six secondary schools.

<u>School</u>	<u>Type</u>	<u>Numbers</u>	
		<u>Boys</u>	<u>Girls</u>
A.	Grammar	23	-
B.	Technical	11	11
C.	Modern	14	10
D.	Comprehensive	10	4
E.	Modern	5	4
F.	Modern	3	9
Totals		66	38

### Procedure

The heads of the six schools were requested to help the investigation by allowing sixth-form pupils to complete the questionnaires. The number of pupils in each school could be a maximum of 30. No selection of pupils was required. Sufficient time was to be given for the completion of the questionnaires.

Boys' replies concerned punishments for boys and girls' replies punishments for girls. In a mixed school both boys and girls should comprise the group. Heads were informed that the aim was to obtain a composite picture and not to compare individual schools. Schools and pupils were to be anonymous.

### Results.

1. Tables showing numbers of times assignments of each of the 9 punishments were made for each offence.
2. Total assignments of each of the 9 punishments for all pupils for each of the 4 categories.

Table 6(1)

Boys' and girls' results shown separately. (Page 277-281).

3. Average numbers of total assignments of each of the 9 punishments per pupil for the age range 11 to 16 inclusive. (Page 134. ).

4. Predominant choice of appropriate punishment for each offence, boys and girls shown separately.

Table for first time punishment (Page 158 ).

Table for subsequent punishment (Page 159 ).

5. Histograms showing pictorially the assignment data for all the pupils are given as follows. (page 135).

Table showing number of times each punishment was assigned.

<u>Boys (66)</u>	<u>Punishment.</u>								
	1	2	3	4	5	6	7	8	9
11-14 Inc.Pun.1.	229	267	111	67	96	100	452	47	19
Pun.2.	117	305	215	110	86	64	210	116	148
15-16 Inc.Pun.1.	156	243	118	50	92	133	462	79	40
Pun.2.	75	236	211	100	68	44	155	202	213
Totals	577	1051	655	327	342	341	1279	444	420

<u>Girls (38)</u>	<u>Punishment.</u>								
	1	2	3	4	5	6	7	8	9
11-14 Inc.Pun.1.	157	166	61	16	45	56	314	32	4
Pun.2.	72	169	163	37	80	37	111	72	68
15-16 Inc.Pun.1.	86	156	65	16	63	69	338	46	6
Pun.2.	64	127	136	51	67	33	94	108	104
Totals	379	618	425	120	255	195	857	258	182

Analysis of results.

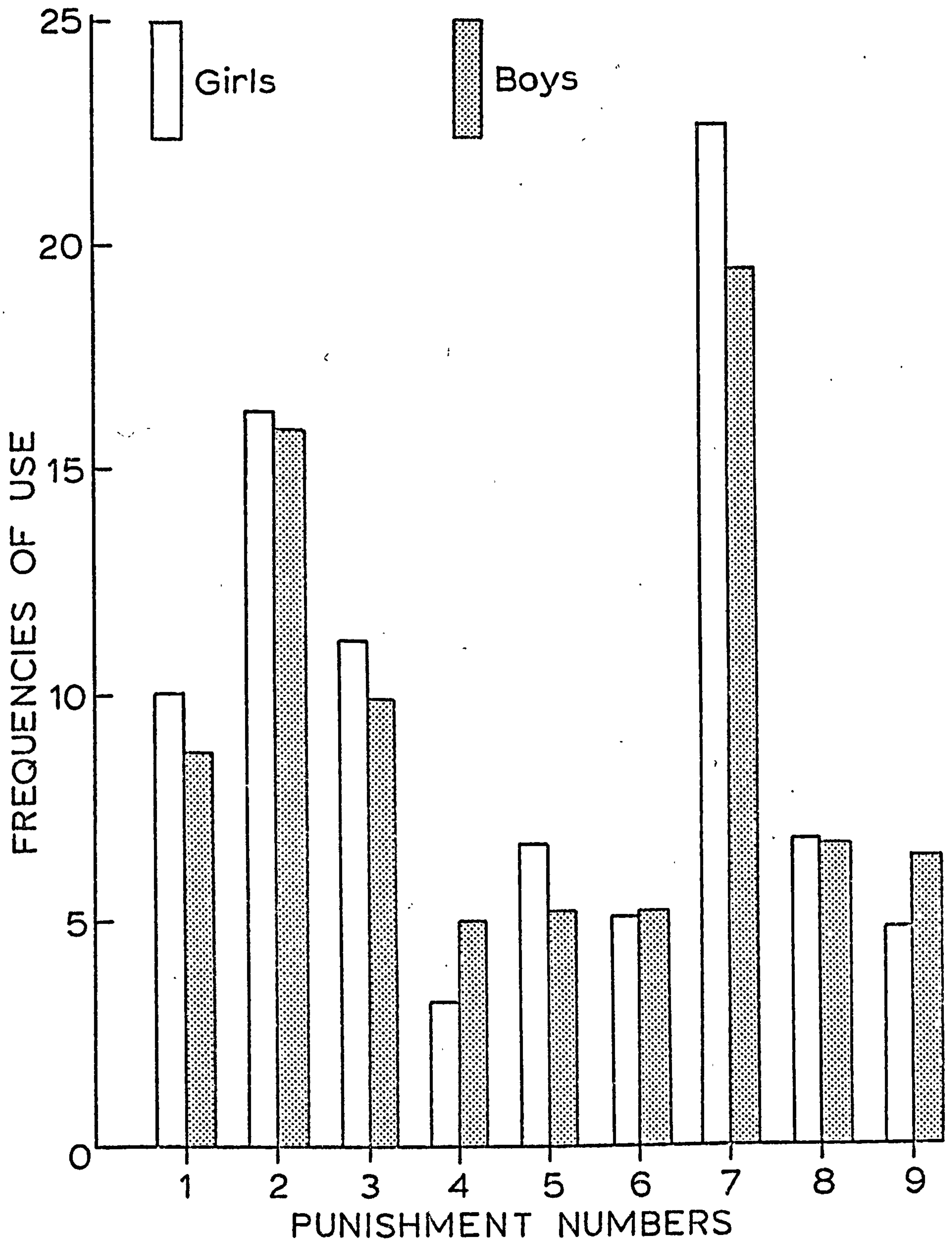
- The frequency with which boys and girls assigned each of the 9 punishments.

In order to compare the boys' and girls' total assignments of the 9 punishments by histogram method the number of assignments per pupil was ascertained.

Number of assignments per pupil.

	<u>Punishment.</u>								
	1	2	3	4	5	6	7	8	9
Boys	8.7	15.9	9.9	5.0	5.2	5.2	19.4	6.7	6.4
Girls	10.0	16.3	11.2	3.2	6.7	5.1	22.6	6.8	4.8

The histogram of these results is shown on page /35 .



Comparison of frequencies with which boys and girls advocate certain types of punishment for 23 specific offences. Punishment numbers are as given in the text. Boys and girls under consideration are aged 11 to 16 inclusive.



The rank orders of the punishments according to the number of times boys and girls assigned them as appropriate as a first and second punishment.

<u>Punishment</u>		<u>Orders.</u>		
Number		Combined order boys and girls.	Boys	Girls
7	Send to head	1	1	1
2	Write to parents	2	2	2
3	Send for parents	3	3	3
1	Detention plus notificat- ion of parents.	4	4	4
8	Put on pupil's record	5	5	5
5	Put 'On report'	6	7	6
9	Notify L.E.A.	7	6	8
6	Payment of money	8	8	7
4	Corporal punishment	9	9	9

The boys' and girls' orders give a correlation coefficient (Spearman's method of ranks )  $Rho = 0.95$ .

#### Observations.

1. The results for boys and girls show remarkable similarity.
2. For both boys and girls corporal punishment ranks lowest.
3. The order list can be divided into two. Firstly the 4 punishments making reference to the head and/or parents and secondly on a much reduced scale of usage the other five punishments.
4. The envisaged use of the punishment of advising the education authority is significant, this process being one little used at present.

That judgments of sixth-form pupils of punishments appropriate for offences committed by pupils aged 11 to 14 inclusive are modified for the first time punishments

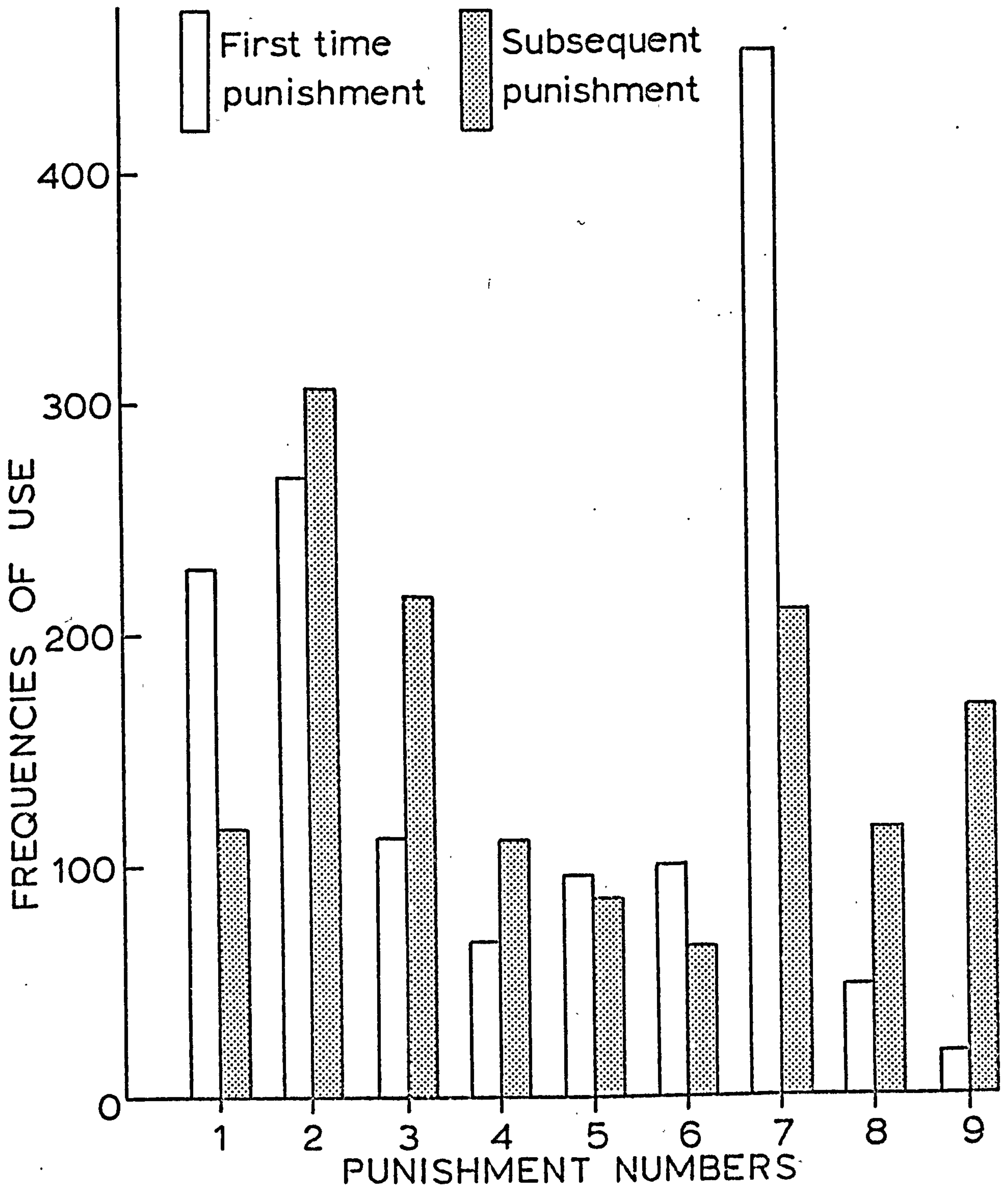
That judgments of sixth-form pupils of punishments appropriate for offences are modified for changing age of pupil.

That the numbers of assignments of the 9 punishments in each of the 4 categories for boys and girls differ significantly.

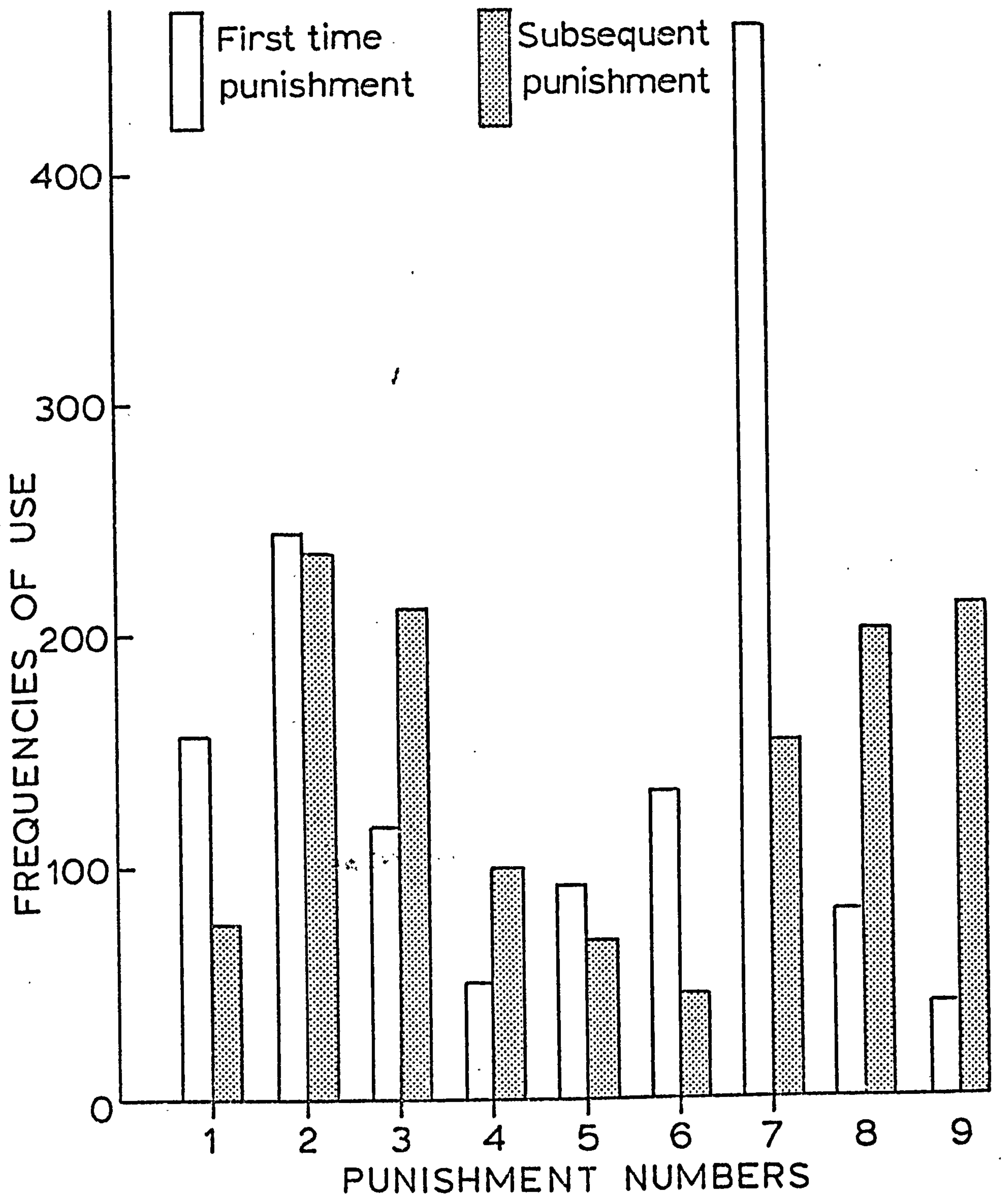
The detailed lists of numbers of assignments are given in tabular form. (Pages 277 - 284 )

The total assignments for each of the 9 punishments have been listed. (Page 134. ).

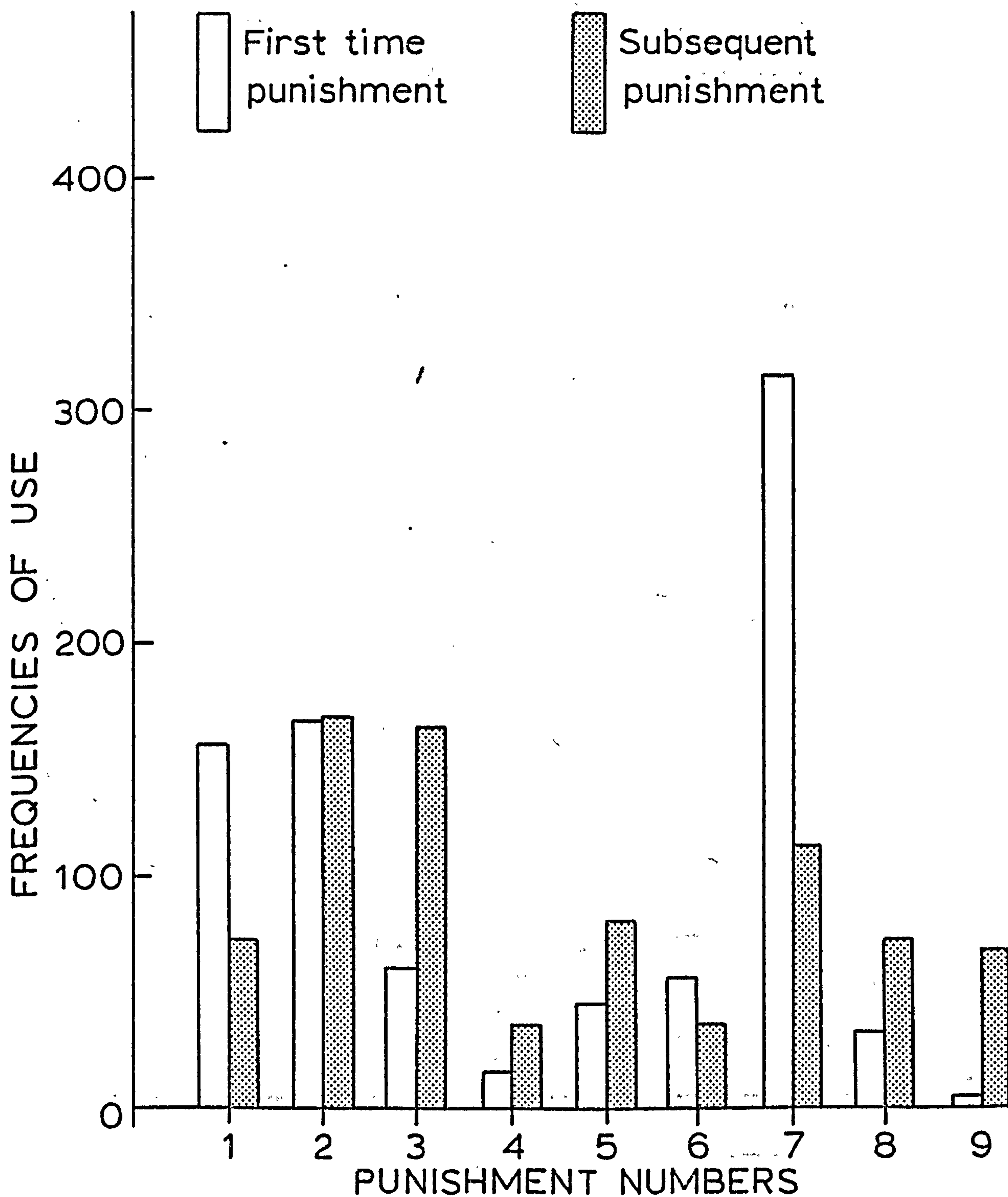
These total assignments have been used in drawing histograms, 4 for boys and 4 for girls as follows.



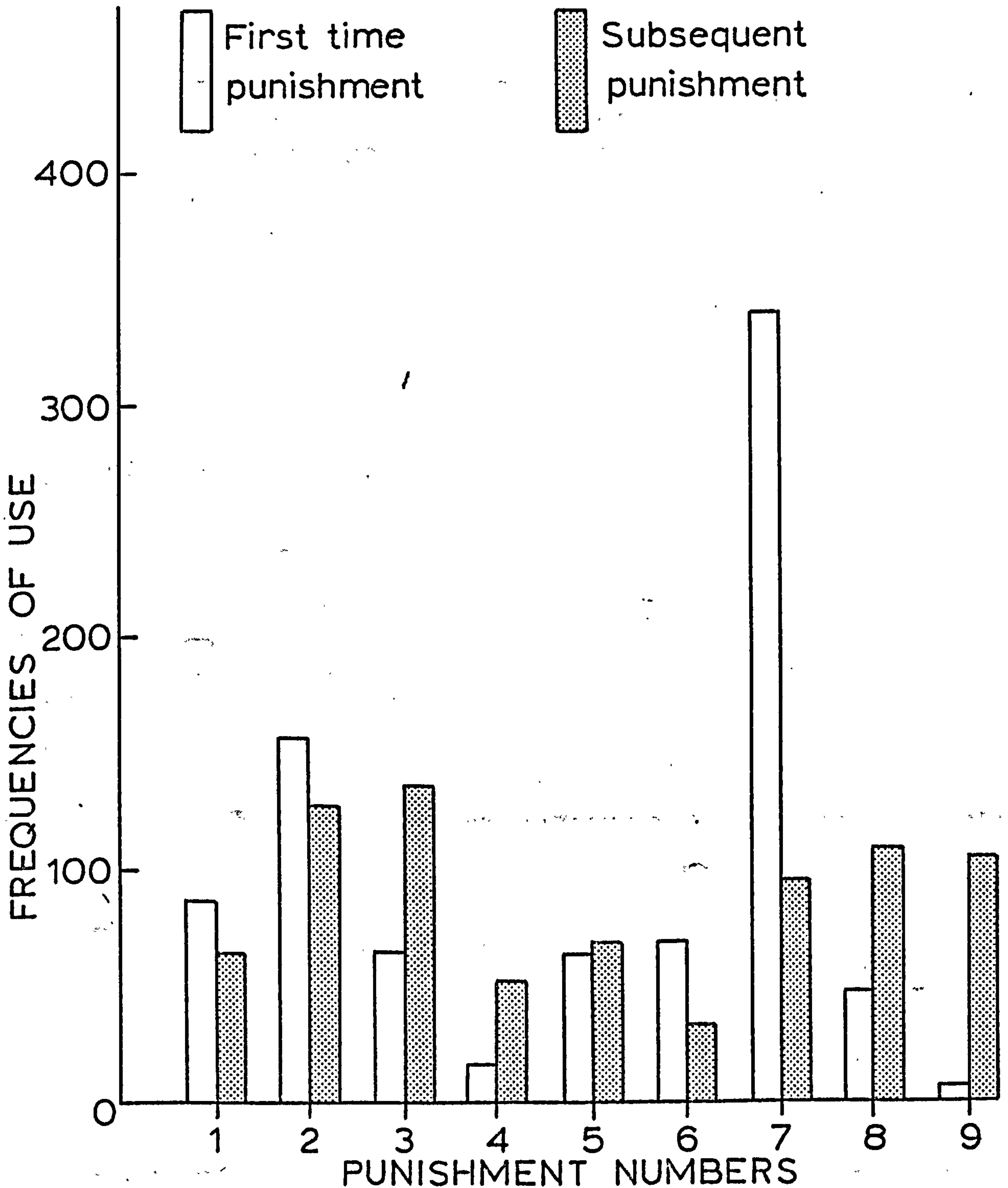
Comparison of frequencies with which boys advocate certain types of punishment for 23 specific offences. Punishment numbers are as given in the text. Boys under consideration are aged 11 to 14 inclusive.



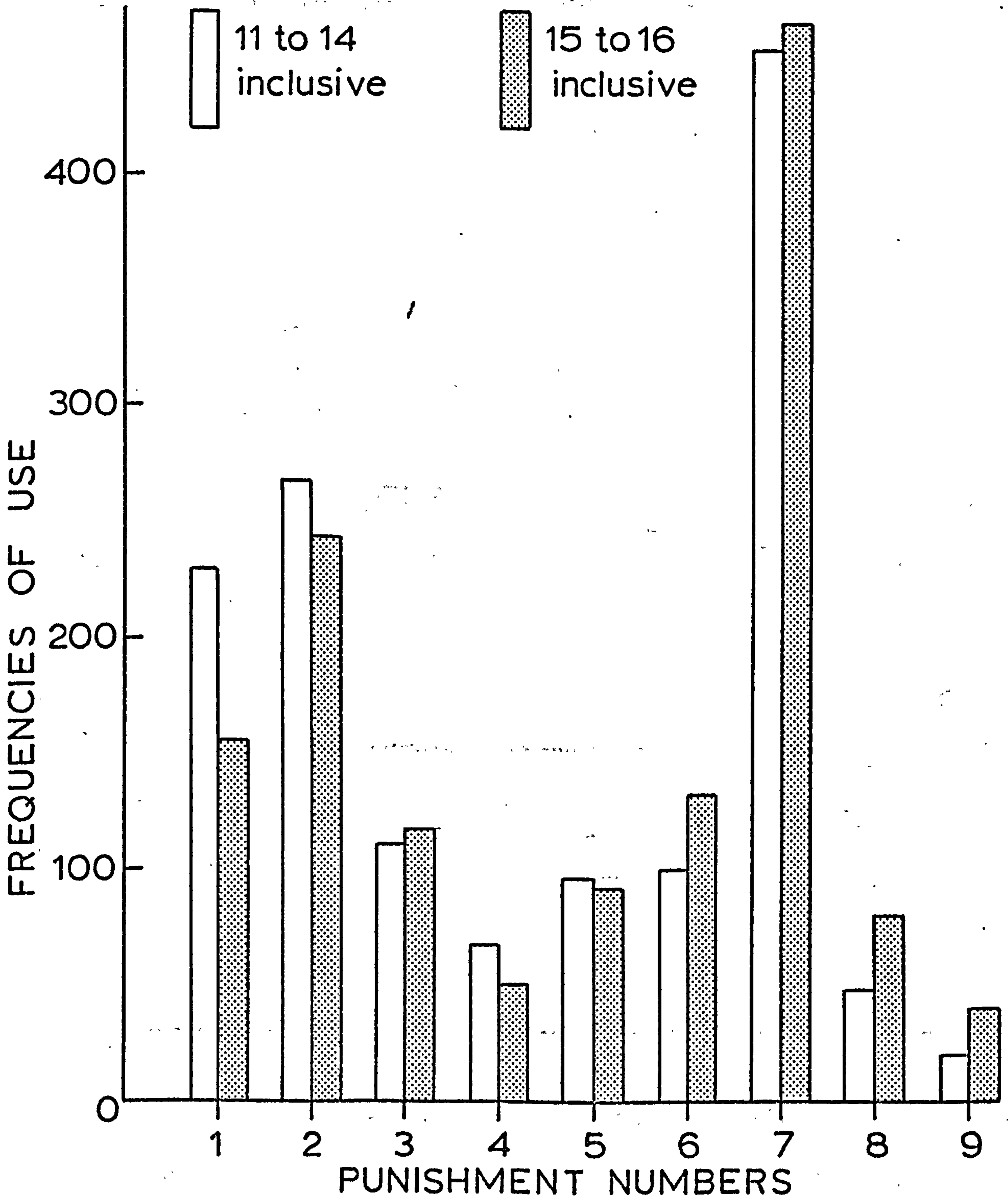
Comparison of frequencies with which boys advocate certain types of punishment for 23 specific offences. Punishment numbers are as given in the text. Boys under consideration are aged 15 to 16 inclusive.



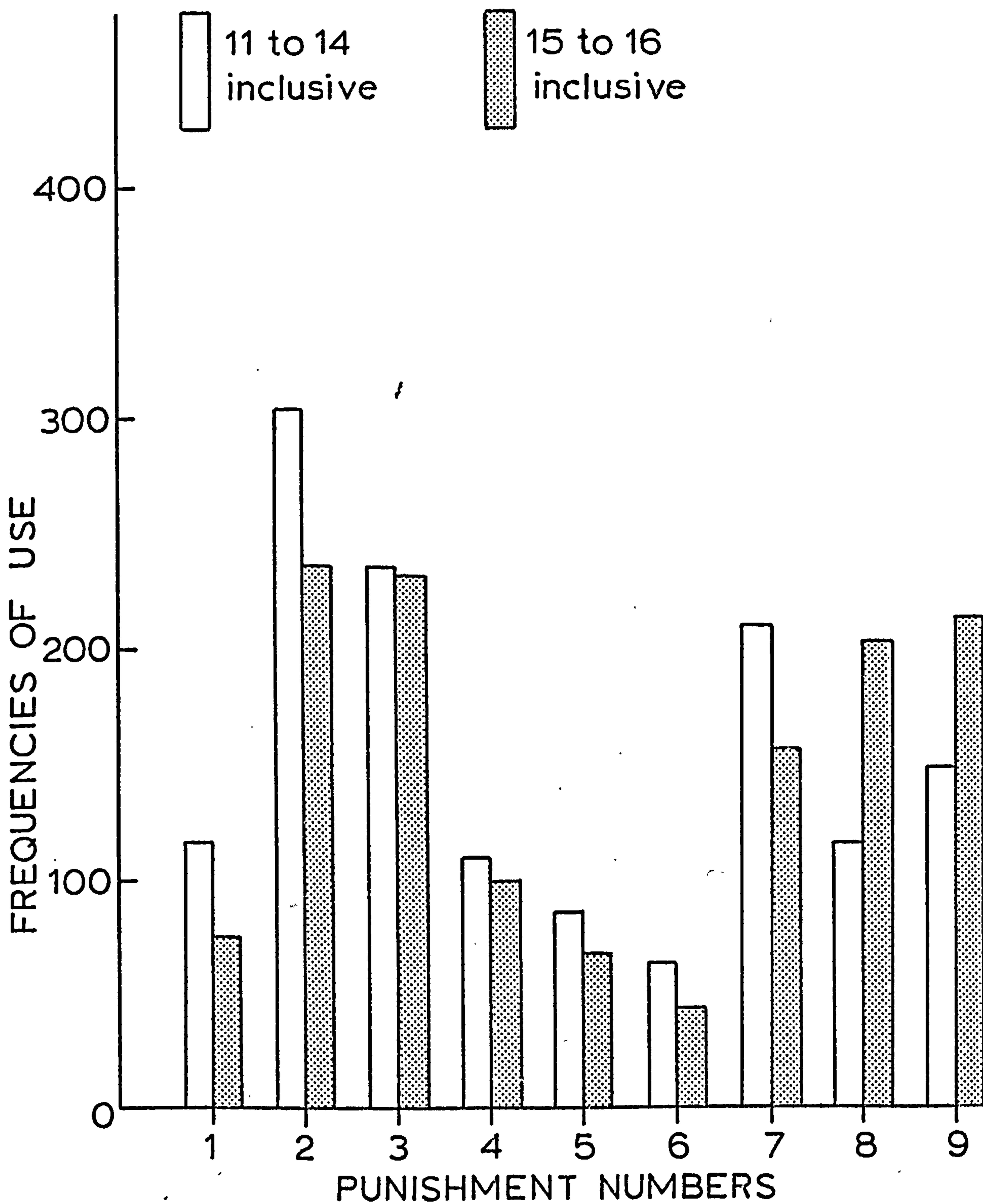
Comparison of frequencies with which girls advocate certain types of punishment for 23 specific offences. Punishment numbers are as given in the text. Girls under consideration are aged 11 to 14 inclusive.



Comparison of frequencies with which girls advocate certain types of punishment for 23 specific offences. Punishment numbers are as given in the text. Girls under consideration are aged 15 to 16 inclusive.

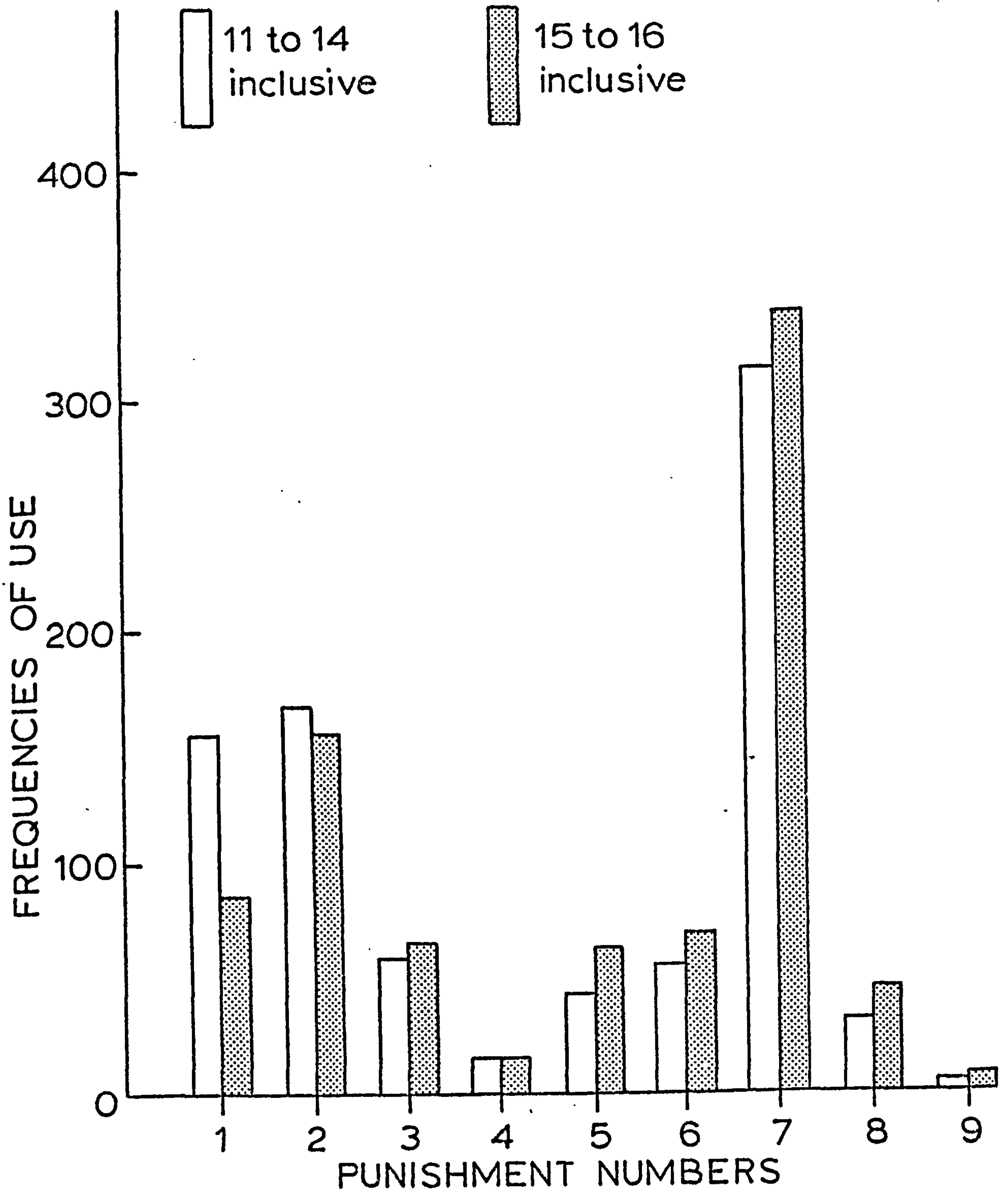


Comparison of frequencies with which boys advocate certain types of punishments as first time punishments for 23 specific offences. Punishment numbers are as given in the text.

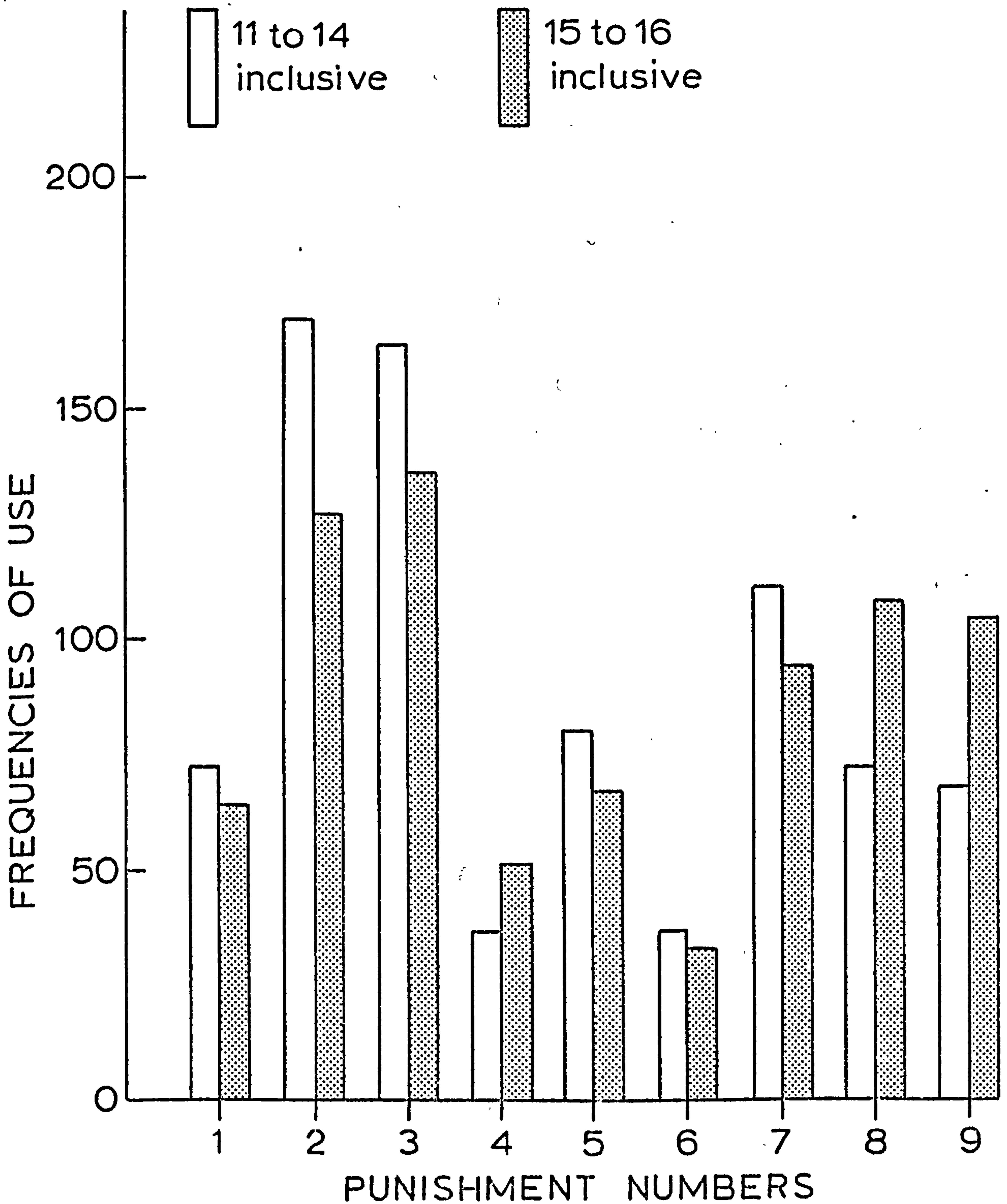


Comparison of frequencies with which boys advocate certain types of punishments as subsequent punishments for 23 specific offences. Punishment numbers are as given in the text.





Comparison of frequencies with which girls advocate certain types of punishment as first time punishments for 23 specific offences. Punishment numbers are as given in the text.



Comparison of frequencies with which girls advocate certain types of punishments as subsequent punishments for 23 specific offences. Punishment numbers are as given in the text.

Observations.1. A qualitative comparison of first time and subsequent punishments.

In moving from subsequent punishments to those for first time punishments the perceived usage alters as follows. (The modifications apply to both boys and girls unless otherwise stipulated).

Order  
of total  
usage.

Punishment.

Modifications.

---

1.	Send to the head	For both age groups very substantial increases.
2.	Write to parents.	For 11-14 inclusive group slightly decreased. Reversed for 15-16 inclusive group.
3.	Send for parents.	Reduced approximately half in all cases.
4.	Detention plus notification of parents.	Increased in all cases.
5.	Put matter on pupil's record.	Lowered in all cases.
6.	Put 'On report'	Slight increase for boys and decrease for girls - with both age groups.
7.	Notify L.E.A.	Substantial lowering in all cases.
8.	Payment of money.	Increase in all cases.
9.	Corporal punishment.	Decrease in all cases.

The resulting changes in judgment are tabulated above.

This aspect of the investigation is further examined after the pupils' comments have been reviewed.

2. A qualitative comment on the differences in punishments recommended for the 15-16 inclusive from those for the 11-14 inclusive age group.

(Histograms pages <sup>135</sup> 138-145 ).

The histograms show the modifications of punishments in moving from the 11-14 inclusive age group to the 15-16 inclusive one.

Details are as follows, the modifications applying to both boys and girls unless otherwise stipulated.

Subsequent punishments.

Order of total usage.	Punishment	Modifications.
1.	Send to the head	Some reduction.
2.	Write to parents.	Some reduction.
3.	Send for parents.	Boys practically identical. Girls slight reduction.
4.	Detention plus notification of parents.	Slight reduction. Girls very small.
5.	Put matter on pupil's record.	Noticeable increase.
6.	Put 'on report'	Slight increase.
7 .	Notify L.E.A.	Noticeable increase.
8.	Payment of money.	Slight decrease.
9.	Corporal punishment.	Slight decrease for boys. Increase for girls so that boys and girls become not dissimilar in relative amount.

Punishments likely to lead to serious repercussions are increased in usage for the 15-16 inclusive age group or remain almost constant in usage. These are:-

- reference to the education authority.
- putting matter on personal record.
- sending for parents.

In moving from subsequent to first time punishments the trend is for the punishments to give increased chance for the pupil to be better behaved without the likelihood of serious repercussion or real punishment.

This trend is reversed when considering the subsequent punishment for the 15 to 16 inclusive age group as compared with the subsequent punishment for the 11 to 14 inclusive age group.

First time punishments.

Order of total usage	Punishment	Modifications.
1.	Send to the head	Almost unchanged. Very slight increase. Still much the greater usage of all the punishments.
2.	Write to parents.	Very slight decrease.
3.	Send for parents.	Practically the same. Very slight increase.
4.	Detention plus notification of parents.	Noticeably less in both cases, girls' being nearly halved.
5.	Put matter on pupil's record.	Increased, but still relatively small use.
6.	Put 'On report'	Boys practically unchanged - very slight increase. Girls show some increase.
7.	Notify L.E.A.	Usage slightly increased, but still the smaller use of all the punishments as for the 11-14 inclusive Pun.1.
8.	Payment of money.	Slight increase.
9.	Corporal punishment.	Slightly less for boys; unchanged for girls. Still remains therefore small usage.

For first offence punishments the difference between the punishments for the two age groups are slight. The wide usage of the punishment, reference to the head, envisaged exemplifies the application of the principle that for first offences a chance for correction should be given without serious punishment or likely repercussions.

The decrease in detention plus notification of parents is the chief change perceived, detention, it can be inferred, not being so useful a punishment for the older age group.

The evidence afforded by the numbers of assignments of the 9 punishments to the 23 offences as illustrated in the histograms shows agreement with the hypotheses,

1. That judgments of sixth-form pupils of punishments appropriate for offences committed by pupils aged 11 to 14 inclusive are modified for first offences.
2. That judgments of sixth-form pupils of punishments appropriate for offences are modified for changing age of pupil.

The seriousness factor.

It appeared that the punishment recommended for a specific offence tended to be more serious,

- (a) for a subsequent punishment than for a first time punishment,
- (b) for the 15 to 16 inclusive age group than for the 11 to 14 inclusive age group.

To see whether this was so the Wilcoxon test was applied. The Wilcoxon test uses rankings instead of raw scores. It was necessary therefore to rank the 9 punishments in order of perceived seriousness. 10 boys and 10 girls from the sixth-form of a comprehensive school ranked the 9 punishments and from the results two ranking orders, one for boys and one for girls were obtained. Table 6(11)

<u>No.</u>	<u>Punishment.</u>	<u>Ranking order in seriousness</u>	
		<u>Boys</u>	<u>Girls</u>
1.	Detention plus notification of parents.	1	1
2.	Letter to parents.	6	2
3.	Parents invited to school	8	7
4.	Corporal punishment.	4	8
5.	Put 'On report'.	2	4
6.	Payment of money.	5	3
7.	Sent to head.	3.	5.5
8.	Note on pupil's record.	7	5.5
9.	Report to education authority.	9	9

The Wilcoxon test shows whether there is an increase of seriousness, statistically significant, when

(a) the punishment is changed from that for a first time to subsequent occasion.

(b) the punishment is for the older group instead of the younger.

The number of the punishment (1 to 9) assigned is translated into the ranking figures as given above. An example of the calculation is as follows.

Boy, number 5

Calculation for Pun.1 - Pun.2.

	Pun.1.	Pun.2.	d	Rank	T
	1	6	5	20	
	3	8	5	20	
There are 22 pairs with	3	6	3	11	
difference in rank	3	1	-2	8	8
N = 22	2	6	4	15	
	5	1	-4	15	15
There are 6 pairs with	3	7	4	15	
negative signs. These are used	4	7	3	11	
to evaluate T (Total)	5	6	1	3.5	3.5
	3	2	-1	3.5	
From the table provided for	1	6	5	20	
N = 22	6	7	1	3.5	
	3	1	-2	8	8
the maximum T for significance	1	6	5	20	
is 66	5	1	-4	15	15
	3	6	3	11	
T calculated < 66	1	6	5	20	
	2	1	-1	3.5	3.5
<u>Difference is significant</u>	4	8	4	15	
	8	9	1	3.5	
	7	9	2	8	
	6	7	1	3.5	
					53.0

Subjects

20 boys and 20 girls were chosen at random from the 66 boys and 38 girls using tables from Beyer's Handbook of Tables for Probability and Statistics.

Their questionnaire replies gave the data for the application of the Wilcoxon Test. (Tables 6 (12 & 13) Pages 286 & 287)

When in a particular analysis the results appeared conclusive no further calculations were made.

Results.

- Increase in seriousness for Pun.1. to Pun.2., that is for first time punishments to subsequent punishment.

Boys

S. Significant

N.S. not significant

Boys No.

11 to 14 inclusive

15 to 16 inclusive

1.	S.	S.
2.	N.S.	N.S.
3.	S.	S.
4.	N.S.	N.S.
5.	S.	S.
6.	N.S.	N.S.
7.	S.	S.
8.	S.	S.
9.	N.S.	N.S.
10.	S.	S.
11.	S.	S.
12.	N.S.	N.S.
13.	N.S.	N.S.
14.	S.	S.
15.	S.	S.
16.	S.	S.
17.	N.S.	N.S.
18.	S.	S.
19.	N.S.	S.
20.	N.S.	N.S.

Proportion significant 11/20

12/20

Girls.

1.	S.	N.S.
2.	N.S.	N.S.
3.	S.	N.S.
4.	S.	N.S.
5.	S.	N.S.
6.	N.S.	
7.	S.	
8.	N.S.	
9.	N.S.	
10.	N.S.	
11.	S.	
12.	N.S.	
13.	N.S.	
14.	N.S.	
15.	N.S.	
16.	N.S.	





Chapter 6 (c) Modification of tariff punishments to suit individuals.

Analysis of pupils' comments.

The comments are reviewed under the following headings.

1. Special circumstances

- (a) The need for individual consideration.
- (b) Repetition of offences.
- (c) Older pupils.
- (d) Family background.
- (e) Medical and psychological characteristics of the individual.

2. Permissive trends.

3. Seriousness of offence and punishment.

4. Alternative punishment.

5. Attitude to punishment.

1. Special circumstances.

(a) The need for individual consideration.

"I would just like to say that I think it is very hard to generalise, everyone is different".

The need for individual consideration of the pupil and review of circumstances that may possibly have caused the offence is emphasised in many of the comments. Examples are as follows:-

"Needs background knowledge of pupil. So parents may be consulted if teacher thinks it is necessary".

"Parents should be involved because cause may be due to family troubles, (falling off in work)".

"I do not wear school uniform. These measures should only be used when circumstances are known".

"Not to be punished is due to external circumstances, e.g. 'buses' (lateness)

"It depends on the circumstances of the fight. If in self-defence no punishment should be used".

"For the 11 to 14 inclusive age group found it very difficult choice. Vandalism is often caused by bad family conditions and thus in many cases there would not be the correct action of parents towards the child".

"Payment only if at work" (breaking window).

(b) Repetition of offences.

"For the first offence I would not give a punishment. If the child persists then I would consider it necessary" (fooling about at morning assembly)

The concept of changing the punishment from that for subsequent offences to one giving the opportunity of restitution without real punishment for first offences is inherent in a number of comments. Examples are as follows:-

"May be lenient in giving a warning the first time only" (smoking at school)

"First offender should be made to pay the full price of article stolen"

"Scare first then letter to parents"

"No second chance should be allowed" (deliberate damage)

"Caution at first" (fooling about)

"This occurs in young children. If no attention is paid to it the phase will soon pass over" (indecent in written remarks)

(c) Older pupils

Opinion that the same offence when committed by pupils in the older age range was a more serious matter was expressed.

"More serious for 15-16 inclusive age group as these pupils should set a good example to the lower school" (fooling about at morning assembly)

"More important for older pupils" (truancy)

"More important in case of senior student" (persistent bad behaviour in class)

"For the older child the offence is more serious" (not having school dinner)

"In all cases the older age group should experience harder punishments". Certain comments reflect the opinion that older pupils should be treated in a more grown up way than the younger pupils.

"16+ should be allowed to wear what they like"

"Older pupils should be treated differently"

"Older pupils should be allowed to smoke"

"But stupid putting limits on people whose attitudes to life is very adult"

(d) Family background.

Comments already cited have shown that opinion is expressed that family background needs to be noted in deciding on punishment for a pupil.

The involvement of parents may be necessary for the relevant information and help to be obtained.

(e) Medical and psychological characteristics of the individual

"If persists may need medical help because cause may be psychological"  
(bullying another pupil)

"Get medical aid if required"

Pupils thus show they are conscious of the need for individual consideration from medical and psychological view point

2. Permissive trends.

Permissive trends were reflected in some of the comments.

"Older pupils should be allowed to smoke"

"Pupils should not be compelled to go to morning assembly."

Comments from questionnaires in showing that sixth-form pupils to a large extent give balanced views. Very few give indications that they are licence-minded or anti-authority.

3. Seriousness of offence and punishment

Comments reflect the concept of having a wide range of severity of punishments to match offences and for 'sieve' action to occur. Thus for not having school dinner, "I do not really think this is an offence worth punishing", to "Send for police" for stealing in school, deliberate damage and bullying.

The seriousness of having pep pills is shown by "The strongest methods possible should be used to prevent it"

Opinion seems to be that there should be no hesitancy in bringing in the law for serious offences.

There are also many remarks on the theme of "Aim to find out exactly what happened".

4. Alternative punishments.

Alternative punishments are in the following categories.

(a) Those of increased severity, for example,

"Bring in the law"

"A much worse punishment is needed than any of the 9 given"

- (b) Where strong punishment is not bringing desired result revert to punishment initially used for example, send to the head.
- (c) The idea that serious punishments can fail and that this has to be faced is inherent in some comments  
 "Beyond hope" (15-16 inclusive, cheating in an examination)  
 "If he has not learned by now - you might as well give up"  
 (15-16 inclusive, persistent lateness)  
 "If write to parents failed, then parents should give him sandwiches to eat" (not having school dinner")
- (d) The ignoring of the offence is sometimes recommended. An example is  
 "This occurs in young children. If no attention is paid to it the phase will soon pass" (indecent in written remarks)

#### 5. Attitude to punishment.

"No punishment will encourage the pupil".

This comment may be symptomatic of the response to punishment situations by pupils. It may well reflect an attitude which is a strong determinant of educational value estimates, this negative influence on the value of punishment leaving only a part of the total determinant area available for other determinants for example, deterrence, educational gains, harmful consequences, temporal and social effects. This could explain why the total determinant area these fill in two experiments is in general less than 40%. (The experiments are those described in Chapter 3 (b) and 5 (b)).

#### Tariff punishments.

Tariff punishments are the average or usual punishments for specific offences. The concept is not unknown in the courts. For example, by law, in fixing a financial penalty the means of the defendant must be taken into consideration. It is general practice to consider any special circumstances relating to the defendant before sentence is announced. A tariff punishment gives a starting point and the ultimate punishment takes account of relevant factors.

In punishing, the first thought can be 'to make the punishment fit the crime', but through the past two decades the practice has become more that of making the punishment match the offender. This has been the case both in courts and in schools. A primary aim

now is that the punishment shall do more good than harm. In this the claims of the individual and of society have to be considered. Concentration on degree of severity of the punishment deemed necessary is moving to its social value, this including deterrence and other possible gains, as does the new concept of the educational value for a punishment used in schools. The Criminal Justice Act (Home office 1972) makes changes in the direction of decreased severity and increased social value as follows:-

- (1) Imprisonment for the first time can only be given after thorough investigation of alternative.
- (2) Community service penalties are being tried in selected areas.

The concepts of the pupils are not out of harmony with changes in practice. Their predominant choice of punishment is for the type that gives opportunity for getting to the root of the problem and offers the chance of restitution. The punishment can still be a relatively strong deterrent.

#### Predominant choices of punishments.

The predominant choices of first time and subsequent punishments for boys and girls in each age group are shown in tabular form (Pages 158 & 159 ).

For first time punishments sent to the head is the predominant choice in all cases.

Predominant Choice of appropriate Punishment.FIRST PUNISHMENT.

<u>Offence.</u>	Boys 11-14	Girls 11-14	Boys 15-16	Girls. 15-16
A.	1	1	2	1
B.	7	7	7	7
C.	2	2	2 & 7	2
D.	2	2	2	2
E.	7	7	7	7
F.	2	7	2	7
G.	6	6	6	6
H.	7	7	7	7
I.	7	1	7	7
J.	7	2 & 7	6	2
K.	7	7	7	7
L.	7	7	7	7
M.	7	7	7	7
N.	1	1	7	7
O.	7	7	7	7
P.	6	6	6	6
Q.	2	2	2	2
R.	7	7	7	7
S.	7	1	7	7
T.	7	7	7	7
U.	7	2	3	3
V.	7	2	7	3
W.	7	7	7	7
All offences	7	7	7	7

Predominant Choice of appropriate Punishment.SUBSEQUENT PUNISHMENT.

<u>Offence</u>	Boys 11-14	Girls 11-14	Boys 15-16	Girls. 15-16
A.	2	2	1 & 2	2
B.	4	3	3 & 8	3
C.	9	2 & 5	9	9
D.	2 & 3	3	3	3
E.	1	1	2 & 7	1
F.	3	3	3	3
G.	6	6	9	6
H.	2	3	2	2 & 3
I.	2	2	2	2
J.	9	9	9	9
K.	2	3	7	3
L.	2	2	2	2
M.	2	2	2 & 3	3
N.	7	7	2	2 & 5
O.	2 & 7	2	2	2
P.	6	6	6	6
Q.	2	2	3	2
R.	2	5	8	5
S.	7	7	2 & 8	7
T.	2	3	8	3
U.	9	9	9	9
V.	9	9	9	9
W.	2	8	9	8
All offences	2	ref to parents or L.E.A.	2	Ref to parents or L.E.A.



For subsequent punishments reference to parents or the education authority becomes the predominant choice.

Modifications of tariff punishments at school.

From the analysis of the assignments totals of the 9 punishments to the 23 offences the following conclusions may be reached:-

1. Punishments are favoured that offer the chance of determination of the cause of the trouble, good counsel and encouragement to do better.
2. First time punishments advised are normally of the type offering restitution without real punishment.
3. For pupils in the 15 to 16 inclusive age range what the pupils would regard as real punishment tends to increase as compared with those in the 11 to 14 inclusive age group.
4. Where severe punishments have failed, a return to those probably used initially is advocated by a significant number of pupils.

From the comments of the pupils the following deductions may be made:-

1. Whereas first time punishments are perceived as ones giving the opportunity for restitution without real punishment, the subsequent punishments for repeated offences tend to be perceived as ones requiring increased severity.
2. For the older pupils in the 15 to 16 inclusive age group the tendency is for the offence to be regarded as more serious than when committed by the 11 to 14 inclusive age group pupils.
3. The circumstances relating to the individual concerned should be taken into consideration.

These considerations include the following.

- (a) Family background
- (b) Psychological factors
- (c) Medical history.

Sixth-form opinion suggests therefore the practice of modifying tariff punishments to suit individual requirements.

Modifications of these tariff punishments would be made according to any special circumstances applying. These circumstances would include the following:-

1. The punishment is a first one
2. The age range changes to that of 15 to 16 inclusive
3. Medical, psychological or family background factors.

These conclusions have been reached on the basis of examination of results relating to punishments for more serious school offences. What is regarded as a minor punishment may be regarded as a major one by certain pupils and it appears necessary to apply the concept of modification of tariff punishments for lesser offences as well as the more serious ones.

Chapter 7Individual Differences between Boys and Girls.

The aim of this chapter is to explore the similarities and differences between boys' and girls' views on the values and application of punishments.

It is felt that the similarities and differences between boys' and girls' opinions on the use of punishments for boys and girls respectively has particular relevance to discipline processes in a mixed school.

A comparison of the judgments of boys and girls on the educational values of different punishments.

In order to make this comparison the data from experiments 1 and 2 report in Chapter 2 were used. The rank order of the 26 punishments on the basis of their educational values was obtained for boys and girls separately. The extent of agreement was tested statistically by the correlation coefficient. On the basis of data from experiment 1 only, the correlation was +0.95. When the data from both experiments were combined the correlation was +0.97. Both correlations are highly significant and support the view that judgment of E.V.s across sex remain constant.

A comparison of the judgments of boys and girls on the deterrent values of different punishments.

A similar analysis was carried out for the deterrent values.

The ranking of the 26 punishments in order of the deterrent value judgments of boys and girls for their respective sexes correlate +0.86.

Again there is marked consistency between boys' and girls' judgments.

Further comparisons between the judgments of boys and girls.

In this part of the investigation described in Chapter 6, in which the assignments of appropriate punishments for each of 23 offences were made by sixth-form pupils, considerable similarity was again shown between boys' and girls' judgments.

The numbers of assignments of each of 9 punishments considered the most appropriate for each of the 23 offences, taken on a per pupil basis in view of the differing numbers of boys and girls completing the questionnaire, (6) were as follows

	<u>Punishment</u>								
	1	2	3	4	5	6	7	8	9
Boys	8.7	15.9	9.9	5.0	5.2	5.2	19.4	6.7	6.4
Girls	10.0	16.3	11.2	3.2	6.7	5.1	22.6	6.8	4.8

(Histogram on page ).

The ranking orders of the perceived usage of each of the 9 punishment by boys and girls gave a correlation of +0.95.

Again the assessments of boys and girls are very similar.

5. In the assignment of punishment part of the investigation described in Chapter 6, the predominant choices of punishment were indicated both for first punishments and subsequent punishments. (Pages 158 & 159 ).

The results for the predominant choices of punishment, taking the assignments of punishments to all offences into consideration, showed no difference between those for boys and girls. They were as follows.

First punishment	Send to head
Subsequent punishment	Reference to parents or to the education authority

6. In the assessments of good or bad effects of punishments for the child educationally described in Chapter (3b) the total results showed that preponderance of good or bad effects for boys and girls were similar for 21 punishments out of 26.

### Conclusion

Judgments of sixth-form boys on the use of punishments for boys are very similar to those of sixth-form girls on the use of punishments for girls.

#### Change in attitudes of girls.

Highfield, M.E. and Pinsent, A. (1950) said that boys disliked more than girls deterrents which imposed restrictions on their activities, for example, the consequence of the punishment of detention.

It is doubtful if this is true today. In Experiment 2 the deterrent ranking orders for the 26 punishments gave detention for boys 20 and for girls 17, the girls rating it higher than the boys.

The developing emancipation of women has probably had effect on girls' attitudes to punishment. One of the sixth-form girls' essays reflects this

"Nowadays, children's attitudes at school have changed considerably. Once upon a time, it was possible for a child to be extremely frightened when faced with the situation of having parents at the school. But now, I feel, that many of them find this a laugh".

This investigation shows that there is general similarity of boys' and girls' opinions and judgments on punishment.

Chapter 8Implications for Current Practices.(a) Review of sixth-form judgments on the 26 punishments.

This review of sixth-form opinion on the effects of punishments is given in summarised form.

The statistical data is given for each punishment as follows

1. Educational values

These have been placed in ranking orders from high to low for the 26 punishments. The ranking order of the punishment is given from Experiment 1 results and also from Experiment 2.

2. Deterrent values.

These have been given similarly as a guide to possible short-term deterrence.

3. Good and bad effects for the child educationally.

The ratios  $\frac{\text{Good effects}}{\text{Bad effects}}$  have been given using the results of Experiment 1 (Questionnaire 2).

The brief assessment of the effectiveness of each punishment takes note of pupils' comments on questionnaire replies or in essay.

<u>Punishment 1</u>	<u>Exp.</u>	<u>Detention</u>	
		<u>Rank Order for</u>	
		<u>Boys</u>	<u>Girls</u>
E.V.	1	12	14
	2	8	11
<u>Good effects</u>	1	18	13
<u>Bad effects</u>		70	28
D.V.	1	13	15
	2	20	17

Punishment is not liked. Deleterious reactions do occur. Educational gain depends on the kind of work done during detention. On balance it is neither good nor bad for the child educationally. Deterrence is very moderate. The value of its use therefore is questionable.

<u>Punishment 2.</u>	<u>Detention plus notification of parents</u>		
	<u>Exp.</u>	<u>Boys</u>	<u>Girls</u>
E.V.	1	10	5
	2	4	3
<u>Good effects</u>	1	<u>32</u>	<u>24</u>
Bad effects		55	19
D.V.	1	3	3
	2	6	5

Compared with the statistical results for the punishment of detention alone those for detention plus notification of parents ranked higher, deleterious consequences are less and deterrence is greater as perceived by the sixth-form pupils. In general pupils approve of cooperation of school and home in discipline matters.

One practice used by a school is for the child to take a printed card home with details of the time of the detention, reason for it and work set and with spaces for parent's and member of staff's signatures. The card is returned to the member of staff for school records.

It is significant that this punishment is ranked considerably higher than corporal punishment in educational value and in total is a noticeably better deterrent.

<u>Punishment 3</u>	<u>Sent out of class.</u>		
	<u>Exp.</u>	<u>Boys</u>	<u>Girls</u>
E.V.	1	22	22
	2	19	18
<u>Good effects</u>	1	<u>11</u>	<u>4</u>
Bad effects		64	33
D.V.	1	26	26
	2	26	25

The statistics bear out the pupils' comments e.g. "completely ineffectual". Peer support for pupil usual influence.

"A laugh rather than a punishment". "A means of escape". "Soon forgotten". This is a punishment frequently used. Except for isolating trouble makers it apparently does more harm than good.

Punishment 4.Sent to the head.

	<u>Exp.</u>	<u>Boys</u>	<u>Girls.</u>
E.V.	1	6	5
	2	1	2
Good effects		44	27
<hr/>	1	<hr/>	<hr/>
Bad effects		40	12
D.V.	1	7	8
	2	5	3

A. punishment strongly supported by most sixth-form pupils. If properly handled, gives the opportunity, for root of trouble to be ascertained and chance of restitution to be given.

Pupil's attitude dependent upon school and its head.

Minority refer to fear of authority and familiarity breeding contempt.

Highly rated as a punishment and therefore as a discipline procedure both for first-time and subsequent punishments.

Punishment 5.Corporal punishment.

	<u>Exp.</u>	<u>Boys</u>	<u>Girls</u>
E.V.	1	22	26
	2	24	25
Good effects		25	8
<hr/>	1	<hr/>	<hr/>
Bad effects		66	36
D.V.	1	9	8
	2	4	13

Though of significance as a deterrent its educational value is regarded as one indicating that more harm than good accrues, from its use.

Bad effects include resentment, possible rebellious spirit, anti-teacher attitude and the support of pupils that harms general discipline. Root of problem not often dealt with. Dislike of the punishment can lead to a path of better behaviour. Seventeen of the 25 good effects for boys were for this reason. Though its effectiveness is increased if desirable behaviour is simultaneously encouraged.



Punishment 6.Writing to parents.

	<u>Exp.</u>	<u>Boys</u>	<u>Girls.</u>
E.V.	1	2	4
	2	2	6
Good effects		50	32
<hr/>	1	<hr/>	<hr/>
Bad effects		26	9
D.V.	1	6	12
	2	8	4

Supported as a punishment by sixth-form pupils. One of high educational value and comparatively few bad effects.

Effect depends on degree of home support for the school in discipline matters. Sixth-form advice is to persevere with parents even in the cases in which support is lacking.

Beneficial nature of punishment to the pupil leads to high rankings of educational values and general support for the punishment. This is in spite of fact that further punishment at home may be given.

Punishment 7.Seeing parents at school

	<u>Exp.</u>	<u>Boys</u>	<u>Girls.</u>
E.V.	1	1	1
	2	2	3
Good effects		55	33
<hr/>	1	<hr/>	<hr/>
Bad effects		29	8
D.V.	1	2	5
	2	2	1

In spite of the apparent severity of the punishment the educational value is ranked very highly. The ratio of good effects and bad effects is on average for boys and girls approximately 2 to 1. The lack of criticism confirms the general acceptance of the punishment.

Points in review of punishment 6 are also applicable.

Punishment 8.'On report'

	<u>Exp.</u>	<u>Boys</u>	<u>Girls</u>
E.V.	1	6	7
	2	12	6
Good effects		56	22
<hr/>	1	<hr/>	<hr/>
Bad effects		34	18
D.V.	1	7	13
	2	6	4

Considered as a punishment of significant educational value. The special interest in the pupil's endeavours can bear fruit. (19 good effects for this aspect).

Involvement of parents increases effectiveness of the punishment. It is not acclaimed by all. Some resent it; some consider it is childish; some think it only has effect whilst the pupil is 'on report'. Wise use of this punishment is advocated. The opportunity to gain reward by being taken off report should be granted when the right stage is reached.

Punishment 9Note on end of term report

	<u>Exp.</u>	<u>Boys</u>	<u>Girls.</u>
E.V.	1	10	15
	2	11	13
Good effects		40	18
<hr/>	1	<hr/>	<hr/>
Bad effects		31	21
D.V.	1	18	21
	2	11	17

A punishment of moderate educational value. The delay between offence and punishment is criticised. Other methods of liaison between school and home in discipline matters appear to be better.

Punishment 10.Reprimand

	<u>Exp.</u>	<u>Boys</u>	<u>Girls</u>
E.V.	1	8	10
	2	8	10
Good effects		46	21
<hr/>	1	<hr/>	<hr/>
Bad effects		27	17
D.V.	1	19	15
	2	18	14

Considered of doubtful lasting effect. Response depends much on the personality and method of approach of the teacher. Educational value estimates show it is thought to be a punishment that will benefit the child educationally. Palmer, J.W. (1967) found reprimand of greater effect than detention in stopping morning lateness.

Punishment 11.Ridicule.

	<u>Exp.</u>	<u>Boys</u>	<u>Girls</u>
E.V.	1	24	23
	2	19	20
Good effects		20	5
<hr/>	1	<hr/>	<hr/>
		60	36
D.V.	1	21	18
	2	21	17

Strong reaction of indignation and resentment likely. Rankings show pupils' opinions agree with those of educationists.

Punishment 12.Sarcasm.

	<u>Exp.</u>	<u>Boys</u>	<u>Girls</u>
E.V.	1	25	23
	2	25	23
Good effects		12	5
<hr/>	1	<hr/>	<hr/>
Bad effects		64	36
D.V.	1	25	24
	2	20	22

Tends to lower status of the member of the staff in the eyes of the pupil. Lasting effect questioned. Embarrassment of pupil not educationally desirable. Rankings show that as far as ridicule the use of this punishment is undesirable.

<u>Punishment 13.</u>	<u>Extra work</u>		
	<u>Exp.</u>	<u>Boys</u>	<u>Girls</u>
E.V.	1	5	7
	2	4	3
Good effects		48	27
<hr/>	1	<hr/>	<hr/>
Bad effects		35	15
D.V.	1	16	21
	2	21	22

Not liked due to restrictions but the gain from the extra work makes the punishment generally acceptable.

This punishment exemplifies the desire of the pupil to obtain benefit from punishment.

<u>Punishment 14.</u>	<u>Essay</u>		
	<u>Exp.</u>	<u>Boys</u>	<u>Girls</u>
E.V.	1	8	9
	2	8	6
Good effects		35	24
<hr/>	1	<hr/>	<hr/>
Bad effects		39	18
D.V.	1	16	18
	2	19	24

Educational value rankings slightly lower than for extra work. The subject less likely to be relevant to pupil's studies. Similar conclusions to the previous punishment

Punishment 15Lines

	<u>Exp.</u>	<u>Boys</u>	<u>Girls</u>
E.V.	1	19	19
	2	17	19
Good effects		15	11
<hr/>	1.	<hr/>	<hr/>
Bad effects		64	27
D.V.	1	24	25
	2	25	26

Often generates strong feelings of irritation and resentment. Regarded as waste of time and not constructive. In total does more harm than good.

Punishment 16.Confiscation

	<u>Exp.</u>	<u>Boys</u>	<u>Girls</u>
E.V.	1	16	16
	2	18	15
Good effects		15	11
<hr/>	1	<hr/>	<hr/>
Bad effects		64	27
D.V.	1	23	15
	2	16	16

A punishment often leading to indignation and resentment. Rules may be enforced and accepted by some. Has formed part of battle against permissiveness. Response in some schools varies dependent on traditions, home support for school rules, degree of regard for reactions of the pupils. The rankings show that the less this punishment has to be used the better.

<u>Punishment 17</u>	<u>Activity deprivation</u>		
	<u>Exp.</u>	<u>Boys</u>	<u>Girls</u>
E.V.	1	15	16
	2	16	17
Good effects		25	18
<hr/>	1	<hr/>	<hr/>
Bad effects		67	21
D.V.	1	15	11
	2	9	14

Pupils indicated their strong dislike for the punishment. Generally, strong emotions of annoyance and resentment are aroused. Net result therefore is more harmful educationally than good. Clarizio, H.F. (1971) says that while the removal of rewards is effective, it can also be overdone. The punishment can seem arbitrary. The low educational values do not warrant its use.

<u>Punishment 18</u>	<u>Marks cancelled</u>		
	<u>Exp.</u>	<u>Boys</u>	<u>Girls</u>
E.V.	1	20	18
	2	19	22
Good effects		20	15
<hr/>	1	<hr/>	<hr/>
Bad effects		58	27
D.V.	1	22	23
	2	23	17

Dislike of the punishment and concern caused by it may have some positive effect. But frustration and annoyance likely. Discouragement rather than encouragement likely to result. Rankings show that punishment is likely to do more harm than good educationally for the pupil.

<u>Punishment 19.</u>	<u>Fines</u>		
	<u>Exp.</u>	<u>Boys</u>	<u>Girls</u>
E.V.	1	14	10
	2	14	12
Good effects		28	20
	1	<hr/>	
		50	19
D.V.	1	9	5
	2	15	12

The punishment is more acceptable to girls than to boys. This is in agreement with the conclusion that girls have, in general, higher regard than boys for punishments that are purely school affairs. The punishment is soon over and finished with. Pupils vary in opulence and the fairness of the punishment is questioned. It can cause a pupil to stop and think and to feel some justification for the punishment. Resentment and indignation often result however.

<u>Punishment 20.</u>	<u>Payment for damage</u>		
	<u>Exp.</u>	<u>Boys</u>	<u>Girls</u>
E.V.	1	4	3
	2	7	6
Good effects		51	28
	1	<hr/>	<hr/>
Bad effects		21	11
D.V.	1	5	2
	2	10	5

Dislike of the punishment but a feeling that it was justified was thought likely to lead to the desired result. The informing of parents if money was required increased the value of the punishment.

There was differentiation between careless damage and malicious damage in the pupils' minds. There was clear desire shown for strong action to be taken to curb vandalism.

<u>punishment 21</u>	<u>Transfer</u>		
	<u>Exp.</u>	<u>Boys</u>	<u>Girls</u>
E.V.	1	20	21
	2	23	24
Good effects		42	17
<hr/>	1	<hr/>	<hr/>
Bad effects		52	26
D.V.	1	3	7
	2	2	5

This was considered a drastic step. A threat of this punishment could have much effect. Educationally for a child transfer as a punishment was thought to be more harmful than good. There would be a shock effect. Anxiety and resentment could be bred. (Transfer for some psychological or health reason may be a vary different matter).

<u>Punishment 22.</u>	<u>Suspension.</u>		
	<u>Exp.</u>	<u>Boys</u>	<u>Girls.</u>
E.V.	1	18	19
	2	22	20
Good effects	1	40	19
<hr/>		<hr/>	<hr/>
Bad effects		62	26
D.V.	1	13	18
	2	11	10

The kind of person who is suspended tends to regard the period as time off. Reactions of parents can decide the effectiveness. Support of friends is one of the bad effects. The concern felt by pupils leads to good effects but these are outweighed by the deleterious consequences of anxiety and resentment.

It is anticipated that formal suspension by the education authority would be more effective as a preventive deterrent than just sending the pupil out of the school for a day or so.



<u>Punishment 23.</u>	<u>Expulsion</u>		
	<u>Exp.</u>	<u>Boys</u>	<u>Girls.</u>
E.V.	1	26	23
	2	26	26
Good effects		20	15
<hr/>	1	<hr/>	<hr/>
Bad effect		68	31
D.V.	1	1	1
	2	1	2

A very strong punishment, rarely used. Ranked very high in deterrent value but very low in educational value. Can be used as an effective threat. Regarded as a last resort and to some extent a confession of failure.

<u>Punishment 24.</u>	<u>Details on pupil's record.</u>		
	<u>Exp.</u>	<u>Boys</u>	<u>Girls.</u>
E.V.	1	12	13
	2	14	15
Good effects		31	28
<hr/>	1	<hr/>	<hr/>
Bad effects		54	11
D.V.	1	12	8
	2	14	11

Concern can lead to fresh endeavours.

Deleterious consequences, for example resentment, much more strongly marked for the boys than for the girls.

Boys seem conscious of possible effect of this punishment on careers. That girls do not show the same concern is in agreement with previous findings regarding attitudes of girls to punishment compared with those of boys. The position of this punishment in the educational value rankings of the 26 punishments leads to the conclusion that it is doubtful if it should be used.

<u>Punishment 25.</u>	<u>Required to repair damage.</u>		
	<u>Exp.</u>	<u>Boys</u>	<u>Girls.</u>
E.V.	1	3	1
	2	6	1
Good effects		49	22
<hr/>	1	<hr/>	<hr/>
Bad effects		25	19
D.V.	1	11	3
	2	13	9

This punishment is regarded as good for the pupil educationally. Justification for the punishment is one of the main points made. Annoyance, frustration and resentment may be felt. Reference is made in pupils' comments to the practicability of the punishment. Whether the pupil can do the repair and the question of supervision are two aspects mentioned.

<u>Punishment 26.</u>	<u>Fatigues</u>		
	<u>Exp.</u>	<u>Boys</u>	<u>Girls.</u>
E.V.	1	17	17
	2	13	14
Good effects		22	13
<hr/>	1	<hr/>	<hr/>
Bad effects		58	27
D.V.	1	19	13
	2	16	21

This punishment is strongly disliked. Pupils feel belittled and irritated. Pupil punished may not be responsible for the litter. Punishment may be used to keep the school tidy. Rankings show it is doubtful whether preventive deterrence results or that the pupils carrying out the punishment gain educationally. Regarded as a punishment that imposes constraint and is boring but not one that gets to the root of the trouble. Combination of punishment and reward is more likely to succeed, (Clarizo, H.F. (1971)).

Chapter 8(b) Current use of punishment in certain secondary schools.

The heads of six secondary schools, all mixed, were requested to complete questionnaire 8 relating to the relative usage of the 26 punishments in their respective schools. Unlike the sixth-form pupils who had completed a similar questionnaire, the relative usage of the punishments was actual and not that perceived to obtain the best results.

Questionnaire 8

This questionnaire listed the 26 punishments forming the basis of this investigation and requested heads to indicate by a figure from a scale the relative use of each punishment in the school.

Scale used.

Use most frequently	7
Use frequently	6
Above average use	5
Average use	4
Less than average use	3
Use only a little	2
Use very exceptionally	1
Not use at all	0

Results.

The results were tabulated. A mean value, representing the total usage of the punishment in the six schools, was calculated for each punishment.

Table of results.

Punishment	School						Mean
	A	B	C	D	E	F	
1. Detention	4	2	3	2	5	4	3.3
2. Detention and notifying parents	0	0	0	0	0	0	0
3. Sent out of class	3	3	3	3	3	0	2.5
4. Report to head	2	1	5	6	4	4	3.7
5. Corporal punishment	1	1	3	3	1	1	1.7
6.. Writing to parents	1	2	5	7	4	4	3.8
7. Invite parents to school	1	1	4	7	4	4	3.5
8. Put pupil 'on report'	5	2	4	6	3	3	3.8
9. Put note on term report.	2	2	4	0	1	0	1.5
10. Strong reprimand.	6	7	4	7	5	4	5.5
11. Ridicule	0	1	0	1	0	0	0.3
12. Sarcasm	0	1	0	1	0	0	0.3
13. Extra work.	4	2	5	5	4	4	4.0
14. Essay	3	1	6	5	1	3	3.2
15. Lines	4	1	0	0	0	0	0.8
16. Confiscation of property	7	2	4	7	4	1	4.2
17. Activity denied	0	2	0	1	2	1	1.0
18. Marks cancelled	3	1	0	0	3	1	1.3
19. Fined	6	2	0	4	4	6	3.7
20. Payment for damage	5	1	0	7	4	6	3.8
21. Transfer	1	0	1	1	1	1	0.8
22. Suspension	2	1	0	1	1	1	1.0
23. Expulsion	0	1	0	1	0	0	0.3
24. Details on record	7	3	1	7	1	2	3.5
25. Pupil repairs damage.	1	1	0	6	4	3	2.5
26. Fatigues	4	3	1	6	4	2	3.3

Comparison of usage of punishments and their respective educational values.

The following table lists 13 punishments of high relative uses as assessed by heads.

It also shows the rank order of their respective educational values (1 to 26).

Punishment	Heads' ranking orders of usage (1 to 13)	Educational value ranking order (1 to 26)	
		Boys	Girls
Strong reprimand	1	8	10
Confiscation of property	2	17	16
Extra work	3	4	6
Write to parents	5	2	6
Put 'on report'	5	10	8
Pay for damage	5	6	5
Report to head	7	3	3
Fine	8	14	11
Details on record	9.5	13	14
Invite parents to school	9.5	1	2
Detention	11	11	12
Fatigues	12	15	16
Essay	13	8	9

Analysis

- 11 out of 13 of the punishments most used in the 5 schools may be said to have significant educational value rankings.
- The orders of usage are not similar to the educational value orders. Confiscation of property, for example, is clearly out of place.
- It can be deduced that the actual relative uses of the punishments are not in agreement with the relative frequencies of use perceived by sixth-form pupils to give the best results.

Observations.

- The results indicate the relative use of the punishments but not the amount of use.

2. The high ranking order by the heads for the use of the punishment confiscation of property reflects the battle against permissiveness that heads have waged.
3. No school is using the detention plus notification of parents punishment which research has shown is a more effective and acceptable punishment than detention alone.
4. Punishments providing the opportunity for getting to the root of the problem and for the pupil to turn to fresh endeavours, such as those making reference to parents or the head, are included in the list of punishments of significant relative use as indicated by the heads.
5. The total relative use of each of the punishments for the six schools can be compared with the heads' views on punishments 'most essential for preserving a good balance between discipline and freedom in a school' given in the account of the National Foundation of Education Research. (Highfield, M.E. and Pinsent, A (1952)). This comparison is made in the next section, Chapter 8 (c).

Chapter 8

- (c) Changes in emphasis in use of punishment in the past twenty years.

Tradition

Traditional methods of punishment used in schools do not usually change suddenly. A specific school tends to continue with its discipline code and practices unless a new head is appointed or staff consideration leads to modifications. The cessation of the use of corporal punishment in a school may mean major changes in penal policy or procedure. A mixture of philosophies and practices may be disastrous. (Berg, L. 1968) The head plays a very important role in setting the example for the staff. A head, corporal punishment minded, may well have a staff using similar methods. (Partridge, J. 1966.)

There is a very wide range of schools from discipline code considerations. Some have changed much more than others in the past twenty years and generalisation is not therefore easy. Progress has been typically British, more by trial and error than by the application of deductive thinking.

15 punishments used in 1950 are listed in the N.F.E.R research (Highfield, M.E. and Pinsent, A.1952). They provide a basis for comparison with the present use of punishments. Trends can be perceived.

1950 List of punishments.

An unfavourable report for home  
 Deprived of games or some favourite lesson  
 Regarded as a person to be closely watched by the staff  
 Given or strap  
 Sent to head for misbehaviour  
 Made to look foolish in class jokingly  
 Made to look foolish in class sarcastically  
 Made to report daily to head because of poor work or behaviour  
 Given detention after school  
 Given extra work to do to make up for unsatisfactory work  
 Given a good talking to in private  
 Given a cuff or slap by the teacher in passing  
 Sent from the room for misbehaviour  
 Suspected of slacking and urged to make an effort  
 Threatened with punishment

Trends

1. The more permissive nature of society has been perceived most clearly in the conduct of adolescents. In general schools reacted to changes in philosophies and practices as follows.

- (a) By attempting to retain acceptable standards. Modifications in hair styles, shape of clothes, wearing of jewellery were often fields of battle between staff and pupils. In general, they still are.
- (b) A developing realisation that authoritarian methods were leading to revolt rather than cooperation; a measure of support for a much more permissive outlook from some heads of schools; a changing climate since what was unorthodox one year became normal procedure for society the next.
- (c) Problems arising from the more permissive outlook of society and the conditioning of attitudes of pupils by reactions to world-wide and local issues, have increased the polarization of schools from the discipline view point. There are those schools with hardly any discipline problems; there are those where control has become the first priority. (Cressy Cannon 1971). It is these latter schools that have been largely responsible for the serious concern of the teachers' unions. (N.U.T.1972, N.A.S. 1972, London Joint Four 1970).

The Inner London education authority showed its perturbation by its memoranda on corporal punishment. (I.L.E.A. 1970)

2. Punishments have tended to become less authoritative and biting. Sarcasm and ridicule, conspicuous in the N.F.E.R. list is little used now. Given a cuff or slap by the teacher in passing would not in general be acceptable by pupils or their parents today. Deprivation of games or some favourite lesson, ranked seventh by heads and staff in 1950, is now not used very much. The social opportunities of this age has made this punishment of lesser effect.

3. New influences affecting schools have meant the additions to the list of punishments. Payment for damage, repair of damage, confiscation of property, fatigues are punishments now often applied.

4. The much closer liaison between school and home is reflected in the use of the punishments now of writing to parents, seeing parents at school, putting pupils 'on report' and suspension. In 1950 reference to parents meant a note on the end of term report.



5. Punishments offering the opportunity of immediate educational gain still rank highly in use. An example is given extra work to do. This was ranked third by the staffs in 1950 and fourth in effect by the heads recently.
6. Reporting to the head and reprimand, ranked highly in 1950, are still much used.
7. Fining, a punishment much used now in the courts, is also used frequently in schools. This punishment was not listed as a school punishment in 1950.

#### Discipline techniques.

Literature, too recent to have had much impact upon discipline in schools, has placed emphasis on control techniques, in which punishment is often an essential element. (Clarizio, H.F. (1971) discusses on case studies, whereby pupils' problems are faced and solutions reached. Combined reward and punishment processes are often applied. The aim is to make educational enterprise a motivating process.

Gnagey, W.J. (1968) discusses control techniques at length, yet spends only  $1\frac{1}{2}$  pages on the subject of punishment. This may be due to the complexity of the subject of punishment as expressed by Clarizio, H.F., Solomon, R.L., Bandura, A., Foss, B. (1965) refers to the complexity for the child, who can find it difficult to distinguish between reinforcing, extinguishing or punishment situations.

Madsen, C.H. and Madsen, C.K. (1971) apply behavioural principles to changing what they term 'wrong' associations'. Again approval (reward) and disapproval (punishment) are applied, Bishop, A. and Whitfield, R. (1972) deal with problem situations another aspect of a learning-theory approach.

The regard of punishment as an integral part of the motivating system rather than action superimposed upon teaching methods is in conformity with the findings of this investigation. Combination of punishment and reward processes is likely to be a feature of future discipline practices.

#### Conclusions.

1. The changes in the use of punishments in the past two decades show significant movement towards the situation where the educational

value concept can be fruitfully applied.

2. The stress in current literature on combination of reward and punishment processes is sound. Such methods would be a feature of the practices envisaged in this thesis.

3. The evidence points to the need for the degree of use of certain punishments in schools to be reviewed.

Chapter 8 (d)Effecting the Application of the Educational  
Value Concept.The aims.

On the basis of the educational value concept a punishment is given with the following aims in mind.

1. That the pupil will decide to abandon the bad work or conduct that led to the punishment situation. This will not be under compulsion or threat but because the pupil realises the personal educational advantage in so doing.
2. That as a result of resolve to do better the pupil will follow pursuits that lead to educational progress.

With the different outlook on punishment that the educational value concept provides deterrence has a changed significance. It does not mean that the pupil stops the undesirable conduct because of what will happen if he does not do so. It means that he turns away from the undesirable conduct for his own educational good and in order to move forward to achieve levels that will give satisfaction and the happiness that this prompts.

The aim of the punishment is to inspire a change of behaviour so that a new motivation in the pupil's own educational interest occurs.

Co-operation of the pupils

This investigation has shown that in the opinion of sixth-form pupils the application of the educational value concept is what pupils desire when punished. Two prerequisites are desirable.

1. Understanding between teachers and pupils. (Time may be needed for this development which would be complementary to the new punishment processes).
2. Mutual agreement between teachers and pupils on methods of punishment.

On the basis of the views of Piaget, J. (1932) outlined in his own book and also that of Brown, R. (1965), for the adolescent, justice has become a matter of reciprocal rights and acceptance of rules. Moral conceptions are by this stage psychological rather than objective and subject to change by agreement. Piaget's concepts mean that in discipline matters at secondary school level it is

necessary for pupils to be one with their teacher in framing rules of conduct and seeing them applied. The morality of the adolescent has become autonomous, meaning "subject to one's own law".

With such a degree of co-operation and consultation between teachers and pupils the use of punishments as a part of the motivating system and in accordance with the educational value concept is likely to achieve highly successful results. Authoritative methods are failing. A new approach and vision are vitally necessary.

Reference has already been made to the inference from sixth-form opinion that the more a punishment is used the less its effect is likely to be. There are schools with practically no punishment; there are those where punishment is repeatedly used to maintain control. The application of the principles of friendship and mutual agreement on the use of punishments becomes easy or hard depending of the position of the school on the range between these two extremes. A start at least, however, can always be made.

#### Using punishments of educational value.

Ten punishments thought by both boys and girls to be the 10 of the highest educational values were as follows

- Seeing parents at school
- Writing to parents
- Sent to head
- Repair damage
- Extra work
- Payment for damage
- Detention plus notification of parents
- Reprimand
- Essay
- Putting 'on report'

A second group, common to boys and girls, judged as having some educational value were

- Detention
- Note on terminal report
- Note on school record
- Fines

These punishments could well form the basis for teachers' and pupils' discussion on their use. High educational value implies, as the comments indicate, acceptance by the pupils of that punishment.

#### Modifications of punishments to suit individuals

Tariff punishments (the usual or average punishments), based on educational values to match a particular offence, may need to be considerably modified to suit the individual. Reference has already been made to sieve action and the need in administering punishments for many different kinds of sieves. Health, psychological factors, home influences are matters to be considered in deciding on the ultimate punishment. First-time punishments may be in effect a chance of restitution.

#### Dealing with the root of the problem

The pupil's desire is for the root cause of the offence to be ascertained and the punishment to lead to its removal. Reference to the head has been shown to be a punishment much recommended. It implies faith in the head and a consciousness what he will be likely to help the pupil to reach a decision to turn away from bad conduct or work and to endeavour to do better. Reason rather than reprimand, appeal rather than reproach, persuasion rather than direction are necessary. A lasting punishment tends to be more effective than a short-lived one according to sixth-form opinion. Short cuts in punishment procedures can make matters worse rather than better.

#### Sixth-form help

Sixth-form pupils have recently experienced the methods of discipline in the school. They are mature by reason of age and education and often hold responsible positions. Their help as representatives of the pupils would be valuable in deciding with staff acceptable punishment procedures.

Chapter 8(e) Collaboration between School, Home and the Local Education Authority.

This investigation has shown that the main aim of punishment should be to obtain self-realisation by the pupil that it is beneficial to him (her) educationally not to commit the wrong-doing again but to pursue the path of work and good conduct and to gain the satisfaction that success brings. Collaboration between school, home and the education authority has to be considered in the light of this purpose.

Discipline problems focus attention upon the comparative few persistent offenders. These pupils are not spread evenly amongst schools. Some of them have been before the courts and are in care or on probation. The conduct of these pupils has probably been responsible for the pressures on educational authorities to take strong action against parents when it is deemed necessary. It is to this group as well as to the general body of pupils in the school that the concept of punishment based on educational value and self-determination to do better must apply.

Teachers and parents play a vital part in the shaping of discipline processes. With a revised basic theory of punishment parents could be educated in discipline methods. Much has been done for parents since the nineteen-twenties in giving help in medical matters regarding the nurturing of children, but nothing appears to have been done in a similar general way regarding psychological development. The start of curing some of our discipline problems could well be in the home. For teachers to concentrate too much on discipline procedures and control techniques is not helpful. Work and discipline are closely related and work that motivates will tend to avoid discipline problems. However, the opportunity of in-service discussions by teachers could serve a useful purpose.

This investigation has shown that punishments including notification of parents are of relatively high educational value and generally acceptable to the pupils. It is envisaged that such punishments, especially that of detention plus notifying of parents, will be used more than at present.

Co-operation between home and school

Many schools have developed good relationships with parents by forming parent-staff associations and other methods. Pupils respond to encouragement by parents and teachers. At home, matching in encouragement that of the school, helps to provide the maximum incentive possible. (This may be inferred from the work of Logan, F.A. (1960) who found that rats ran faster with constant reward than with variable, though the total reward was the same). The incentive that support at home and school can give can be helpful in minimising undue anxiety when a discipline problem is referred to parents. (Wolpe, J. (1958) used Pavlov's concept of reciprocal inhibition for similar purposes. In this case the happiness that encouragement gives forms the inhibitor).

To summarise

1. Close links between home and school are very desirable
2. Reference to parents of discipline problems at school should be used more, though not so much that the procedure loses its value.

Collaboration with the education authority

Sixth-form opinion is that serious discipline matters, especially if repetition is involved, should be referred to the education authority. It is envisaged that action would then take the form of contact with parents, either by interview or letter and that the formality of such approach by the education authority would lead in many cases to the response desired. Parents would feel the effect of official pressure. Serious steps, such as suspension and transfer could be considered. Formal suspension by the authority would carry more weight than what appears often to be regarded as a day or two off from school.

In certain cases the authority would doubtless advise that the police be notified, for example, those concerned with dangerous drugs, repeated stealing, violence.

Sixth-form pupils suggested that when all steps had failed to deter the pupil from wrong-doing a reversion to the punishment of send to the head should recur.

In the course of time if punishment methods are changed there will be, it is believed, far less of the problem cases than there are at present. It is with these, however, that heads require help. Based on the application of the educational value concept suggestions for action by the education authority are as follows.

1. Offer the wayward pupil a place in a special interest group. The use of vocational guidance tests could prove the attraction, the aim being to get the pupil to look ahead to success. The medical and psychological services could help. In research done by the writer (unpublished paper Rochester, H. (1938) in the University of Birmingham library) vocational guidance tests including examination by a doctor and consideration of aptitudes, interests and temperament successfully captivated the imagination of the pupils concerned. Others not in the special interest group made no complaint that they were omitted.
2. Ensure that the head has all the help he requires in promoting the education of the pupils when they are referred to him. Send to the head is recommended as a main punishment by the sixth-form pupils. To get to the root of the problem and encourage the child to do better takes time. Delegation by the head in dealing with pupils for punishment purposes often occurs. The person concerned needs to be one of status so that the power of suggestion can be effective.
3. The practice of having counsellors in schools has grown. Their services lead to prevention of offences as well as cure and are of obvious value to a school. Their use is recommended.
4. Through the heads try to obtain a uniform system of discipline techniques in the schools. This would include the primary as well as the secondary schools with a view to avoiding radical changes or incompatible mixtures of discipline methods when the transfer of pupils occurs. Heads with their staff decide the practices schools follow. The philosophies of heads regarding discipline procedures vary considerably. Discussions with heads would be valuable in deciding on common aims.



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Questionnaire 1

Please tick correct item  
and enter your number

School A B C D E F

Boy or Girl

Number

The aim of the questionnaire is to obtain your opinions on:

1. The 'Deterrent Values' of punishments used in secondary schools.
2. The 'Relative Uses' of these punishments to give the best total result.

The Relative Use is the use compared with the other punishments in the list below.

Two Scales are applied.

<u>Scale 1</u>	<u>Deterrent Value</u>	<u>Scale Mark</u>
	Very High Indeed	7
	Very High	6
	High	5
	Average	4
	Moderate	3
	Low	2
	Very Low	1
	None at all	0

<u>Scale 11</u>	<u>Relative Use</u>	<u>Scale Mark</u>
	Use most frequently	7
	Use frequently	6
	Above average use	5
	Average use	4
	Less than average use	3
	Use only a little	2
	Use very exceptionally	1
	Not use at all	0



In answering the questionnaire consider the pupils in the age range 11 to 14 inclusive, that is those in the first three years of a school recruiting at 11+.

Imagine one of these pupils to be in trouble for conduct or work. It is likely this is not the first occasion and some firm action is necessary. The list below is one of possible punishments. For each punishment, treating separately those given in sub-divisions, enter the scale marks ( 7 to 0 ) for Deterrent Value and Relative Uses.

Regard the pupils as ones for whom there are no special circumstances to take into account.

Please use pencil first and ink in when you are quite satisfied with your entries.

A comment column is left for use if there is any point you wish to make.

Answers from boys will be taken to apply to boys and from girls to girls.

You are advised to deal with all the Deterrent Value entries first and then to proceed to complete the Relative Use column requirements.

Punishment	Details	Deterrent Value Mark	Relative use Mark	Comment
<p>DETENTION</p> <p>1.</p>	<p>Keeping the pupil back after school with previous notice for up to 1 hour. Normally written work is set for the period.</p>			
<p>2.</p>	<p>As in (1) but with the addition that parents are sent a card giving details of the misdemeanor and the time of the detention and after signing the card return it through the pupil to the school.</p>			
<p>SENT OUT OF CLASS</p> <p>3.</p>	<p>To be in isolation for a period</p>			
<p>4.</p>	<p>To report to the Head or representative.</p>			
<p>CORPORAL PUNISHMENT</p> <p>5.</p>	<p>Usually with a cane.</p>			
<p>THOSE INVOLVING THE CO-OPERATION OF PARENTS</p> <p>6.</p>	<p>Writing to parents about the matter.</p>			
<p>7.</p>	<p>Asking the parents to visit the School to see the Head or representative.</p>			
<p>8.</p>	<p>Putting a pupil "On Report". A Report Form issued to the pupil is completed and initialled by the subject teacher each period and signed by the parent each evening.</p>			

Punishment	Details	Deterrent Value Mark	Relative use Mark	Comment
	The pupil reports daily to the Head or representative with the Report Form			
9.	Writing a note of the trouble on the end of term report for parents.			
VERBAL CASTIGATION				
10.	Strong Reprimand			
11.	Ridicule			
12.	Sarcasm			
EXTRA WORK.				
13.	One hour's extra work set to be done at home. connected with studies			
14.	As an essay on a stipulated subject			
15.	In the form of lines or copying from a book			
DEPRIVATION				
16.	Confiscation of Property e.g. jewellery worn against the rules. Normally this is for a temporary period.			
17.	Pupil not allowed to take part in some desirable activity. e.g. school dance, theatre visit, representative match.			
18.	Cancellation of marks.			
PAYMENT OF MONEY				
19.	Fines, e.g. for loss of books, when recovering lost property, causing minor damage.			

Punishment	Details.	Deterrent Value Mark	Relative Use Mark	Comment
20.	Payment to cover cost of repairing careless or malicious damage.			
THOSE INVOLVING ACTION BY EDUCATION AUTHORITY	Compulsory transfer to another school.			
21.				
22.	Suspending a pupil for a period.			
23.	Expelling a pupil.			
PUTTING MATTER ON SCHOOL RECORDS	Details of misdemeanour are entered on the personal record of the pupil			
24.				
25. FATIGUES	Pupil required to repair damage for which he/she is responsible.			
26.	Pupil given job of tidying up e.g. furniture or litter for certain period of time.			

EXPERIMENT 1

Table 1(1)

Mean Deterrent Values for each School and for all Schools.

	Boys							Girls					
	A	B	C	D	E	F	ALL	B	C	D	E	F	ALL
n =	31	16	20	10	5	8	90	13	10	6	5	8	42
1.	3.2	3.3	3.3	4.3	5.2	4.9	3.6	3.1	3.0	4.0	3.6	4.0	3.4
2.	4.3	4.4	5.4	5.3	6.0	6.1	4.9	3.2	4.8	5.7	5.0	4.9	4.5
3.	1.1	0.8	1.2	2.0	3.0	1.5	1.3	1.8	1.9	1.2	2.0	1.8	1.7
4.	4.0	4.3	4.5	4.6	3.6	4.5	4.2	4.5	3.6	3.8	3.6	4.6	4.1
5.	3.6	4.9	3.2	5.2	2.4	5.9	4.1	4.7	2.5	4.7	4.0	5.1	4.1
6.	4.0	4.1	5.0	4.1	4.2	3.9	4.3	3.7	3.6	4.5	4.6	3.0	3.8
7.	4.8	4.8	5.9	5.0	3.2	4.9	5.0	3.2	4.1	5.2	5.6	5.0	4.3
8.	4.2	3.5	4.9	5.3	4.0	4.3	4.2	3.0	2.7	5.0	3.4	4.1	3.6
9.	2.3	3.2	4.4	4.4	3.6	3.0	3.3	3.2	2.7	3.8	3.0	2.4	3.0
10.	2.7	3.3	3.2	3.1	3.6	4.3	3.2	3.6	3.0	3.8	3.2	3.5	3.4
11.	2.2	3.0	3.4	4.5	3.0	4.0	3.0	3.3	1.8	2.8	2.6	4.4	3.0
12.	1.3	2.3	2.3	3.4	2.4	2.0	2.0	3.4	1.4	2.5	2.6	2.3	2.4
13.	3.2	3.3	3.6	3.7	3.0	4.1	3.4	2.2	3.6	2.8	2.8	3.4	3.0
14.	2.9	3.4	3.5	4.2	3.6	3.9	3.4	3.0	3.4	3.2	3.0	3.3	3.1
15.	1.7	2.5	2.3	3.6	2.8	3.6	2.4	3.3	1.6	1.2	2.0	1.8	2.2
16.	1.9	3.2	3.4	3.6	2.6	3.8	2.8	3.5	3.0	3.8	3.6	4.0	3.4
17.	2.5	3.9	4.7	4.0	1.6	4.5	3.5	3.7	3.6	4.8	3.6	4.9	4.0
18.	2.8	2.3	3.7	3.0	2.2	2.1	2.8	2.1	2.5	2.7	2.0	3.8	2.8
19.	3.8	3.9	4.2	5.3	3.8	4.3	4.1	3.8	4.1	4.0	4.8	5.0	4.3
20.	4.4	4.1	4.8	4.4	3.4	4.5	4.4	4.2	4.9	5.0	5.8	4.8	4.7
21.	5.7	4.1	4.5	5.2	2.4	5.6	4.9	3.5	4.4	6.3	2.8	4.1	4.2
22.	4.3	2.8	3.2	4.0	2.6	3.6	3.6	2.6	3.5	4.0	2.6	3.3	3.1
23.	6.1	4.8	4.6	6.3	2.4	6.3	5.4	4.7	4.5	5.8	4.6	5.9	4.9
24.	3.9	4.0	3.6	5.3	2.4	4.5	3.9	3.8	4.3	5.0	2.4	4.6	4.1
25.	3.5	4.4	3.8	4.6	3.6	5.0	4.0	4.0	3.8	4.8	5.8	5.0	4.5
26.	2.7	3.3	3.0	3.8	3.6	5.0	3.2	3.8	3.7	3.0	3.8	3.5	3.6

EXPERIMENT 1Mean Relative Frequencies of Use for each School and for all Schools

n =	Boys							Girls						
	A	B	C	D	E	F	ALL	B	C	D	E	F	ALL	
	31	16	20	10	5	8	90	13	10	6	5	8	42	
1.	3.6	4.6	4.5	4.8	5.4	5.0	4.3	3.7	4.0	3.7	4.8	5.0	4.3	
2.	3.0	3.5	4.5	4.1	4.8	3.5	3.7	2.8	4.5	5.0	3.6	3.8	3.8	
3.	2.0	1.9	1.8	3.1	2.6	2.4	2.1	2.2	2.9	1.0	5.0	2.8	2.6	
4.	2.9	2.9	4.1	3.5	3.0	3.5	3.3	3.1	3.1	4.0	4.2	2.5	3.2	
5.	1.5	1.7	2.4	1.4	0.6	2.9	1.8	0.9	1.5	1.2	2.2	2.4	1.5	
6.	2.5	2.6	3.7	3.1	3.8	4.0	3.0	2.5	2.8	4.2	3.8	2.9	3.0	
7.	2.2	2.4	4.4	2.5	2.6	3.0	2.8	2.2	2.8	4.0	3.8	2.6	2.9	
8.	3.4	2.4	2.8	3.9	2.6	4.0	3.2	1.8	2.7	4.2	3.4	2.5	2.6	
9.	2.3	1.9	3.5	2.6	2.8	3.6	2.7	2.2	3.0	4.7	2.6	2.1	2.8	
10.	3.8	5.2	3.0	4.0	4.2	5.3	4.1	3.9	3.3	4.3	4.4	5.3	4.0	
11.	2.3	2.0	1.6	2.8	1.6	4.3	2.3	2.5	1.9	2.5	2.8	3.1	2.6	
12.	1.3	1.7	1.2	1.8	1.0	2.0	1.5	3.3	1.5	2.7	2.2	1.4	2.3	
13.	4.5	4.1	3.7	4.1	2.6	5.0	4.1	3.5	4.3	3.5	4.0	4.9	3.9	
14.	3.2	4.5	3.4	3.6	3.4	4.9	3.7	3.6	4.0	3.7	4.0	3.9	3.8	
15.	1.9	2.6	2.1	2.8	3.4	3.8	2.4	3.5	2.2	1.5	1.8	1.8	2.4	
16.	1.1	3.0	2.9	1.5	1.4	4.3	2.2	3.2	4.1	4.0	3.0	4.4	3.6	
17.	1.5	3.1	3.4	2.4	2.2	2.1	2.4	2.9	3.9	4.0	3.4	2.5	3.3	
18.	1.5	1.2	2.5	1.8	0.6	1.9	1.7	1.9	2.6	1.2	2.2	3.3	2.3	
19.	3.2	3.4	3.7	3.8	3.6	4.9	3.6	3.0	3.8	4.7	4.4	5.6	4.2	
20.	3.8	3.6	4.3	5.0	3.2	5.0	4.0	3.2	5.7	4.8	4.6	5.3	4.6	
21.	1.1	1.1	1.8	1.1	0.6	1.1	1.2	1.5	3.3	4.0	1.6	2.0	2.3	
22.	1.3	0.7	1.4	0.7	1.0	0.8	1.1	1.1	3.1	1.2	1.0	1.9	1.7	
23.	1.0	0.9	1.8	1.1	0.2	1.1	1.2	1.5	2.9	4.2	1.0	1.0	2.1	
24.	1.0	1.8	2.9	2.4	1.6	2.8	1.9	2.6	3.4	4.5	2.0	3.0	3.1	
25.	3.8	4.4	4.2	4.5	3.4	5.1	4.2	3.7	4.0	3.8	4.0	5.1	4.1	
26.	3.6	4.4	3.5	5.1	4.4	5.3	4.1	4.0	4.2	2.8	4.4	4.3	4.0	

EXPERIMENT 1

Table 1(3)

Deterrent Values and Relative Frequencies of UseSummary of Means - all Schools

	Boys ( n = 90 )		Girls ( n = 42 )	
	D.V	R.U	D.V	R.U
1.	3.6	4.3	3.4	4.3
2.	4.9	3.7	4.5	3.8
3.	1.3	2.1	1.7	2.6
4.	4.2	3.3	4.1	3.2
5.	4.1	1.8	4.1	1.5
6.	4.3	3.0	3.8	3.0
7.	5.0	2.8	4.3	2.9
8.	4.2	3.2	3.6	2.6
9.	3.3	2.7	3.0	2.8
10.	3.2	4.1	3.4	4.0
11.	3.0	2.3	3.0	2.6
12.	2.0	1.5	2.4	2.3
13.	3.4	4.1	3.0	3.9
14.	3.4	3.7	3.1	3.8
15.	2.4	2.4	2.2	2.4
16.	2.8	2.2	3.4	3.6
17.	3.5	2.4	4.0	3.3
18.	2.8	1.7	2.8	2.3
19.	4.1	3.6	4.3	4.2
20.	4.4	4.0	4.7	4.6
21.	4.9	1.2	4.2	2.3
22.	3.6	1.1	3.1	1.7
23.	5.4	1.2	4.9	2.1
24.	3.9	1.9	4.1	3.1
25.	4.0	4.2	4.5	4.1
26.	3.2	4.1	3.6	4.0

EXPERIMENT 1

Deterrent values and Relative Frequencies of Use - Correlations

	Boys (n = 90)	Girls (n=42)
1.	.40 ***	.38*
2.	.26*	.54***
3.	.42***	.35*
4.	.23*	.05 NS
5.	.13 NS	.21 NS
6.	.25*	.27 NS
7.	.25*	.29*
8.	.12 NS	.58***
9.	.41***	.64***
10.	.29**	.46**
11.	.46***	.58***
12.	.45***	.87***
13.	.54***	.61***
14.	.42***	.37*
15.	.41***	.78***
16.	.52***	.39**
17.	.56***	.42**
18.	.51***	.51***
19.	.33**	.63***
20.	.33**	.43**
21.	.07 NS	.44**
22.	.28**	.45**
23.	.02 NS	.29*
24.	.16 NS	.63***
25.	.48***	.55***
26.	.60***	.49***

Significance

P	<	.05	*		Boys	Girls
P	<	.01	**	S.	21	23
P	<	.001	***	NS.	5	3



Punishments as used in the Tables

1. Detention
2. Detention plus notification of parents
3. Sent out of class
4. Report to head
5. Corporal punishment
6. Writing to parents
7. Interviewing parents.
8. Put on report
9. Note on end of term report
10. Strong reprimand
11. Ridicule
12. Sarcasm
13. Extra work
14. Essay
15. Lines
16. Property confiscated
17. Desirable activity denied
18. Marks cancelled
19. Fines
20. Payment for damage
21. Transfer to another school
22. Suspension for a period
23. Expulsion
24. Entry on personal record
25. Repair for damage
26. Fatigues

Comparison of ranking orders of 26 punishments for boys  
and girls - Experiment.1 Deterrent Value

Correlation calculation

Spearman's method of ranks used

Pun.	Ranking Order		D	D <sup>2</sup>
	Boys	Girls		
23.	1	1	-	-
7.	2	5	3	9
2.	3	3	-	-
21.	3	7	4	16
8.	7	13	6	36
20.	5	2	3	9
4.	7	8	1	1
6.	6	12	6	36
5.	9	8	1	1
19.	9	5	4	16
24.	12	8	4	16
25.	11	3	8	64
1.	13	15	2	4
22.	13	18	5	25
13.	16	21	5	25
17.	15	11	4	16
14.	16	18	2	4
9.	18	21	3	9
26.	19	13	6	36
10.	19	15	4	16
11.	21	18	3	9
18.	22	23	1	1
16.	23	15	8	64
15.	24	25	1	1
12.	25	24	1	1
3.	26	26	-	-

n = 26

$$\underline{\underline{\sum D^2 = 415}}$$

$$r = 1 - \frac{\sum D^2}{n(n^2 - 1)}$$

$$= 1 - \frac{415}{26(26^2 - 1)}$$

$$= 1 - 0.14$$

$$= +0.86$$

EXPERIMENT 2

Table 1(8)

Mean deterrent values and relative frequency of use values for boys and girls separately.

	Boys (n=40)		Girls (n=40)	
	D.V.	R.U.	D.V.	R.U.
1.	3.1	4.6	3.4	4.6
2.	4.8	3.2	4.5	2.6
3.	1.9	2.6	2.2	3.3
4.	5.2	3.1	4.7	3.7
5.	5.3	1.7	3.9	1.7
6.	4.7	2.5	4.6	3.0
7.	5.5	2.0	5.2	3.0
8.	4.8	2.7	4.5	3.0
9.	4.2	3.5	3.4	3.5
10.	3.3	4.5	3.8	4.3
11.	2.9	2.9	3.4	2.6
12.	2.5	2.6	3.2	2.6
13.	2.9	4.6	3.2	4.0
14.	3.2	4.0	3.1	3.9
15.	2.1	3.0	1.5	2.2
16.	3.6	3.3	3.5	3.7
17.	4.6	2.7	3.8	2.9
18.	2.7	2.2	3.4	2.3
19.	3.7	3.4	4.0	3.7
20.	4.5	3.9	4.5	3.7
21.	5.5	1.2	4.5	1.7
22.	4.2	1.2	4.3	1.7
23.	5.7	1.1	4.9	1.5
24.	3.8	2.8	4.2	2.5
25.	4.1	4.0	4.4	3.9
26.	3.6	4.5	3.3	3.7

Comparison of mean deterrent values from Experiment 1  
and Experiment 2

	<u>Boys</u>		<u>Girls</u>					
	Expl. (n=90)	SD	Exp.2. (n=40)	SD	Exp.1. (n=42)	SD	Exp.2. (n=40)	S D
1.	3.6	1.43	3.1	1.24	3.4	1.45	3.4	0.98
2.	4.9	1.46	4.8	0.92	4.5	1.73	4.5	1.24
3.	1.3	1.17	1.9	1.34	1.7	1.48	2.2	1.41
4.	4.2	1.15	5.2	1.00	4.1	1.38	4.7	0.97
5.	4.1	2.03	5.3	1.35	4.1	2.10	3.9	2.22
6.	4.3	1.33	4.7	1.14	3.8	1.40	4.6	1.15
7.	5.0	1.43	5.5	0.91	4.3	1.68	5.2	1.44
8.	4.2	1.60	4.8	1.24	3.6	2.00	4.5	1.47
9.	3.3	1.81	4.2	1.31	3.0	1.85	3.4	1.50
10.	3.2	1.51	3.3	1.19	3.4	1.56	3.8	1.59
11.	3.0	2.13	2.9	1.77	3.0	2.20	3.4	1.93
12.	2.0	1.97	2.5	1.97	2.4	2.30	3.2	2.18
13.	3.4	1.37	2.9	1.37	3.0	1.83	3.2	1.52
14.	3.4	1.42	3.2	1.41	3.1	1.33	3.1	1.64
15.	2.4	1.80	2.1	1.24	2.2	1.77	1.5	1.50
16.	2.8	2.08	3.6	1.80	3.4	1.81	3.5	1.77
17.	3.5	1.99	4.6	1.56	4.0	1.74	3.8	1.68
18.	2.8	1.91	2.7	1.83	2.8	1.93	3.4	1.82
19.	4.1	1.78	3.7	2.06	4.3	1.48	4.0	1.55
20.	4.4	1.74	4.5	1.68	4.7	1.43	4.5	1.47
21.	4.9	2.05	5.5	1.54	4.2	2.25	4.5	2.09
22.	3.6	2.21	4.2	1.77	3.1	1.98	4.3	1.76
23.	5.4	2.19	5.7	1.94	4.9	2.13	4.9	2.32
24.	3.9	2.15	3.8	2.07	4.1	1.84	4.2	1.76
25.	4.0	1.67	4.1	1.40	4.5	1.47	4.4	1.58
26.	3.2	1.57	3.6	1.41	3.6	1.51	3.3	1.55

Correlations deterrent values Exp.1. with deterrent values Exp.2.

Boys +0.88

Girls +0.84

Comparison of relative frequency of use values fromExperiment 1 and Experiment 2

	Boys				Girls			
	Exp. 1. (n=90)	SD	Exp. 2. (n=40)	SD	Exp. 1. (n=42)	SD	Exp. 2. (n=40)	SD
1.	4.3	1.56	4.6	1.45	4.3	1.55	4.6	1.58
2.	3.7	1.75	3.2	1.78	3.8	1.70	2.6	1.86
3.	2.1	1.94	2.6	1.71	2.6	2.00	3.3	1.93
4.	3.3	1.53	3.1	1.36	3.2	1.38	3.7	1.38
5.	1.8	1.37	1.7	0.97	1.5	1.33	1.7	1.51
6.	3.0	1.64	2.5	1.40	3.0	1.38	3.0	1.55
7.	2.8	1.90	2.0	1.38	2.9	1.66	3.0	1.66
8.	3.2	1.74	2.7	1.40	2.6	1.85	3.0	1.78
9.	2.7	1.76	3.5	1.45	2.8	1.95	3.5	1.81
10.	4.1	1.94	4.5	1.34	4.0	1.72	4.3	1.77
11.	2.3	2.28	2.9	1.95	2.6	1.81	2.6	1.78
12.	1.5	1.95	2.6	1.99	2.3	2.32	2.6	2.01
13.	4.1	1.83	4.6	1.28	3.9	1.68	4.0	1.77
14.	3.7	1.67	4.0	1.55	3.8	1.45	3.9	1.48
15.	2.4	2.16	3.0	2.06	2.4	2.01	2.2	2.02
16.	2.2	2.00	3.3	1.94	3.6	1.96	3.7	1.76
17.	2.4	2.01	2.7	1.78	3.3	1.77	2.9	1.81
18.	1.7	1.79	2.2	1.94	2.3	1.96	2.3	1.75
19.	3.6	2.01	3.4	2.14	4.2	1.89	3.7	1.80
20.	4.0	1.95	3.9	2.02	4.6	1.94	3.7	1.64
21.	1.2	1.11	1.2	0.72	2.3	2.03	1.7	1.52
22.	1.1	1.10	1.2	0.99	1.7	1.63	1.7	1.31
23.	1.2	1.11	1.1	0.72	2.1	2.11	1.5	1.57
24.	1.9	1.71	2.8	1.81	3.1	1.85	2.5	1.98
25.	4.2	1.75	4.0	1.90	4.1	1.51	3.9	1.43
26.	4.1	1.76	4.5	1.54	4.0	1.42	3.7	1.30

Correlations relative frequency of use values Exp 1. . with relative  
frequency of use values Exp.2

Boys +0.88

Girls +0.85

Mean deterrent values Experiment 1 and  
Experiment 2 - Boys

Correlation calculation

The Pearson product - moment formula was used.

Means	Exp.1.	3.7	Score X	Deviation x	Exp.2.	3.9	Score Y	Deviation y
	X	x	x <sup>2</sup>	Y	y	y <sup>2</sup>	xy	
1.	3.6	-0.1	.01	3.1	-0.8	0.64	+0.08	
2.	4.9	+1.2	1.44	4.8	+0.9	0.81	+1.08	
3.	1.3	-2.4	5.76	1.9	-2.0	4.00	+4.80	
4.	4.2	+0.5	0.25	5.2	+1.3	1.69	+0.65	
5.	4.1	+0.4	0.16	5.3	+1.4	1.96	+0.56	
6.	4.3	+0.6	0.36	4.7	+0.8	0.64	+0.48	
7.	5.0	+1.3	1.69	5.5	+1.6	2.56	+2.08	
8.	4.2	+0.5	0.25	4.8	+0.9	0.81	+0.45	
9.	3.3	-0.4	0.16	4.2	+0.3	0.09	-0.12	
10.	3.2	-0.5	0.25	3.3	-0.6	0.36	+0.30	
11.	3.0	-0.7	0.49	2.9	-1.0	1.00	+0.70	
12.	2.0	-1.7	2.89	2.5	-1.4	1.96	+2.38	
13.	3.4	-0.3	0.09	2.9	-1.0	1.00	+0.30	
14.	3.4	-0.3	0.09	3.2	-0.7	0.49	+0.21	
15.	2.4	-1.3	1.69	2.1	-1.8	3.24	+2.34	
16.	2.8	-0.9	0.81	3.6	-0.3	0.09	+0.27	
17.	3.5	-0.2	0.04	4.6	+0.7	0.49	-0.14	
18.	2.8	-0.9	0.81	2.7	-1.2	1.44	+1.08	
19.	4.1	+0.4	0.16	3.7	-0.2	0.04	-0.08	
20.	4.4	+0.7	0.49	4.5	+0.6	0.36	+0.42	
21.	4.9	+1.2	1.44	5.5	+1.6	2.56	+1.92	
22.	3.6	-0.1	0.01	4.2	+0.3	0.09	-0.03	
23.	5.4	+1.7	2.89	5.7	+1.8	3.24	+3.06	
24.	3.9	+0.2	0.04	3.8	-0.1	0.01	-0.02	
25.	4.0	+0.3	0.09	4.1	+0.2	0.04	+0.06	
26.	3.2	-0.5	0.25	3.6	-0.3	0.09	+0.15	
			<u>x<sup>2</sup> = 22.61</u>			<u>Y<sup>2</sup> = 29.70</u>	<u>xy = +22.98</u>	

$$\begin{aligned}
 r &= \frac{xy}{\sqrt{x^2} \sqrt{y^2}} \\
 &= \frac{22.98}{\sqrt{22.61} \sqrt{29.70}} \\
 &= +0.88
 \end{aligned}$$

Mean deterrent values Experiment 1 and  
Experiment 2 - Girls

The Pearson-product moment formula was used.

Means	Exp.1.	3.6	Score X	Deviation x	Exp.2.	3.8	Score Y	Deviation y
	X	x	x <sup>2</sup>	Y	y	y <sup>2</sup>	xy	
1.	3.4	-0.2	0.04	3.4	-0.4	0.16	+0.08	
2.	4.5	+0.9	0.81	4.5	+0.7	0.49	+0.63	
3.	1.7	-1.9	3.61	2.2	-1.6	2.56	+3.04	
4.	4.1	+0.5	0.25	4.7	+0.9	0.81	+0.45	
5.	4.1	+0.5	0.25	3.9	+0.1	0.01	+0.05	
6.	3.8	+0.2	0.04	4.6	+0.8	0.64	+0.16	
7.	4.3	+0.7	0.49	5.2	+1.4	1.96	+0.98	
8.	3.6	-	-	4.5	+0.7	0.49	-	
9.	3.0	-0.6	0.36	3.4	-0.4	0.16	+0.24	
10.	3.4	-0.2	0.04	3.8	-	-	-	
11.	3.0	-0.6	0.36	3.4	-0.4	0.16	+0.24	
12.	2.4	-1.2	1.44	3.2	-0.6	0.36	+0.72	
13.	3.0	-0.6	0.36	3.2	-0.6	0.36	+0.36	
14.	3.1	-0.5	0.25	3.1	-0.7	0.49	+0.35	
15.	2.2	-1.4	1.96	1.5	-2.3	5.29	+3.22	
16.	3.4	-0.2	0.04	3.5	-0.3	0.09	+0.06	
17.	4.0	+0.4	0.16	3.8	-	-	-	
18.	2.8	-0.8	0.64	3.4	-0.4	0.16	+0.32	
19.	4.3	+0.7	0.49	4.0	+0.2	0.04	+0.14	
20.	4.7	+1.1	1.21	4.5	+0.7	0.49	+0.77	
21.	4.2	+0.6	0.36	4.5	+0.7	0.49	+0.42	
22.	3.1	-0.5	0.25	4.3	+0.5	0.25	-0.25	
23.	4.9	+1.3	1.69	4.9	+1.1	1.21	+1.43	
24.	4.1	+0.5	0.25	4.2	+0.4	0.16	+0.20	
25.	4.5	+0.9	0.81	4.4	+0.6	0.36	+0.54	
26.	3.6	-	-	3.3	-0.5	0.25	-	
			<u>x<sup>2</sup> = 16.16</u>			<u>y<sup>2</sup> = 17.44</u>	<u>xy = +14.15</u>	

$$r = \frac{xy}{\sqrt{x^2} \sqrt{y^2}}$$

$$= \frac{+14.15}{\sqrt{16.16} \sqrt{17.44}}$$

$$= +0.84$$

Mean relative frequency of use values Experiment 1  
and Experiment 2 - Boys

Table 1(14)

Correlation calculation

The Pearson-product moment formula was used.

Means	Expl.1.	2.8	Score X	Deviation x	Expl.2.	3.0	Score Y	Deviation y
	X	x	x <sup>2</sup>	Y	y	y <sup>2</sup>	xy	
1.	4.3	+1.5	2.25	4.6	+1.6	2.56	+2.40	
2.	3.7	+0.9	0.81	3.2	+0.2	0.04	+0.18	
3.	2.1	-0.7	0.49	2.6	-0.4	0.16	+0.28	
4.	3.3	+0.5	0.25	3.1	+0.1	0.01	+0.05	
5.	1.8	-1.0	1.00	1.7	-1.3	1.69	+1.30	
6.	3.0	+0.2	0.04	2.5	-0.5	0.25	-0.10	
7.	2.8	-	-	2.0	-1.0	1.00	-	
8.	3.2	+0.4	0.16	2.7	-0.3	0.09	-0.12	
9.	2.7	-0.1	0.01	3.5	+0.5	0.25	-0.05	
10.	4.1	+1.3	1.69	4.5	+1.5	2.25	+1.95	
11.	2.3	-0.5	0.25	2.9	-0.1	0.01	+0.05	
12.	1.5	-1.3	1.69	2.6	-0.4	0.16	+0.52	
13.	4.1	+1.3	1.69	4.6	+1.6	2.56	+2.08	
14.	3.7	+0.9	0.81	4.0	+1.0	1.00	+0.90	
15.	2.4	-0.4	0.16	3.0	-	-	-	
16.	2.2	-0.6	0.36	3.3	+0.3	0.09	-0.18	
17.	2.4	-0.4	0.16	2.7	-0.3	0.09	+0.12	
18.	1.7	-1.1	1.21	2.2	-0.8	0.64	+0.88	
19.	3.6	+0.8	0.64	3.4	+0.4	0.16	+0.32	
20.	4.0	+1.2	1.44	3.9	+0.9	0.81	+1.08	
21.	1.2	-1.6	2.56	1.2	-1.8	3.24	+2.88	
22.	1.1	-1.7	2.89	1.2	-1.8	3.24	+3.06	
23.	1.2	-1.6	2.56	1.1	-1.9	3.61	+3.04	
24.	1.9	-0.9	0.81	2.8	-0.2	0.04	+0.18	
25.	4.2	+1.4	1.96	4.0	+1.0	1.00	+1.40	
26.	4.1	+1.3	1.69	4.5	+1.5	2.25	+1.95	
			<u>x<sup>2</sup> = 27.58</u>			<u>y<sup>2</sup> = 27.20</u>	<u>xy = +24.17</u>	

$$r = \frac{\sum xy}{\sqrt{\sum x^2} \sqrt{\sum y^2}}$$

$$= + \frac{24.17}{\sqrt{27.58} \sqrt{27.20}}$$

$$= +0.88$$



Mean relative frequency of use values Experiment 1 and Experiment 2 - Girls

Correlation Calculation

The Pearson-product moment formula was used.

Means	Exp .1.	3.1	Score X	Deviation x	Exp .2.	3.0	Score Y	Deviation y
	X	x	x <sup>2</sup>	Y	y	y <sup>2</sup>	xy	
1.	4.3	+1.2	1.44	4.6	+1.6	2.56	+1.92	
2.	3.8	+0.7	0.49	2.6	-0.4	0.16	-0.28	
3.	2.6	-0.5	0.25	3.3	+0.3	0.09	-0.15	
4.	3.2	+0.1	0.01	3.7	+0.7	0.49	+0.07	
5.	1.5	-1.6	2.56	1.7	-1.3	1.69	+2.08	
6.	3.0	-0.1	0.01	3.0	0	-	-	
7.	2.9	-0.2	0.04	3.0	0	-	-	
8.	2.6	-0.5	0.25	3.0	0	-	-	
9.	2.8	-0.3	0.09	3.5	+0.5	0.25	-0.15	
10.	4.0	+0.9	0.81	4.3	+1.3	1.69	+1.17	
11.	2.6	-0.5	0.25	2.6	-0.4	0.16	+0.20	
12.	2.3	-0.8	0.64	2.6	-0.4	0.16	+0.32	
13.	3.9	+0.8	0.64	4.0	+1.0	1.00	+0.80	
14.	3.8	+0.7	0.49	3.9	+0.9	0.81	+0.63	
15.	2.4	-0.7	0.49	2.2	-0.8	0.64	+0.56	
16.	3.6	+0.5	0.25	3.7	+0.7	0.49	+0.35	
17.	3.3	+0.2	0.04	2.9	-0.1	0.01	-0.02	
18.	2.3	-0.8	0.64	2.3	-0.7	0.49	+0.56	
19.	4.2	+1.1	1.21	3.7	+0.7	0.49	+0.77	
20.	4.6	+1.5	2.25	3.7	+0.7	0.49	+1.05	
21.	2.3	-0.8	0.64	1.7	-1.3	1.69	+1.04	
22.	1.7	-1.4	1.96	1.7	-1.3	1.69	+1.82	
23.	2.1	-1.0	1.00	1.5	-1.5	2.25	+1.50	
24.	3.1	0	0	2.5	-0.5	0.25	-	
25.	4.1	+1.0	1.00	3.9	+0.9	0.81	+0.90	
26.	4.0	+0.9	0.81	3.7	+0.7	0.49	+0.63	

$$\underline{x^2 = 18.26}$$

$$\underline{y^2 = 18.85} \quad \langle \underline{xy = +15.77}$$

$$\begin{aligned} r &= \frac{xy}{\sqrt{x^2} \sqrt{y^2}} \\ &= + \frac{15.77}{\sqrt{18.4} \sqrt{18.85}} \\ &= +0.85 \end{aligned}$$

Detenent Values

Exp. 1

VARIABLE 2

(PRINTED INTERVAL DESIGNATIONS ARE LOWER LIMITS OF CLASS INTERVALS)

GRUP 1 GRUP 2  
BOYS GIRLS

INTERVAL TABULATIONS AND COMPUTATIONS WHICH FOLLOW EXCLUDE SPECIAL VALUES

6.000 )\*\*\*\*\*  
5.000 )\*\*\*\*\*15\*\*\*\*\*  
4.000 )\*\*\*\*\*25\*\*\*\*\*11  
3.000 )\*\*\*\*\*21\*\*\*\*\*11  
2.000 )\*\*\*\*\*14\*\*\*\*\*  
1.000 )\*\*\*\*\*  
0.00 )\*\*

MEAN 3.690 3.429  
S. DEV 1.428 1.451  
N 90 42

Punishment: - Detention

ALL GRUPS COMBINED (SPECIAL VALUES EXCLUDED)

MEAN 3.5455  
S DEV 1.4323  
MAXIMUM 6.0000  
MINIMUM 0.0

SUM OF SQUARES	DF	MEAN SQUARE	F RATIO
0.8413	1	0.8413	0.4083
267.8845	130	2.0606	
268.7258	131		

BETWEEN WITHIN TOTAL

Table 1

Exp 1

GIRLS GROUP 2 (PAGE 11)

CORRELATIONS

DV / RV

	1	2	3	4	5	6	7	8
1	99.0000							
2	99.0000	1.0000						
3	99.0000	0.4766	1.0000					
4	99.0000	0.2916	0.1570	1.0000				
5	99.0000	0.3579	0.0718	0.0514	1.0000			
6	99.0000	0.1234	-0.0403	0.1709	0.0879	1.0000		
7	99.0000	0.0843	0.2477	0.1679	0.0720	-0.0166	1.0000	
8	99.0000	0.2606	0.3449	0.1733	0.1233	0.0	0.4933	1.0000
9	99.0000	0.3049	0.4690	0.0374	0.1738	0.0663	0.3946	0.4555
10	99.0000	-0.1308	0.1940	-0.1485	0.0469	0.1117	0.3126	0.0837
11	99.0000	0.4331	0.0451	0.3020	0.2073	0.3890	0.1229	0.1395
12	99.0000	0.0011	-0.0899	0.3034	0.3212	0.0724	0.0663	0.1677
13	99.0000	-0.2614	-0.1782	-0.0164	0.1952	-0.0130	-0.0228	-0.2596
14	99.0000	0.5946	0.3770	0.3362	0.1855	0.0091	-0.0699	0.0846
15	99.0000	0.4937	0.2389	0.3381	0.2604	0.0636	-0.1074	0.0146
16	99.0000	-0.0952	-0.2837	0.1289	0.3346	0.1643	-0.1567	-0.3898
17	99.0000	0.3835	-0.0702	0.2337	0.1301	0.2490	-0.1545	-0.1768
18	99.0000	0.5801	0.2759	0.1230	0.4689	0.2269	0.0804	0.3178
19	99.0000	0.1519	-0.1244	0.1016	0.0897	0.1573	0.0695	0.2086
20	99.0000	0.2414	0.1570	-0.1900	-0.0006	0.2773	-0.2613	0.1308
21	99.0000	0.1492	0.0640	-0.1135	-0.1168	0.1586	0.0997	0.3215
22	99.0000	0.0971	0.3416	0.0939	0.1207	0.1392	0.4991	0.4952
23	99.0000	0.1308	0.2562	0.2454	0.1469	0.0363	0.3703	0.2861
24	99.0000	0.1795	0.2785	0.2007	0.0698	0.3630	0.2081	0.3167
25	99.0000	-0.0483	0.0729	-0.2255	0.1899	0.0614	-0.1283	-0.0395
26	99.0000	0.2567	0.2305	-0.1541	0.3390	0.2392	0.1111	0.3795
27	99.0000	-0.0190	0.1444	0.0168	0.1008	0.3709	-0.0211	-0.2432
28	99.0000	0.3835	0.2052	0.1902	0.0453	0.2597	0.0659	0.2945
29	99.0000	0.1663	0.5423	0.0921	0.0193	-0.1138	0.1590	0.2304
30	99.0000	-0.0385	0.1095	0.3464	-0.0672	0.0763	0.2493	0.3712
31	99.0000	-0.0890	0.1026	-0.0883	0.0522	-0.1554	0.2625	0.1339
32	99.0000	0.1337	0.2865	0.0589	-0.0413	0.2082	-0.0307	0.2042
33	99.0000	0.0139	0.2764	-0.1489	0.0361	0.0734	0.2705	0.0774
34	99.0000	0.1171	0.3143	-0.0354	-0.0366	-0.0639	0.1894	0.2899
35	99.0000	0.2863	0.5084	0.0720	0.0810	-0.0997	0.1089	0.3073
36	99.0000	-0.0062	0.3187	-0.1234	-0.0277	0.0145	0.1555	0.0771
37	99.0000	0.1281	-0.0327	0.1004	-0.0328	0.4759	0.2061	0.1958
38	99.0000	0.1049	-0.0273	0.1687	0.4079	-0.0165	0.1756	0.2787
39	99.0000	-0.2822	-0.2368	-0.1511	0.2187	0.0699	-0.0953	-0.3109
40	99.0000	0.3970	0.3284	0.1711	0.1541	0.1929	-0.0313	0.0434

VARIABLE 6

(PRINTED INTERVAL DESIGNATIONS ARE LOWER LIMITS OF CLASS INTERVALS)

EXP 2

RELATIVE USE

GROUP 1 GROUP 2  
BOYS GIRLS

TABLATIONS AND COMPUTATIONS WHICH FOLLOW EXCLUDE SPECIAL VALUES

INTERVAL

5.250 )  
4.500 )  
3.750 )  
3.000 )  
2.250 )  
1.500 )  
0.750 )  
0.0 )

MEAN 1.700 1.650  
S DEV 0.966 1.511  
N 40. 40.

CORPORAL PUNISHMENT

ALL GROUPS COMBINED (SPECIAL VALUES EXCLUDED)

MEAN 1.6750  
S DEV 1.2606  
MAXIMUM 5.0000  
MINIMUM 0.0

SUM OF SQUARES DF MEAN SQUARE F RATIO  
BETWEEN 0.0500 1 0.0500 0.0311  
WITHIN 125.4995 78 1.6090  
TOTAL 125.5495 79

Questionnaire 2

Please tick correct item  
and enter your number,  
School A B C D E F

Boy or girl  
Number.

It is possible for punishments to have desirable and undesirable effects on a pupil. They follow the rousing of emotions within the recipient.

This questionnaire seeks your judgment on which emotional results are likely to be caused by specific punishments and what the net educational values of the punishments are.

The effects to be considered are as follows:-

Desirable Effects.

Number	EMOTION	CONSEQUENCE
1.	Dissatisfaction (with yourself)	This leads to a feeling of dissatisfaction with your conduct and (or) work and the formation of a fresh attitude.
2.	Constraint	This leads to a decision to do what is required, even against your own feelings.
3.	Disapproval	Disapproval is registered. Under these pressures a new determination results.
4.	Worry	This makes you determined net to get into this situation again.
5.	Satisfaction	As a result of new endeavours a feeling of satisfaction is gained.
6.	Strong dislike	The strong dislike of the punishment leads to a change for the better.
7.	Justification	There is a feeling that the punishment was justified and "good for me".

Undesirable Effects.

Number	EMOTION	CONSEQUENCE.
8.	Fear and anxiety	May lead to finding ways of escaping the Pressures.
9.	Anger or indignation	May lead to a rebellious spirit and retaliation.
10.	Resentment	May lead to lack of response or pupil becoming sullen or stubborn.
11.	Irritation or annoyance	May lead to anti-teacher attitude and lack co-operation.
12.	Frustration	May lead to discouragement and lack of effort.
13.	Approval of friends	Friends' approval and backing which justifies your behaviour
14.	Freedom following	Less strict conditions result in your committing the offence again.

In the column headed EMOTION below give the number (s) of the effects in the above list you think applies (y) to the specific punishment named.

The Educational Value shows whether on balance you think the punishment is good or bad for the pupil educationally.

The scale is as follows:

Very good	7
Good	6
Fairly good	5
More good than bad	4
Nil on balance	3
Slightly harmful	1
Bad	0

Enter the scale number you assess for the specific punishment in the appropriate column.

Note. Regard the pupils being punished as ones for whom there are no special circumstances to take into account.

The pupils concerned are aged 11 to 14 inclusive.

Answers from boys will be taken to apply to boys and from girls to girls.

A comment column is left for your use if you wish to make any point e.g. of some emotion or consequence that applies not given in the list.

There is no time limit. Please complete the questionnaire.

Please use pencil first and ink in when you are satisfied with your entries.

	Punishment	Emotion (s)	Educational Value	Comment
1.	Detention			
2.	Detention + card to parents			
3.	Sent out of class			
4.	Sent to head			
5.	Corporal punishment			
6.	Writing to parents			
7.	Seeing parents at school			
8.	Putting 'On Report'			
9.	Note on terminal report			
10.	Reprimand			
11.	Ridicule			
12.	Sarcasm			

	Punishment	Emotion	Educational Value	Comment
13.	Extra work			
14.	Essay			
15.	Lines			
16.	Confiscation			
17.	Activity deprivation			
18.	Marks cancelled			
19.	Fines			
20.	Payment for damage			
21.	Transfer			
22.	Suspension			
23.	Expulsion			
24.	Details on record			
25.	Required to repair damage			
26.	Fatigues			



EXPERIMENT 1. Means of educational values and relative frequencies of use for each school and all schools.

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BOYS

	School A		School B		School C	
	E.V.	R.U.	E.V.	R.U.	E.V.	R.U.
	n = 21	n = 31	n = 9	n = 16	n = 13	n = 20
1.	2.6	3.6	2.4	4.6	2.9	4.5
2.	3.2	3.0	2.6	3.5	3.0	4.5
3.	1.9	2.0	2.3	1.9	1.3	1.8
4.	3.8	2.9	4.9	2.9	2.2	4.1
5.	1.9	1.5	2.9	1.7	1.0	2.4
6.	4.5	2.5	3.7	2.6	3.7	3.7
7.	4.5	2.2	4.1	2.4	4.2	4.4
8.	4.2	3.4	2.8	2.4	3.4	2.8
9.	4.0	2.3	1.9	1.9	4.0	3.5
10.	3.8	3.8	5.1	5.2	2.5	3.0
11.	2.1	2.3	2.6	2.0	0.8	1.6
12.	2.0	1.3	1.0	1.7	0.6	1.2
13.	4.0	4.5	4.4	4.1	2.9	3.7
14.	3.8	3.2	2.9	4.5	3.1	3.4
15.	2.2	1.9	2.4	2.6	1.6	2.1
16.	2.7	1.1	2.8	3.0	2.5	2.9
17.	2.9	1.5	2.7	3.1	2.5	3.4
18.	2.3	1.5	1.8	1.2	2.4	2.5
19.	2.9	3.2	1.9	3.4	3.7	3.7
20.	4.8	3.8	3.2	3.6	4.1	4.3
21.	2.0	1.1	1.0	1.1	2.0	1.8
22.	3.1	1.3	1.6	0.7	2.2	1.4
23.	1.1	1.0	0.3	0.9	1.0	1.8
24.	2.7	1.0	1.7	1.8	3.6	2.9
25.	4.6	3.8	4.6	4.4	3.4	4.2
26.	2.4	3.6	1.5	4.4	2.7	3.5

EXPERIMENT 1. Means of educational values and relative frequencies of use for each school and all schools.

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BOYS

	School D		School E		All Schools.	
	E.V.	R.U.	E.V.	R.U.	E.V.	R.U.
	n = 10	n=10	n=5	n=5	n=58	n=90
1.	3.7	4.8	4.0	5.4	3.0	4.3
2.	4.4	4.1	4.0	4.8	3.4	3.7
3.	2.2	3.1	1.6	2.6	1.9	2.1
4.	4.1	3.5	4.5	3.0	3.8	3.3
5.	3.1	1.4	0	0.6	1.9	1.8
6.	5.5	3.1	4.8	3.8	4.0	3.0
7.	6.0	2.5	4.2	2.6	4.6	2.8
8.	4.9	3.9	3.2	2.6	3.8	3.2
9.	3.4	2.6	2.2	2.8	3.4	2.7
10.	3.3	4.0	3.4	4.2	3.7	4.1
11.	1.5	2.8	1.2	1.6	1.7	2.3
12.	1.1	1.8	0.3	1.0	1.3	1.5
13.	3.8	4.1	2.5	2.6	3.9	4.1
14.	3.9	3.6	5.4	3.4	3.7	3.7
15.	2.7	2.8	2.2	3.4	2.2	2.4
16.	2.5	1.5	1.8	1.4	2.6	2.2
17.	3.3	2.4	2.4	2.2	2.8	2.4
18.	2.7	1.8	1.6	0.6	2.0	1.7
19.	3.8	3.8	2.0	3.6	2.9	3.6
20.	5.2	5.0	3.4	3.2	4.1	4.0
21.	2.6	1.1	1.4	0.6	2.0	1.2
22.	2.8	0.7	1.4	1.0	2.4	1.1
23.	2.4	1.1	0.0	0.2	1.1	1.2
24.	3.6	2.4	3.0	1.6	3.0	1.9
25.	3.9	4.5	3.6	3.4	4.3	4.2
26.	2.8	5.1	2.8	4.4	2.5	4.1

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EXPERIMENT 1 Means of educational values and  
relative frequencies of use for  
each school and all schools

Table 2(1)

GIRLS

	School B		School C		School D	
	E.V. n = 9	R.U. n = 13	E.V. n = 10	R.U. n = 10	E.V. n = 3	R.U. n = 6
1.	3.6	3.7	3.6	4.0	2.0	3.7
2.	3.9	2.8	4.5	4.5	5.3	5.0
3.	2.3	2.2	2.6	2.9	0.0	1.0
4.	4.6	3.1	4.1	3.1	5.7	4.0
5.	1.5	0.9	0.8	1.5	2.0	1.2
6.	4.4	2.5	5.0	2.8	5.7	4.2
7.	4.9	2.2	4.7	2.8	6.3	4.0
8.	3.8	1.8	5.0	2.7	5.7	4.2
9.	2.9	2.2	3.4	3.0	4.3	4.7
10.	3.6	3.9	3.7	3.3	4.0	4.3
11.	2.2	2.5	1.4	1.9	1.0	2.5
12.	3.3	3.3	1.1	1.5	0.7	2.7
13.	4.4	3.5	4.6	4.3	3.7	3.5
14.	4.2	3.6	3.3	4.0	3.7	3.7
15.	3.0	3.5	2.1	2.2	2.0	1.5
16.	3.9	3.2	3.1	4.1	2.3	4.0
17.	3.8	2.9	4.4	3.9	4.3	4.0
18.	1.3	1.9	2.9	2.6	3.5	1.2
19.	3.4	3.0	4.4	3.8	4.3	4.7
20.	4.6	3.2	5.2	5.7	4.3	4.8
21.	1.6	1.5	2.4	3.3	2.3	4.0
22.	0.8	1.1	2.6	3.1	2.7	1.2
23.	1.0	1.5	1.5	2.9	2.7	4.2
24.	2.9	2.6	3.4	3.4	4.7	4.5
25.	4.8	3.7	5.0	4.0	5.0	3.8
26.	4.3	4.0	2.6	4.2	2.5	2.8

EXPERIMENT 1 Means of educational values and relative frequencies of use for each school and all schools.

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GIRLS.

	School E		School F		All Schools	
	E.V. n=4	R.U. n=5	E.V. n=10	R.U. n=8	E.V. n=36	R.U. n=42
1.	5.0	4.8	3.1	5.0	3.7	4.3
2.	5.3	3.6	4.7	3.8	4.6	3.8
3.	3.5	5.0	1.7	2.8	2.1	2.6
4.	4.3	4.2	4.8	2.5	4.6	3.2
5.	2.0	2.2	2.1	2.4	1.6	1.5
6.	4.8	3.8	4.5	2.9	4.8	3.0
7.	4.8	3.8	5.6	2.6	5.1	2.9
8.	3.8	3.4	3.4	2.5	4.2	2.6
9.	4.8	2.6	3.4	2.1	3.5	2.8
10.	5.0	4.4	4.2	5.3	4.0	4.0
11.	3.8	2.8	1.2	3.1	1.8	2.6
12.	3.5	2.2	0.8	1.4	1.8	2.3
13.	3.3	4.0	4.2	4.9	4.2	3.9
14.	5.3	4.0	3.8	3.9	4.1	3.8
15.	3.8	1.8	1.4	1.8	2.3	2.4
16.	4.3	3.0	3.0	4.4	3.3	3.6
17.	4.0	3.4	3.6	2.5	4.0	3.3
18.	2.3	2.2	3.4	3.3	2.7	2.3
19.	3.3	4.4	4.3	5.6	4.0	4.2
20.	4.3	4.6	5.1	5.3	4.9	4.6
21.	4.3	1.6	1.8	2.0	2.2	2.3
22.	4.5	1.0	2.0	1.9	2.3	2.1
23.	3.8	1.0	1.7	1.0	1.8	1.7
24.	4.3	2.0	4.9	3.0	3.9	3.1
25.	5.0	4.0	5.5	5.1	5.1	4.1
26.	4.8	4.4	1.5	4.3	2.9	4.0

EXPERIMENT 1

Means of educational values and relative frequency of use for all schools combined.

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	Boys.		Girls.	
	E.V. n=58	R.U. n=90	E.V. n=36	R.U. n=42
1.	3.0	4.3	3.7	4.3
2.	3.4	3.7	4.6	3.8
3.	1.9	2.1	2.1	2.6
4.	3.8	3.3	4.6	3.2
5.	1.9	1.8	1.6	1.5
6.	4.4	3.0	4.8	3.0
7.	4.6	2.8	5.1	2.9
8.	3.8	3.2	4.2	2.6
9.	3.4	2.7	3.5	2.8
10.	3.7	4.1	4.0	4.0
11.	1.7	2.3	1.8	2.6
12.	1.3	1.5	1.8	2.3
13.	3.9	4.1	4.2	3.9
14.	3.7	3.7	4.1	3.8
15.	2.2	2.4	2.3	2.4
16.	2.6	2.2	3.3	3.6
17.	2.8	2.4	4.0	3.3
18.	2.0	1.7	2.7	2.3
19.	2.9	3.6	4.0	4.2
20.	4.1	4.0	4.9	4.6
21.	2.0	1.2	2.2	2.3
22.	2.4	1.1	2.3	1.7
23.	1.1	1.2	1.8	2.1
24.	3.0	1.9	3.9	3.1
25.	4.3	4.2	5.1	4.1
26.	2.5	4.1	2.9	4.0

---

EXPERIMENT 2.

Means of educational values and relative  
of use for all schools combined.

	E.V.	Boys n = 40		S D	E.V.	Girls. n = 40		S D
		R.U.				R.U.		
1.	4.0	1.46	4.6	1.45	3.9	1.17	4.6	1.58
2.	4.4	1.78	3.2	1.78	4.3	1.00	2.6	1.86
3.	2.5	1.36	2.6	1.71	2.8	1.21	3.3	1.93
4.	4.7	1.55	3.1	1.36	4.5	1.01	3.7	1.38
5.	2.0	2.06	1.7	0.97	1.9	2.06	1.7	1.51
6.	4.5	1.74	2.5	1.40	4.2	1.27	3.0	1.55
7.	4.5	1.81	2.0	1.38	4.3	1.56	3.0	1.66
8.	3.8	1.72	2.7	1.40	4.2	1.38	3.0	1.78
9.	3.9	1.88	3.5	1.45	3.6	1.38	3.5	1.81
10.	4.0	1.14	4.5	1.34	4.1	1.50	4.3	1.77
11.	2.5	2.09	2.9	1.95	2.4	1.96	2.6	1.78
12.	1.9	1.97	2.6	1.99	2.1	1.86	2.6	2.01
13.	4.4	1.34	4.6	1.28	4.3	1.40	4.0	1.78
14.	4.0	1.41	4.0	1.55	4.2	1.27	3.9	1.48
15.	2.8	1.34	3.0	2.06	2.5	1.28	2.2	2.11
16.	2.6	1.79	3.3	1.94	3.2	1.36	3.7	1.76
17.	2.9	2.33	2.7	1.78	3.0	1.83	2.9	1.80
18.	2.5	2.01	2.2	1.94	2.2	1.89	2.3	1.75
19.	3.1	1.94	3.4	2.14	3.7	1.29	3.7	1.80
20.	4.2	1.78	3.9	2.02	4.2	1.39	3.7	1.64
21.	2.1	2.28	1.2	0.72	2.0	1.77	1.7	1.52
22.	2.2	2.10	1.2	0.99	2.4	2.11	1.7	1.31
23.	1.2	2.14	1.1	0.72	1.3	1.91	1.5	1.57
24.	3.1	2.02	2.8	1.81	3.2	1.99	2.5	1.99
25.	4.3	1.86	4.0	1.90	4.6	1.31	3.9	1.43
26.	3.3	1.45	4.5	1.54	3.5	1.34	3.7	1.30

EXPERIMENT 2

Mean educational values and relative frequency  
of use values for all schools combined.

Boys and Girls altogether.

E.V.      R.U.  
n = 80    n = 80

---

1.	3.9	4.6
2.	4.4	2.9
3.	2.6	3.0
4.	4.6	3.4
5.	1.9	1.7
6.	4.3	2.8
7.	4.4	2.5
8.	4.0	2.8
9.	3.7	3.5
10.	4.0	4.4
11.	2.5	2.7
12.	2.0	2.6
13.	4.3	4.3
14.	4.1	3.9
15.	2.6	2.6
16.	2.9	3.5
17.	2.9	2.8
18.	2.4	2.3
19.	3.4	3.6
20.	4.2	3.8
21.	2.0	1.5
22.	2.3	1.4
23.	1.3	1.3
24.	3.2	2.6
25.	4.4	4.0
26.	3.4	4.1

---

Correlation, educational value and relative  
frequency of use value + 0.71

Comparison of the means of educational values from  
Experiment 1 and Experiment 2.

	Boys		Girls	
	Exp. 1.	Exp. 2.	Exp. 1.	Exp. 2.
1.	3.0.	4.0.	3.7.	3.9
2.	3.4	4.4	4.6	4.3
3.	1.9	2.5	2.1	2.8
4.	3.8	4.7	4.6	4.5
5.	1.9	2.0	1.6	1.9
6 .	4.4	4.5	4.8	4.2
7.	4.6	4.5	5.1	4.3
8.	3.8	3.8	4.2	4.2
9.	3.4	3.9	3.5	3.6
10.	3.7	4.0	4.0	4.1
11.	1.7	2.5	1.8	2.4
12.	1.3	1.9	1.8	2.1
13.	3.9	4.4	4.2	4.3
14.	3.7	4.0	4.1	4.2
15.	2.2	2.8	2.3	2.5
16.	2.6	2.6	3.2	3.2
17.	2.8	2.9	4.0	3.0
18.	2.0	2.5	2.7	2.2
19.	2.9	3.1	4.0	3.7
20.	4.1	4.2	4.9	4.2
21.	2.0	2.1	2.2	2.0
22.	2.4	2.2	2.3	2.4
23.	1.1	1.2	1.8	1.3
24.	3.0	3.1	3.9	3.2
25.	4.3	4.3	5.1	4.6
26.	2.5	3.3	2.9	3.5

Correlations of results of Experiment 1 and Experiment 2

Boys + 0.94

Girls + 0.92



Educational values Experiment 1 and Experiment 2 - BoysCorrelation calculationThe Pearson-product moment formula was used.

Means	Exp. 1.	2.9	Score X	Deviation x	Exp. 2.	3.3	Score Y	Deviation y
	X	x	x <sup>2</sup>	Y	y	y <sup>2</sup>	xy	
1.	3.0	+0.1	0.01	4.0	+0.7	0.49	+0.07	
2.	3.4	+0.5	0.25	4.4	+1.1	1.21	+0.55	
3.	1.9	-1.0	1.00	2.5	-0.8	0.64	+0.80	
4.	3.8	+0.9	0.81	4.7	+1.4	1.96	+1.26	
5.	1.9	-1.0	1.00	2.0	-1.3	1.69	+1.30	
6.	4.4	+1.5	2.25	4.5	+1.2	1.44	+1.80	
7.	4.6	+1.7	2.89	4.5	+1.2	1.44	+2.04	
8.	3.8	+0.9	0.81	3.8	+0.5	0.25	+0.45	
9.	3.4	+0.5	0.25	3.9	+0.6	0.36	+0.30	
10.	3.7	+0.8	0.64	4.0	+0.7	0.49	+0.56	
11.	1.7	-1.2	1.44	2.5	-0.8	0.64	+0.96	
12.	1.3	-1.6	2.56	1.9	-1.4	1.96	+2.24	
13.	3.9	+1.0	1.00	4.4	+1.1	1.21	+1.10	
14.	3.7	+0.8	0.64	4.0	+0.7	0.49	+0.56	
15.	2.2	-0.7	0.49	2.8	-0.5	0.25	+0.35	
16.	2.6	-0.3	0.09	2.6	-0.7	0.49	+0.21	
17.	2.8	-0.1	0.01	2.9	-0.4	0.16	+0.04	
18.	2.0	-0.9	0.81	2.5	-0.8	0.64	+0.72	
19.	2.9	-	-	3.1	-0.2	0.04	-	
20.	4.1	+1.2	1.44	4.2	+0.9	0.81	+1.08	
21.	2.0	-0.9	0.81	2.1	-1.2	1.44	+1.08	
22.	2.4	-0.5	0.25	2.2	-1.1	1.21	+0.55	
23.	1.1	-1.8	3.24	1.2	-2.1	4.41	+3.78	
24.	3.0	+0.1	0.01	3.1	-0.2	0.04	-0.02	
25.	4.3	+1.4	1.96	4.3	+1.0	1.00	+1.40	
26.	2.5	-0.4	0.16	3.3	-	-	-	

$$\sum x^2 = 24.82$$

$$\sum y^2 = 24.76 \quad \sum xy = + 23.18$$

$$r = \frac{\sum xy}{\sqrt{\sum x^2} \sqrt{\sum y^2}}$$

$$= + \frac{23.18}{\sqrt{24.82} \sqrt{24.76}} = + 0.94$$

Table 2 (10)

Comparison educational values Experiment 1 and Experiment 2 - GirlsCorrelation calculationThe Pearson-product moment formula was used.

Means	Exp.1.	3.4	Score X	Deviation x	Score Y	Deviation y	
	Exp.2.	3.3	Y.	y			
	X	x	$x^2$		y	$y^2$	xy
1.	3.7	+0.3	0.09	3.9	+0.6	0.36	+0.18
2.	4.6	+1.2	1.44	4.3	+1.0	1.00	+1.20
3.	2.1	-1.3	1.69	2.8	-0.5	0.25	+0.65
4.	4.6	+1.2	1.44	4.5	+1.2	1.44	+1.44
5.	1.6	-1.8	3.24	1.9	-1.4	1.96	+2.52
6.	4.8	+1.4	1.96	4.2	+0.9	0.81	+1.26
7.	5.1	+1.7	2.89	4.3	+1.0	1.00	+1.70
8.	4.2	+0.8	0.64	4.2	+0.9	0.81	+0.72
9.	3.5	+0.1	0.01	3.6	+0.3	0.09	+0.03
10.	4.0	+0.6	0.36	4.1	+0.8	0.64	+0.48
11.	1.8	-1.6	2.56	2.4	-0.9	0.81	+1.44
12.	1.8	-1.6	2.56	2.1	-1.2	1.44	+1.92
13.	4.2	+0.8	0.64	4.3	+1.0	1.00	+0.80
14.	4.1	+0.7	0.49	4.2	+0.9	0.81	+0.63
15.	2.3	-1.1	1.21	2.5	-0.8	0.64	+0.88
16.	3.3	-0.1	0.01	3.2	-0.1	0.01	+0.01
17.	4.0	+0.6	0.36	3.0	-0.3	0.09	-0.18
18.	2.7	-0.7	0.49	2.2	-1.1	1.21	+0.77
19.	4.0	+0.6	0.36	3.7	+0.4	0.16	+0.24
20.	4.9	+1.5	2.25	4.2	+0.9	0.81	+1.35
21.	2.2	-1.2	1.44	2.0	-1.3	1.69	+1.56
22.	2.3	-1.1	1.21	2.4	+0.9	0.81	+0.99
23.	1.8	-1.6	2.56	1.3	-2.0	4.00	+3.20
24.	3.9	+0.5	0.25	3.2	-0.1	0.01	-0.05
25.	5.1	+1.7	2.89	4.6	+1.3	1.69	+2.21
26.	2.9	-0.5	0.25	3.5	+0.2	0.04	-0.10

$$\sum x^2 = 33.29$$

$$\sum y^2 = 23.58 \quad \sum xy = + 25.85$$

$$r = \frac{\sum xy}{\sqrt{\sum x^2} \sqrt{\sum y^2}}$$

$$= \frac{+ 25.85}{\sqrt{33.29} \sqrt{23.58}}$$

$$+ = 0.92.$$

Educational values of 26 punishments Experiment 1 and Experiment 2 together. Ranking orders boys and girls compared.

Spearman's method of ranks used

Ranking orders.

Boys	Girls	D	D <sup>2</sup>
1	2	1	1
2	6	4	16
3	3	-	-
4	1	3	9
4	6	2	4
6	5	1	1
7	4	3	9
8	10	2	4
8	9	1	1
10	8	2	4
11	12	1	1
12	14	2	4
13	14	1	1
14	11	3	9
15	16	1	1
16	13	3	9
17	16	1	1
18	18	-	-
19	20	1	1
20	19	1	1
21	20	1	1
22	23	1	1
23	22	1	1
24	26	2	4
25	24	1	1
26	25	1	1

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86

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$$\begin{aligned}
 r &= 1 - \frac{\sum D^2}{n(n^2 - 1)} \\
 &= 1 - \frac{86}{26(26^2 - 1)} \\
 &= 1 - 0.03 \\
 &= + 0.97
 \end{aligned}$$

Mean educational values and relative frequency of use values.

Correlated. Experiment 2. - Boys and Girls together

The Pearson-product moment formula was used.

Means	E.V. 3.3	Score X	Deviation x	R.U. 3.0	Score Y	Deviation y		
		X	x		Y	y		
			x <sup>2</sup>			y <sup>2</sup>	xy	
1.		3.9	+0.6	0.36	4.6	+1.6	2.56	+0.96
2.		4.4	+1.1	1.21	2.9	-0.1	0.01	-0.01
3.		2.6	-0.7	0.49	3.0	-	-	-
4.		4.6	+1.3	1.69	3.4	+0.4	0.16	+0.52
5.		1.9	-1.4	1.96	1.7	-1.3	1.69	+1.82
6.		4.3	+1.0	1.00	2.8	-0.2	0.04	-0.20
7.		4.4	+1.1	1.21	2.5	-0.5	0.25	-0.55
8.		4.0	+0.7	0.49	2.8	-0.2	0.04	-0.14
9.		3.7	+0.4	0.16	3.5	+0.5	0.25	+0.20
10.		4.0	+0.7	0.49	4.4	+1.4	1.96	+0.98
11.		2.5	-0.8	0.64	2.7	-0.3	0.09	+0.24
12.		2.0	-1.3	1.69	2.6	-0.4	0.16	+0.52
13.		4.3	+1.0	1.00	4.3	+1.3	1.69	+1.30
14.		4.1	+0.8	0.64	3.9	+0.9	0.81	+0.72
15.		2.6	-0.7	0.49	2.6	-0.4	0.16	+0.28
16.		2.9	-0.4	0.16	3.5	+0.5	0.25	-0.20
17.		2.9	-0.4	0.16	2.8	-0.2	0.04	+0.08
18.		2.4	-0.9	0.81	2.3	-0.7	0.49	+0.63
19.		3.4	+0.1	0.01	3.6	+0.6	0.36	+0.06
20.		4.2	+0.9	0.81	3.8	+0.8	0.64	+0.72
21.		2.0	-1.3	1.69	1.5	-1.5	2.25	+1.95
22.		2.3	-1.0	1.00	1.4	-1.6	2.56	+1.60
23.		1.3	-2.0	4.00	1.3	-1.7	2.89	+3.40
24.		3.2	-0.1	0.01	2.6	-0.4	0.16	+0.04
25.		4.4	+1.1	1.21	4.0	+1.0	1.00	+1.10
26.		3.4	+0.1	0.01	4.1	+1.1	1.21	+0.11

$$\underline{x^2 = 23.39}$$

$$\underline{y^2 = 21.72} \quad \underline{\sum xy = +16.13}$$

$$r = \frac{\sum xy}{\sqrt{\sum x^2} \sqrt{\sum y^2}}$$

$$= \frac{+16.13}{\sqrt{23.39} \sqrt{21.72}}$$

$$= +0.72$$

Experiment 1.

Table 3 (1)

Mean educational values, deterrent values and total assignments of good and bad effects to each of the 26 punishments.

	<u>Boys.</u> n=58			<u>Girls.</u> n=56		
	Mean D.V	Effects Pos. Neg.	Mean E.V	Mean D.V	Effects Pos. Neg.	Mean E.V
1.	3.6	18 70	3.0	3.4	13 28	3.7
2.	4.9	32 55	3.4	4.5	24 19	4.6
3.	1.3	11 64	1.9	1.7	4 33	2.1
4.	4.2	44 40	3.8	4.1	27 12	4.6
5.	4.1	25 66	1.9	4.1	8 36	1.6
6.	4.3	50 26	4.4	3.8	32 9	4.8
7.	5.0	55 29	4.6	4.3	33 8	5.1
8.	4.2	56 34	3.8	3.6	22 18	4.2
9.	3.3	40 31	3.4	3.0	18 21	3.5
10.	3.2	46 27	3.7	3.4	21 17	4.0
11.	3.0	20 60	1.7	3.1	5 36	1.8
12.	2.0	12 64	1.3	2.4	5 36	1.8
13.	3.4	48 35	3.9	3.0	27 15	4.2
14.	3.4	35 39	3.7	3.1	24 18	4.1
15.	2.4	15 64	2.2	2.2	11 27	2.3
16.	2.8	18 67	2.6	3.4	12 29	3.3
17.	3.5	25 67	2.8	4.0	18 21	4.0
18.	2.8	20 58	2.0	2.8	15 27	2.7
19.	4.1	28 50	2.9	4.3	20 19	4.0
20.	4.4	51 21	4.1	4.7	28 11	4.9
21.	4.9	42 52	2.0	4.2	17 26	2.2
22.	3.6	44 62	2.4	3.1	19 26	2.3
23.	5.4	20 68	1.1	4.9	15 31	1.8
24.	3.9	31 54	3.0	4.1	28 11	3.9
25.	4.0	49 25	4.3	4.5	22 19	5.1
26.	3.2	22 58	2.5	3.6	13 27	2.9

Total assignments of each of the good and bad effects  
for the pupil educationally for each of the 26 punishments.

Pun.No.	Effects.														Total	
	Good							Total	Bad							
	1	2	3	4	5	6	7		8	9	10	11	12	13		14
1.	3	2	0	2	1	8	2	18	2	19	16	18	6	7	2	70
2.	4	3	4	15	0	6	0	32	11	10	12	15	4	3	0	55
3.	0	4	3	2	0	0	2	11	1	6	11	11	3	30	2	64
4.	8	1	5	20	0	10	0	44	12	7	5	7	2	7	0	40
5.	3	0	0	1	0	17	4	25	7	22	18	8	0	10	1	66
6.	8	2	9	24	1	4	2	50	14	4	4	4	0	0	0	26
7.	8	0	9	24	1	12	1	55	13	3	6	4	2	0	1	29
8.	9	6	19	8	1	7	6	56	2	4	8	5	3	7	5	34
9.	9	3	5	14	1	4	4	40	5	3	7	8	4	4	0	31
10.	11	9	8	9	1	3	5	46	0	4	8	7	1	5	2	27
11.	1	1	4	4	0	8	2	20	0	16	19	11	11	2	1	60
12.	0	2	0	4	1	5	0	12	2	16	18	15	8	3	2	64
13.	3	4	2	1	11	15	12	48	0	5	12	11	7	0	0	35
14.	1	1	1	2	7	13	10	35	0	6	12	11	8	2	0	39
15.	0	3	1	0	0	8	3	15	0	11	15	21	12	5	0	64
16.	2	6	1	2	1	3	3	18	0	24	22	13	5	3	0	67
17.	2	5	2	0	1	15	0	25	0	14	18	16	14	1	4	67
18.	2	2	2	6	1	7	0	20	3	9	15	9	18	4	0	58
19.	0	5	2	2	1	10	8	28	2	17	15	9	2	3	2	50
20.	3	6	1	1	0	14	26	51	1	5	7	4	2	1	1	21
21.	11	0	5	11	3	9	3	42	13	9	16	4	5	2	3	52
22.	10	2	5	16	0	9	2	44	10	14	11	10	6	7	4	62
23.	4	0	0	6	1	7	2	20	11	19	17	9	6	4	2	68
24.	6	2	5	11	0	7	0	31	11	12	15	7	7	1	1	54
25.	4	5	4	2	1	4	29	49	0	1	10	6	6	2	0	25
26.	3	2	1	1	0	13	2	22	1	10	21	17	5	2	2	58

Table 3 (3)

Total assignments of each of the good and bad effects for the pupils educationally for each of the 26 punishments.

Girls.

n = 36

Pun.N.o.	Effects.														Total	
	Good							Total	Bad							
	1	2	3	4	5	6	7		8	9	10	11	12	13	14	
1.	4	2	0	0	1	4	2	13	0	7	6	12	2	1	0	28
2.	5	2	2	12	0	3	0	24	3	1	9	6	0	0	0	19
3.	2	0	0	0	0	0	2	4	0	1	0	8	0	23	1	33
4.	3	5	0	10	0	8	1	27	3	4	2	0	1	2	0	12
5.	0	0	1	0	0	6	1	8	3	16	11	5	1	0	0	36
6.	5	0	7	14	0	5	1	32	5	1	0	2	1	0	0	9
7.	0	0	6	18	0	9	0	33	2	2	1	3	0	0	0	8
8.	4	5	4	2	0	7	0	22	1	3	3	6	3	2	0	18
9.	3	1	3	5	0	4	2	18	4	1	7	6	2	1	0	21
10.	4	3	4	6	0	2	2	21	0	2	7	6	0	0	2	17
11.	1	2	0	1	1	0	0	5	1	14	8	7	5	1	0	36
12.	0	2	0	1	1	1	0	5	1	10	9	13	1	1	1	36
13.	3	2	6	0	4	11	1	27	1	0	5	6	2	1	0	15
14.	3	3	3	0	6	7	2	24	0	0	5	8	2	3	0	18
15.	3	1	3	0	0	4	0	11	0	0	7	9	6	3	2	27
16.	0	3	4	0	0	2	3	12	0	8	11	8	2	0	0	29
17.	0	2	2	0	0	13	1	18	0	4	9	6	1	1	0	21
18.	1	0	5	4	0	5	0	15	0	3	8	5	8	2	0	27
19.	6	2	3	1	0	5	3	20	1	5	9	2	1	1	0	19
20.	4	2	1	0	1	10	10	28	0	2	5	3	1	0	0	11
21.	2	0	5	4	0	4	2	17	2	3	8	4	6	2	1	26
22.	3	0	2	8	0	4	2	19	2	3	6	2	2	8	3	26
23.	1	1	2	9	0	1	1	15	9	6	7	4	3	1	1	31
24.	4	4	6	11	0	3	0	28	0	0	3	3	4	1	0	11
25.	2	2	2	0	1	9	6	22	0	5	5	4	3	2	0	19
26.	2	1	1	1	0	6	2	13	2	5	4	4	5	1	6	27

Experiment 2Regression Results - Correlations.(80 Boys and Girls)

Punishment	E.V/D.V	E.V/Pos.	E.V/Neg.
1. Detention	.13	.38	-.18
2. Detention plus card to parents	.24	.23	-.01
3. Sent out of class	.01	-.03	.04
4. Sent to head	.26	.19	-.05
5. Corporal punishment	.18	.26	-.21
6. Writing to parents	.02	.27	-.05
7. Seeing parents at school	.23	.27	.00
8. Putting 'on report'	.01	.32	-.06
9. Note on terminal report	.22	.37	-.17
10. Reprimand	.19	.35	-.03
11. Ridicule	.41	.37	-.42
12. Sarcasm	.55	.42	-.26
13. Extra work	.35	.39	-.21
14. Essay	.48	.37	-.22
15. Lines.	.15	.30	-.13
16. Confiscation.	.26	.23	-.35
17. Activity deprivation	.25	.48	-.30
18. Marks cancelled	.15	.35	-.30
19. Fines	.06	.51	-.31
20. Payment for damage.	.27	.38	-.27
21. Transfer	.07	.39	-.21
22. Suspension	.15	.30	-.01
23. Expulsion	.13	.17	-.25
24. Details on record	.41	.09	-.19
25. Required to repair damage.	.28	.39	-.21
26. Fatigues.	.08	.31	-.29.



MANN - WHITNEY test for comparing positive effects  
of punishments of high and low educational values.

Data in Table 3 (4) (Page 85)  
Table 3 (1) (Page 236)

Positive effects.

<u>High E.V.</u>	<u>Low E.V.</u>	<u>Rank orders</u>	
		<u>High E.V.</u>	<u>Low E.V.</u>
18	25	22	15.5
44	25	8.5	15.5
50	42	4.	10
55	20	2	19
56	31	1	13
28	11	14	26
51	20	3	19
49	12	5	25
18	15	22	24
40	18	11	22
46	20	7	19
48	44	6	85
35	22	12	17
		<u>117.5</u>	<u>233.5</u>

$$T = 117.5$$

$$P < .01$$

Difference is significant.

PAGE 1

# DETERMINANTS OF EDUCATIONAL VALUES

## SUMMARY TABLE

STEP NUMBER	VARIABLE ENTERED	R	MULTIPLE RSQ	INCREASE IN RSQ	F VALUE TO ENTER OR REMOVE	NUMBER OF VARIABLES
1	POSFO1	0.3810	0.1451	0.1451	13.2420	1
2	NEGFO1	0.4164	0.1734	0.0282	2.0290	2
3	DV O1	0.4191	0.1756	0.0023	0.2094	3

FINISH CARD ENCOUNTERED  
PROGRAM TERMINATED

PUPILS' ESSAYS - Reference Chapter 4(a)1. Girl

I would agree with the high deterrent effect of detention plus the notification of parents. This is not only unpleasant to the child but also humiliating because his parents know about it. Also the effect is long lasting (not like corporal punishment which is soon over and done with), and the parents should keep a check for a long time afterwards to make sure the child does not do such a thing again. (This is presuming the parents do worry about their child's education).

I was surprised at the low deterrent effect of reprimand because provided a teacher is very strict he could deter a child from misbehaving and also perhaps discover the reason why he does so. But of course this would not work with a very unruly child who would, I believe, need more strict punishment.

Fines, if they were practical to impose, could be a good deterrent, but I don't believe they are, as I am sure parents would object to it.

Sending out of class is hardly any deterrent at all for children aged about fourteen. Often they would be hero-worshipped and their presence outside the door would distract other children, and in fact the child might be pleased because it means a break from the tedium of the lesson. This form of punishment would need to be backed up with another type, perhaps more severe.

I think the most deterrent form of punishment of the group is sending for parents plus perhaps a punishment within school. The child would be both psychologically and socially affected by this - the fact that his parents would be talking to the headmaster about him would be both humiliating and frightening.

Fatigues are a useless type of punishment because they solve nothing. Often the child gets his friends to help him write lines, or runs them off in ten minutes and therefore they have no deterring effects whatsoever because they do not get to the root of the trouble.

2. Girl

I think notifying the parents is the worst punishment because of the social and psychological harm it causes. It is a punishment that takes a long time to live down, whereas things like being sent out of the class, or corporal punishment are soon over and done with. If parents are brought in, you cannot go home and forget about what you have done because they

know about it, and it makes you feel ashamed when your parents find out that you cannot behave yourself at school. Punishments involving physical harm have little effect because once the punishment is over, it can be forgotten, and the more it is used, the less notice is taken of it. I think to be shown up in front of your parents and friends is the worst punishment there could be, because it takes a long while to forget and live down, and makes you feel more ashamed than any other punishment can.

3. Boy

Detention plus notification of parents is the worst deterrent to a 13 or 14 year old, as the notification of parents makes him feel ashamed to himself and his parents. Without the notification of parents the pupil would possibly be deterred for a while until the incident was forgotten by his friends, and then would become mischievous again. With repeated detention without the notification the deterrent value would decrease.

Being sent out of class is rated so low a deterrent value because in being sent out the pupil and his friends think of him as a martyr and this action would probably lead to less respect for a teacher with others trying to make the teacher lose his temper and send them out of the class.

The deterrent value of corporal punishment depends on the reputation of it in the school. In some schools it has a reputation as a major disaster amongst pupils to be given corporal punishment, whilst in others such as this school it is treated as a joke.

I believe that the biggest deterrent is when the pupil knows that the matter will go further, generally to his parents. Sending for parents I believe is a great deterrent but not as great as detention plus notification, because the pupil can say to his parents that the school has a grudge against him, but it is more difficult to explain after already receiving a punishment in the sense of detention.

4. Boy

Detention plus notifying parents is probably the worst thought of because of the after effects of the detention, which on its own is not really very harsh. The thought of your parents being notified, and the knowledge of their personal punishments carry a much greater stigma. I would have thought that sending for the parents would be more of a deterrent than the previous punishment though, because the effect of a confrontation would be much more devastating than a simple letter explaining your misdeeds. The thought of your parents being inconvenienced and

embarrassed by having to attend the school, and their dislike of this would certainly act as a deterrent, especially when you consider that most of the punishment outlined in the chart will probably be affected later by the parents.

Corporal punishment, fines, being sent out of class, and even paying costs are all very lenient, and really not at all effective, because more than anything they act as a sign of bravado on the behalf of the wrongdoer, who could shrug off his momentary inconvenience and feel 'big'.

Thus social harm is by far the most outstanding, depending on the environment in which you live, of course.

## 5. Girl

The notification of parents is quite understandably the greatest deterrent. Most children at school, when amongst their friends do tend to behave in quite a different way to what they would at home. The children know they cannot get away with things at home and try to take advantage of situations at school. But if their parents are made aware of what their child is doing then the child may be punished twice - at school and at home, and the effect is more lasting at home. This may be the most effective deterrent for that reason.

The use of corporal punishment is also a deterrent but only because the child does not want the pain involved. It does not solve anything as the child's fault is not being corrected and he isn't shown where he went wrong. Therefore it is a deterrent, but for the wrong reason.

I think that sending for the parents is the worst possible deterrent as this can be a very nerve-racking and emotional experience for anyone. The child will be in trouble at school and in even worst trouble at home as most parents who take the time to attend the school would make sure of a form of punishment at home.

## 6. Girl

Physical corporal punishment is fairly high on the list of deterrents but I think boys particularly do not take a lot of notice if they are caned. No-one except their friends need know about the punishment, and the memory is not always lasting. However, a punishment inflicted, at the same time notifying parents is, to most children, scaring. A reprimand by parents, perhaps with the denial of the child's favourite programme or occupation, stays more permanently in the child's mind. Children seem to be more submissive and passive towards their parents than towards staff.

Paying a fine or for costs of damage depends mainly on the financial position of the child. If the sum is high then they will remember the sacrifice it meant rather than what it was imposed for.

Sending for parents I would think is the greatest deterrent. This is on the record for always and is humiliating to the child. Bringing in outsiders to punish a child increases the impression made on the pupil. If the punishment is entirely personal, for example being caned or sent out of class, then the child does not feel particularly punished and more often than not is hero-worshipped by friends.

#### 7. Girl

The outcome of the table appears to show a true picture. 'Detention and notification of parents' is definitely a good deterrent as unlike corporal punishment, reprimands or sending out of class, these are soon over and forgotten. 'Parents visiting school' is a major step and has a lasting effect both on the child and the parents.

If the child has to pay fines or the costs, its effect differs with the child. A poor child will realise the strain on him and his parents but the child from a wealthier background will not be so concerned as it is usually the parents who pay.

Being sent out of class has so little effect, mainly because it is so frequently used and is accepted as one of the means to escape from a lesson you dislike.

#### 8. Girl

Detention plus notifying parents is more effective a deterrent than being sent out of class or fatigues because once parents become involved it tends to have an effect on the child concerned. Embarrassment, perhaps that your parents are brought into the matter. Corporal punishment concerns only you - it is over in a few minutes and has not lasting effect and is not an effective deterrent and may act as prestige in some cases. Notification of parents is a major step towards a lasting effect on a child. Fines and having to pay costs sometimes is effective as a deterrent but the child may not end up paying the fine himself, so it would be ineffective.

Being sent out of class is just a natural happening, regarded as a laugh not regarded as a punishment, but maybe a treat in some lessons - sometimes deliberate foolery to get sent out.

9. Boy

Detention plus notifying parents is the worst punishment because the pupils misdemeanors will be remembered for a long time. Social harm can occur here because the pupils status can diminish.

Talking about status, certain minor punishments do carry status. For instance, getting sent out is a rather stupid thing for a teacher to do - the pupil is seldom repentant and, if the lesson is boring, is much happier.

Corporal punishment is the ultimate deterrent and most pupils are 'shy' of the birch'. But if this method of punishment is actually used then it ceases to 'score'.

Fines are stupid. Costs are reasonable if the cost of the item is not too great.

10. Boy

To a child who is sensitive, the punishment of detention plus the notification of his parents would seem the worst because he would take it more to heart and feel he is not keeping up with what is expected of him. The child may also find this punishment worse because his parents may be strict, disciplinarians. When the child's parents are told, he has to live with the consequences, but when it is confined to the school, like being sent out of class, the repercussions are not as great. Corporal punishment is rated fairly high because it involves physical harm, but fatigues etc., are looked upon as petty annoyances rather than as anything to be feared. The effect of sending for parents is also greater because it is so little used. Being sent out of class is often common and becomes a way of life almost for some people, rather than a punishment.

11. Boy

Detention in itself is not a good enough deterrent. The people involved will not always turn up for detention. However, when detention is followed by a note to the parents it becomes more of a deterrent towards bad behaviour. This is because most school-children do not want their parents to know what occurs in school. They realise that not only will they have detention but most probably a beating by their parents and a veto from social life.

Corporal punishment is totally ineffective. This deterrent is not a long term punishment and does not quite affect a child's ego than does most deterrents. Caning a boy would sometimes be treated by the culprit's friends that he or she was more or less a martyr. Sending

for the parents is another good deterrent. It will hurt the boy more for the Head to tell them what he has done. Again, like the first point, The rest of the deterrents, finds, fatigues, paying costs and being sent out of class are of very little deterrent to the child's ego.

## 12. Girl

Detention plus notification of the parents is by far the best deterrent, for the person has to live with what they have done and it teaches them a lesson, for their parents are likely to remember it. Most of the other punishments seem to have very little effect on the person for their parents do not hear of them, and this matters a great deal, for their parents are responsible for them. Detention on its own is not so effective as are fines and punishment for these can be forgotten about quite easily, and are likely to keep recurring, as the pupil does not regard such a thing as being sent out of the class or made to pay for damage or repair it as a punishment. Sending for the parents is also a very good thing for the pupil will not often misbehave again for fear of the same thing happening.

## 13. Girl

I think that both girls and boys would regard the notification of parents as the worst punishment of all as this has a more lasting effect. The child has to live with his guilt at home as well as in school.

A short punishment like corporal punishment or a reprimand or being sent out of the class is over and done with and is often regarded as a joke, or in the case of corporal punishment, it becomes so used to that it is ineffective.

Fines and paying costs of damage is rated as a high deterrent as this involves the person in question to pay out his own money, or could involve parents if the cost was high.

Corporal punishment is rated as a higher deterrent to boys, probably because boys are more likely to be caned and feel that it is an embarrassment to them.

Fatigues are not rated very high probably because pupils have never experienced them or know much about them. But if in the case of damage the child was made to clear the mess, this would soon deter him.

## 14. Boy

Detention plus notifying parents is the worst deterrent because it is a lingering punishment. Whereas caning is over quickly, when ones parents become acquainted with the problem the punishment lingers on.



Detention is a bind, but is eventually over. It can be a good punishment because its cost can ruin a whole evening.

Corporal punishment is painful and temporarily very effective, but it is soon forgotten. Reprimand is of little use unless backed up with something else.

Fines are difficult to compare except in larger amounts. They are of little punishment value but can be a good deterrent.

Paying costs usually falls on parents, and are therefore very good in most cases. Fatigues are boring at the time but soon over and usually ineffective.

Sending for parents is a good one, again involves the father and is therefore a punishment which lingers on. Most children respect their fathers more than they do teachers. Being sent out of class is a bit of a joke and no use at all.

15. Boy

Detention in itself is not a very valuable deterrent. Only when it is accompanied by the informing of ones parents does it become valuable. This measure ensures that the person involved will be degraded and embarrassed. It will also mean that the incident will not be so easily forgotten.

Corporal punishment is totally ineffective. It only succeeds in making the culprit seem like a martyr and the degradation of being pained is only temporary. The crime is then looked upon by the culprit's friends as something which is clever, just a playful prank.

16. Boy

Detention and notifying parents is the worst deterrent because the child will be under suspect of his parents and the staff of the school for the rest of his school life. Detention is not as important to the child, but the notification of parents is important because of the fact that the parents may get the impression that their child is a social misfit, and so not only the child but also the parents will suffer.

Sending out of the class is the lowest placed because the child will think he has got an advantage over the teacher by annoying him so much that he cannot control the person sent out. This will give the class psychological advantage over the teacher and will boost the child's ego greatly as he will be like a hero to his friends.

Corporal punishment is not feared as much today as it was years ago, and is now mainly used as a scare before bringing in parents - the ultimate deterrent.

Most of the others are petty punishments and do not scare pupils as they would have years ago.

### 17. Boy

The detention seems to me to be a tame form of punishment. It may have a small effect on the conscientious pupil but that is all. By notifying the parents, a child knows that it will go further. If it is serious, his parents will remember it.

Fines are obviously a deterrent, they hit a pupil, especially if he does not work. However, I think this is unfair.

Fatigues are a bind but they are not often hard and can be done in a few minutes.

Except for continual persecution, I feel no physical harm would befall a pupil apart from maybe an aching for a few minutes. If a punishment is used frequently, i.e. the cane, it will, I think, still affect the pupil in the same way pain-wise, but will not necessarily have the desired effect, i.e. it will not in time act as a deterrent, just a punishment for getting caught.

A reprimand and being sent out of the class has little effect, indeed from experience I would say that it is more likely to provide amusement for other members of the class.

### 18. Girl

Detention is an inconvenience to the pupil concerned if other arrangements have been made for that time e.g. if after school time. Also if pupil has not been forewarned about the detention and not their parents either, they could be in serious trouble with their parents for being late home. Frequency of this punishment is not really important or a disadvantage, as long as the child is made to do something which is not particularly likeable. Parents are bound to find out about this sort of punishment which is not a good thing - unless the child lies about his whereabouts.

Corporal punishment is not really applicable to girls, but as long as it is not used frequently it can be a very effective punishment. The frequency of this punishment means that the pupil becomes immune to it. It can cause physical pain, although not harm, and this could deter other offenders. Parents do not need to be informed about this punishment - it is swift, effective and can be forgotten about quickly.

A reprimand is not really effective as it does not cure the fault. It has no physical or psychological harm on the child and only lasts for

a short time. An effective punishment is one which the child can connect in his mind with the misdeed and for it to be sufficiently bad to deter from repeating the crime. A reprimand certainly does not satisfy these requirements.

Fines - is this legally acceptable? Not really fair in a comprehensive school where there are pupils of mixed backgrounds. Some could easily afford the fine and therefore it would not affect them, but those with not so much money would find that it caused an inconvenience.

#### 19. Boy

To be sent out of class is obviously not a great deterrent for someone suffering the punishment becomes a "hero" amongst his friends.

That fines exceed the sending for parents in the unpopularity census bewilders me, for fines can be paid and forgotten about but once parents are informed about your misbehaviour you have to ensure their continual suspicion. Repercussions could be great, parents keeping an intent watch on your behaviour at home and a tense atmosphere of distrust could be set up.

Detention on its own is a fairly punishment for people do not usually like to give up their time after school to write essays. Detention and sending for parents comes top because of the giving up of time and parents are brought in. That parents are told induces a sense of guilt which would otherwise subside after a few days.

Fatigues are probably low down because people know that the enforcement of such things as litter duty are rarely strictly done.

In fact, I would have thought that the sending for parents should be the worst, for parents have to undergo humiliation and embarrassment and also have to give up their own time. This will induce a far greater sense of guilt in the child than any of the other punishments.

#### 20. Boy

Detention and notifying parents is one of the largest deterrents to pupils, I believe, as a form of punishment. In this case the pupil is receiving two forms of punishment. Firstly, the dislike of being kept in after school and secondly the thought of bringing his parents into the matter brings the idea of further reprimands from the parents at home.

Fatigues are also a great deterrent, I think, for troublemakers. For, especially if the punishment is carried out in school time during a break, the pupil will not like to be seen doing things such as collecting litter or sweeping paths.

Fines or paying costs are also a good deterrent but not as effective

as the previously mentioned two. For although it usually comes from the pocket money or possibly the parents the harmful effect is not sufficient over any substantial.

Sending for the parents is probably one of the biggest deterrents to the pupil for reasons previously mentioned.

Corporal punishment is very effective at the time but the punishment lasts a short period and therefore is not such a great deterrent.

I believe that punishments carried out in public are more effective for the pupil being punished is tended to be 'blacklegged' and 'branded' by many members of the establishment.

21. Boy

Detention caused inconvenience for the 'victim' but is not really much of a deterrent as pupils get older.

Detention plus notifying parents is worse because the punishment is carried on into the home. Generally pupils fear nothing more than notification of parents.

Corporal punishment early on in school life is probably more of a deterrent but is unlikely to be of so much effect for pupils as they get older, in fact some pupils could 'glory' in corporal punishment. It also depends on the frequency of corporal punishment.

Reprimand depends on the character of the pupil. General effect is nil but also to be taken into account is the character and status of the teacher giving the reprimand.

Fines could be effective but it is unlikely that this would be put into effect. Similarly paying costs.

Fatigues - the effect of this is probably nil but might be of some effect on older pupils who would feel humiliated picking up paper or doing lines.

Sending for parents is probably the worst of all and could force the parents into taking severe action against their child.

Being sent out of class depends on the character of the child, and whether he likes that particular lesson. Some pupils get themselves deliberately sent out so the effect of this is probably nil.

22. Boy

For a pupil who is basically good at heart, the obvious most severe punishment is to inform his parents. In this case this will more than likely have the effect which the deterrent is aimed at. However, in

my opinion, for a child who is rather more 'awkward', in so much as that he could not care less as to the effects of this punishment, the problem is rather more difficult. This child is probably rebelling against something which he cannot, and has decided he will not accept. In this situation a more severe form of punishment, or physical punishment should be experienced, I feel.

In all cases I think that each child should be dealt with separately since the motives in each separate case are entirely different. This I think is of utmost importance.

23. Boy

Detention plus the notification of parents is the greatest deterrent for it takes the matter further than school. Either notifying or sending for parents has the same effect for it brings the pupils misbehaviour to the parents' notice.

From then on the pupil has to live with his own misbehaviour at home, no longer being able to simply pass it off when outside school. This comes under the context of social harm.

Corporal punishment carries with it in certain cases a stigma. The pupil can become self-conscious of having received such treatment and this acts as a deterrent in itself. However, the physical pain does not create such a large deterrent and can even result in the pupil gaining a sense of pride in having received corporal punishment. Thus social harm and physical harm.

Please tick correct items

Boy or Girl

School A B C D E F G H

The aim of the questionnaire is to obtain your opinion on:

1. The deterrent values of the punishments used in secondary schools.
2. The influence certain factors have had on your estimates of each of these deterrent values.

The factors are:-

- A. Disturbing social effects.
- B. Physical pain, hindrance or inconvenience.
- C. Frequency of the use of the punishment in the school envisaged.
- D. Duration of the time the punishment and its deterrent effect may operate.
- E. Supporting reactions of fellow-pupils, in the form, for example, of hero-worshipping or jocular appreciation.
- F. The degree to which the punishment is likely to reveal the root of the trouble and thus help to promote changes in behaviour.
- G. Your personal knowledge of the reputation and efficacy of the punishment.
- H. How far the punishment would be dealt with in a private way or with common knowledge.
- I. The degrees of fairness which will be inherent in the application of the punishment.
- J. The time interval between the offence and the punishment or its effect.

The same scale is used for estimates of both deterrent values and factors.

Scale

Very high indeed	6
Very high	5
High	4
Average	3
Low	2
Very low	1
None at all	0

For each punishment in the list below enter the deterrent value and your estimates for each of the factors. Please ensure that there is an entry (0 to 6) in every space.

Judge each factor on its merits and ignore any over-lapping that you think occurs. Where a punishment is a double one consider all its aspects in making your judgments. Take into account any secondary punishments that may be consequent upon the primary punishment.

You are advised to use pencil first and to ink in when you are satisfied with your entries.

Answers from boys will be taken to apply to boys and from girls to girls.

The pupils being considered are those aged 11 to 16 inclusive.

They are regarded as ones for whom no special circumstances need be taken into account.







Content analysis of essays - reliability correlations of scores with check.

The Pearson-product moment formula was used.

Scores	X	Means		Deviation			
Check	Y	13		x			
		15		y			
	X	x	x <sup>2</sup>	Y	y	y <sup>2</sup>	xy
	35	+22	484	30	+15	225	+330
	9	-4	16	11	-4	16	+16
	28	+15	225	40	+25	625	+375
	16	+3	9	16	+1	1	+3
	19	+6	36	25	+10	100	+60
	7	-6	36	10	-5	25	+30
	1	-12	144	1	-14	196	+168
	3	-10	100	2	-13	169	+130
	3	-10	100	3	-12	144	+120
	12	-1	1	13	-2	4	+2
			<u>1151</u>			<u>1505</u>	<u>+1234</u>
			$\sum x^2 = 1151$			$\sum y^2 = 1505$	$\sum xy = +1234$

$$\begin{aligned}
 r &= \frac{\sum xy}{\sqrt{\sum x^2} \sqrt{\sum y^2}} \\
 &= \frac{+1234}{\sqrt{1151} \sqrt{1505}} \\
 &= +0.93
 \end{aligned}$$

DETERMINANTS OF DETERRENT VALUES

SUMMARY TABLE

STEP NUMBER	VARIABLE ENTERED	R	MULTIPLE RSQ	INCREASE IN RSQ	F VALUE TO ENTER OR REMOVE	NUMBER OF VARIABLES
1	P7FD	0.4182	0.1749	0.1749	20.7779	1
2	P7FA	0.4867	0.2368	0.0619	7.8677	2
3	P7FH	0.5338	0.2849	0.0481	6.4562	3
4	P7FF	0.5407	0.2924	0.0075	1.0018	4
5	P7FG	0.5448	0.2968	0.0044	0.5847	5
6	P7FI	0.5483	0.3007	0.0039	0.5177	6
7	P7FJ	0.5502	0.3027	0.0020	0.2686	7
8	P7FL	0.5506	0.3031	0.0005	0.0597	8
9	P7FC	0.5512	0.3038	0.0007	0.0857	9
10	P7FB	0.5513	0.3039	0.0001	0.0138	10

RSQ x 100

FINISH CARD ENCOUNTERED  
PROGRAM TERMINATED

PUNISHMENT	FACTORS		
	A	B	D
5			34
8			38
13		24	
26	20		

PUPILS' ESSAYS - reference Chapter 5(a)1. Boy

I feel that the only real deterrents are where the parents are brought in or where you are sent to the headmaster or transferred to another school, or suspended from your present school for a certain time. Most of the other punishments are of no educational value or a deterrent and one almost felt proud when you were punished using the other methods. To be threatened with expulsion is hardly a deterrent as you have to play about consistently for years before it is carried out.

2. Boy

A large number of the listed punishments are more like rewards, e.g. sent out of class. If a pupil dislikes a lesson and its work he will leave the class with pleasure to miss the work. In ridicule and sarcasm there is no better way of getting back at the teacher than if the teacher starts the contest. In my own experience there are quite a few of the punishments that would deter me from wrong doing but there are some of which I would do gladly if only for a laugh.

3. Boy

I do not agree with asking parents to the school, as the matter should be settled privately between the pupil and school. Only in exceptional cases should the parents be consulted, then only as a last resort. I believe parents, especially the father, would punish the child at home, as well as receiving punishment at school. This can cause resentment, by the child, not only at school but on his father as well. If the child has done wrong at school, he should receive his punishment, and it should be left at that. It should not be carried over into one's private life, where there may be friction already.

I do not agree with details being placed on one's personal record. What has happened at school should be left alone and forgotten, unless of course it involved something very serious, e.g. stealing. All children when they are young, tend to run wild and do silly things, it is only if it happens when they are older firmer measures should be taken. But in the age group 11 - 14 the things they do should be forgotten and not be recorded.

4. Boy

The type of punishment depends upon the area in which the school is operating and the character of the person being punished. An emotional

child would benefit more by having its parents brought up to the school or by detention and fatigues. The child who does not respond to any punishment at all I think should be expelled or sent to a psychiatrist.

Nowadays too many young teachers just out of training school are given charge of young children who are rude and rebellious. The teachers lose confidence and have to give up teaching. Those sort of children should be handled by experienced teachers, preferably male teachers.

#### 5. Boy

From the graph it can be seen that parent intervention is highly priced, but this depends on the parents, who may not care anyway. It may also be over-used and so lose its value. It should be only an extreme punishment and is only useful if the parents respond. It makes matters worse as the child might resent his parents as well as the school for telling him what to do. Parents may also tell him to do better and do his homework etc., pushing him beyond his limits.

From the graph people being put on report is shown as being widely used. I think that it is a waste of teacher's time and the child's for any child with any sense can be a model pupil for a week and when the report is lifted revert to his former self. The education value may only work during his term of report and so to keep it constant you must place him on continual report and after a while the restraint of the punishment will wear off.

Corporal punishment is little used and has little educational effect; this like the sarcasm and ridicule can be easily forgotten or taken as a joke. Many treat it as a game and see how many times they can be caned in a year. It is more effective if the parents are told, as the punishment for parents continues.

It is surprising that none of this paper says anything about reasons for misbehaviour. Many so called ill-behaved boys will respond if they are not treated as children by the teachers. This is seen when a boy who plays around becomes a prefect and his character completely changes as he is now treated as an adult. In many cases a 10 year old responds to being treated as a child in junior school, by behaving as one. So does the fault for the child lie in the method of teaching, and young teachers who try to uphold themselves by treating a boy seven years younger as a child fourteen years younger.

#### 6. Boy

From looking at the boys graph it is clear that any sort of punishment which may involve the parents of the child in the slightest way has the

best effect with regard to the child's education. Children of that age (11 to 14) start to gain the respect of their parents very rapidly and try to prove to their parents that they warrant this respect. When punishing a child of this age it is probably better to warn the child that his/her parents may be notified unless the incidents cease. The parents should then be notified by letter that their son/daughter has been kept in for detention and only as a last resort brought to the school to speak to the headmaster.

It is important that detention and fatigues should not be replaced by involving the parents more as this could soon lead to an unhappy home life causing the child considerable mental strain and possibly even having psychological effects on him/her. This is a difficult time of life for children of that age and it should not be unnecessarily aggravated by continually involving the parents with petty matters at school. However detention should not be increased either. More emphasis should be placed upon disciplinary action by a head teacher - sarcasm or generally trying to get to the root of the problem. Corporal punishment does have immediate educational value as the pain of the punishment is only short lasting as well and is easily forgotten. It should be used as an ultimate deterrent before contacting parents.

Before parents are contacted it is important that the child's case should be treated individually and not in the same way as that of another child's. The home background obviously plays a vital part in the child's behaviour and this should be gone into before administering the punishment.

## 7. Boy

Writing to parents or inviting the parents to discuss the matter at school is a good deterrent if the punishment is bad, as the boy in trouble is more likely to take more notice of his parent's punishment than anything the school could do. Knowing that his parents were to be informed he would be less likely to cause trouble. Although in minor cases bringing parents to school would be too harsh.

Extra work does not act as a great deterrent but it has a high educational value of punishment, as does an essay, because the person is being punished by doing extra learning at home.

Being deprived of some activity e.g. games, would be no deterrent at all, as all I think this will do is make the boy more rebellious.

Having details placed on his personal record will only show up after he has left school and is looking for a job. I think in the 11-14 age group boys would be better punished if they could see how they were being punished.

Corporal punishment is deterrent for some boys, however some just take it in their stride, brag to a few friends and are looked upon as 'hero figures' by close friends, and this just makes them worse.

Fatigues act as a good form of punishment because they act as an annoyance more than anything else. However they do not have much educational value. I think most boys would rather have to do some other punishment than for instance picking up litter for half-an-hour after school. Having to do something boring for a period of time acts as a good deterrent as most boys become bored very quickly.

#### 8. Boy

It is plotted on the graph that transfer to another school has a higher educational value than expulsion but the difference between the two is very slight, if at all. For example, if a boy gets expelled at 14, he will still have to go to another school to finish his education, or until he becomes of school leaving age.

Punishments involving parents is a very debatable question. On the graph it has a high educational value, but this is not true in every case. There are some parents who could not really be bothered what type of education their child gets, in which case this rubs off on to the child, and this means that the fear of having their parents come to the school could mean nothing at all. But in my case I would be terrified of having my mother and father come to the school, in which case it has a high educational value.

A good deterrent is to find an activity that a child likes best at school and if he begins to play up, threaten to deprive him of it.

#### 9. Boy

I think that the position of expulsion on the graph is ludicrous. I think that expulsion could be a great deterrent if publicly announced. The boy being expelled is made an example of, and will find it hard to seek further education because of the bad name it may have given him. But I do agree with corporal punishment being of low educational value. The person inflicting the punishment will be resented by the receiver of the punishment, and it could lead to a small rebellion from the pupil against the member of staff.

I think that in the age group 11-14 years of age sending out of class is used more than shown on the graph.

I do not think that detention with notification of parents is of as much educational value as shown on the graph. I do not think it will

deter pupils because they would probably tell their parents anyway of the punishment.

#### 10. Boy

Detention (used a lot) seems to have an average educational value, while detention and notification of parents (used less) appears to have a greater value. Therefore I think the latter should have increased usage and perhaps replace the former.

The drastic differences between being sent out of class and reporting to the head is obvious. Corporal punishment should be scrubbed altogether. That is formal caning should be stopped and teachers kicks and slaps should be restricted. No child will learn through violence and no civilised society can continue such punishment in schools when it has been stopped in its prisons.

Write to parents and ask parents to visit school should be used more (although home life and life-style of parents should be taken into consideration).

The use of 'on report' and note on end of term report should depend on the individual child.

Reprimand always works with most children and ridicule is sometimes effective. Sarcasm rather disgraces a teacher. Extra work and/or an essay are useful depending on the academic ability of each child. Lines are simply unproductive.

Confiscation of property, deprived of some activity and marks cancelled - I think the graph has these in their right perspective.

Fines it seems do not appear to have much educational value. I find this surprising and I agree that payment for damage is effective because 'the punishment fits the crime'.

Transfer to another school, suspension and expulsion - the graph shows that these should be avoided at all costs. I believe they only increase resentment in the child against education, authority and society.

Details on personal record - this depends upon the attitude of the child towards education, but he will often regret the act once he has left.

Repairing damage (depending on how practical the child is) is quite effective, probably because it helps the child understand what has to be done. Fatigues are of average value.

I believe that when punishing a child it is essential to consider the following points.

(1) Does the punishment fit the crime?

(2)a. Is the child capable of understanding the punishment.

b. Does the child's home life and environment allow the punishment to be effective?



(3) Does the punishment help the child to understand what he has done wrong and why he must not do it again?

I hope your study goes well and that the results are noted, for our present system badly needs reforming by law.

#### 11. Boy

From the graph it is obvious that referring matters of misconduct to parents is thought by pupils to be the best deterrent. I agree with this except in the case of a boy who is left to run wild by his parents, but in these cases nothing will be of any use. Only in the case of truant will the parents put themselves out because that is the only time they can be prosecuted. Letters to parents can be intercepted especially as the school stamp is usually on the envelope.

Extra work is a good deterrent if the boy is made to do the work. If it is set and not taken in by the teacher it is an encouragement for bad behaviour. Fines and payment for damage can be good deterrents but again it is the enforcement of the punishment. I think that the best form of punishment would involve extra work done in detention with parents being notified on the second or third detention.

Expulsion is not really a punishment, it is just getting rid of the problem. Sending out of the class is only giving in to the boy who obviously does not want to be in the class anyway.

Putting remarks on reports is a good method but the boy usually does not realise that reports are sometimes asked for on application for a job, so it has little deterrent value.

#### 12. Boy

I believe discipline is essential to teaching. Many children have to be forced and pushed to do well. From my own experience with a lenient teacher pupils will dodge work, especially homework, yet with a teacher that pupils fear a lot more work is done. When punishment is done at home parents normally hit their children, though not to an excessive amount. I think the same method should be employed in schools. Even from junior schooldays I tended to be lazy, but I was clumped now and then and pushed. I was taught respect and discipline and my rewards so far have been seven '0' levels. I do not think that children ought to be terrified of the teacher, but have just enough fear to respect the teacher. Children normally act this way towards their parents and I believe in most cases bringing in the parents could be a great help although there are some parents who couldn't care less.

Although this is my opinion, I have now been out of the 11-14 age

group for three years. I think the best people to ask about punishments are those children actually in the 11-14 age group

13. Girl

Detention. I am surprised at the high level of the educational value and the relative use of the detention. I do not consider that this punishment has a particular deterrent effect or is of any educational value to the child.

Detention with the notification of parents - I agree that the deterrent effect of telling a girl's parents is very great but as to whether this is of an educational value I am not so sure as this may cause unrest in the home and a grudge against the staff.

I agree with sent out of class, report to head and corporal punishment. Write to parents, ask parents to visit school and putting 'on report' and writing note on end of term report are also true in my opinion but I am surprised that putting a child on report is used less than asking her parents to come to the school, which is very involved and causes stress at home as well as at school.

Reprimand is obviously used a lot as it is convenient to perform. However I do not consider that it has a high educational value as it is used too often.

I am surprised at the high level of the educational value of fines and payment for damage as this monetary punishment would be more deterrent to a poorer person than to someone whose parents would just hand over the money at the asking.

14. Girl

I consider corporal punishment of very little value today. It only should be adopted as a last resort. Expulsion, ridicule and sarcasm are all set at the same educational value. I would say that the latter two were of more value than expulsion although a feeling of resentment and anger builds up inside a child often.

Sending out of class is absolutely useless as a method of punishment. It is used more often than it should be. The teacher admits defeat on adopting this method and makes the child feel clever.

Transfer, which is passing on the burden is again admitting defeat and of no value whatever. Lines and suspension are all set at the same value on the graph. Both of them are of little use really and lines are often treated as a joke. During suspension the crime is often forgotten.

Fatigues are only of value if it is seen to that the child carries them out. Confiscation of property is of little value and there is a feeling of resentment once again. Details on a personal record are not

of much value because to a child this record is a very remote thing.

Parents in general should be more involved in their child's behaviour, at school, which is often a direct consequence of home life. If there is no discipline at home, discipline at school will be of little use.

#### 15. Girl

Detentions can cause greater harm than good because of resentment. Parents should be involved. They may not always have a very great deterrent effect if the parents do not seem to have much 'influence' over their offspring, but they must be informed of what their children are doing. A heavy line should not be drawn between home and school. The two should interact. They can help each other.

Corporal punishment shows a lack of understanding on the teacher's part. For the sensitive child it can cause great humiliation and psychological harm. It could have quite a lasting bad affect on the pupil.

#### 16. Boy

I think that bringing in parents closes the gap between them and the schools. When a child is 'besieged' at home as well as at school it can hardly get away with not improving. Whereas many parents exercise control over the children physically, a school is not allowed to do this unless it is done in cold blood, which I do not believe in. This will not work however, in families described as 'rough, deprived and underprivileged' where the parents will probably be against school anyway. But as most parents understand the value of education nowadays, I think that most will be willing to help.

I disagree with the use of corporal punishment completely. I do not believe that anybody has the right to hit a child who has done something wrong, with the possible exception of the parents. I think it is only human for a teacher or parent to strike out in anger, but to say 'I am going to hit you because you did this' is a totally different proposition.

One notices that writing to parents or asking parents to visit the school, are not used as much as a lot of punishments, but it can also be seen that they have the greatest educational value for the child. However one wonders whether increased use of this form of punishment will render it less valuable, as it may become the accepted thing for parents to be called in when the child does something wrong. I think that in these circumstances, even the parents would get fed up with continued summoning.

I am surprised that suspension helps the child educationally. I think it is merely a temporary way of disposing of a problem. The graph

shows that expulsion is practically worthless. It merely palms the problem child off onto someone else.

17. Girl

I think the involvement of parents is much better than detention or fatigues. A child is probably much more afraid of what his father or mother might say. Picking up litter or staying in detention with friends is considered more of a joke than a punishment. A child would also promise to his parents that he would not do (whatever the crime) again.

Corporal punishment is very bad because it does not help the child to know what he is doing wrong. The teacher becomes further and further away instead of helping what might be a problem.

Repairing damage seems a good idea if the damage can be repaired by a girl, otherwise payment seems the better substitute and have the job done properly. Putting pupil on report is a very good idea and also a warning to other class members.

18. Girl

Nowadays, children's attitudes at school have changed considerably. Once upon a time, it was possible for a child to be extremely frightened when faced with the situation of having their parents at the school. But now I feel that many of them find this a laugh. I think that the parents' attitude towards their children's school life has a great effect on the child's attitude. Now mothers and fathers are determined that their children are in the right and that whatever they do they do because they feel it is right. Many parents are resigned to the fact that many teachers bear a grudge against their child and that when the child receives any form of punishment it is because they are being persecuted by the teacher. What many parents do not realise is that many punishments are for their children's good, to discipline them for their future careers.

I am surprised that detentions, essays, lines and extra work have such a high educational effect on girls. I do not know if it is because girls do not like having work to do out of school, or because of other reasons.

I feel that putting pupils on report is not a very effective way of punishing, as the pupils are conscientious of their work during the time they are on report but after this they lapse into their usual ways.

Punishments involving parents are being used more frequently now, and I think it depends on the area where the school is situated on whether

this method of punishment is successful. In areas such as ours, many parents are completely uninterested in their child's future, for many it is just a time of filling in before they are earning.

Corporal punishment depends on the pupil's character.

To the Head

I am most grateful to you for the favour of your help, in this case with the final part of the investigation.

The 'educational value' of a punishment has been established and Questionnaire 5 aims to obtain further information about its determinants. Schools are anonymous. Each has been given a number and your school number is .

Two groups of pupils are involved.

Group 1. From sixth-forms (upper or lower) 10 boys and 10 girls.

Group 2. From fourth-forms (any choice of pupil) 10 boys and 10 girls.

The questionnaires for both groups are the same.

40 questionnaires are provided, plus 1 spare.

It is expected that the slowest pupils will take about an hour to complete the replies.

'Examination conditions' are requested please.

Thank you so much again. I am more than appreciative of your help.

If you will kindly ring me when the questionnaires are ready I will call for them Upminster 25651.

Details for the supervisor

1. Pen or pencil can be used.

2. Each pupil requires a number for entry on the questionnaire.

For each group please number boys 1 - 10

girls 11-20

3. Although all the instructions are given in the questionnaires it would be helpful if you would look through them with the pupils before they start and make the following points;

(a) Complete the data requirements (Boy or girl, fourth or sixth form) and your number on top of page 1.

(b) Sixth-formers note especially last sentence on page 1.

(c) Page 2 obtains judgments on educational values of 10 punishments.

(d) The same 10 punishments are taken in turn on each of the succeeding 10 pages.

The specific punishment and its number is at the top of the page.

The questions on a page (requiring a tick for each answer) are about the punishment at the top of that page.

4. Would you please ensure that all the questionnaires have been completed? The results are to be computerised and it is hoped there will be no gaps.

Please delete as required

FORM      FOURTH or SIXTH  
BOY or GIRL.

Boys in each form group numbered 1 - 10  
Girls in each form group numbered 11- 20

Your number is

This questionnaire is in two parts.

Part 1

This obtains your judgments on a scale (0 to 6) of the educational values of ten school punishments.

The Educational Value tells how good or bad you think the punishment is for the pupil educationally.

Details and the questionnaire are of page 2.

Part 2.

This asks twelve questions about each of the ten punishments.

An answer is given by placing a tick in the column you choose.

The two extremes shown give the range. The scale score 0 - 6 is used and the number you tick indicates your judgment.

Each punishment is dealt with on a separate page.

Example

Punishment x

Corporal Punishment.

To what extent would this punishment be likely to lead to fresh endeavours?

	0	1	2	3	4	5	6	
Not at all								To a very large extent

Please answer all the questions.

Ignore any overlapping that occurs.

Answers from boys apply to boys and from girls apply to girls.

The pupils being considered are fourth formers, that is aged 14+ to 15+. Note that for some questions scale figures are the other way round, that is 6 to 0.

Parts 1 and 2.

Fourth form pupils answer for themselves.

Sixth form pupils answer as if they were in the fourth form.

Judgments of educational values.

The educational value tells how good or bad you think the punishment is for the pupil educationally.

The scale is:-

Very good	6
Good	5
Fairly good	4
More good than bad	3
Nil on balance	2
Slightly harmful	1
Bad	0

Please give your judgments for each of the following ten punishments (a figure on the scale).

	Punishment	Educational Value
1.	Detention plus notifying parents.	
2.	Send to head.	
3.	Write to parents.	
4.	See parents at school	
5.	Put 'On Report' (Report by subject teachers seen by the head and parents daily).	
6.	Reprimand.	
7.	Extra work.	
8.	Essay.	
9.	Payment, for damage.	
10.	Required to repair damage.	





(10) Do you think any social 'harm' resulting (for example, humiliation, criticism, being ignored) would worry you?

	6	5	4	3	2	1	0	
Very much indeed								Not at all.

(11) Do you think the punishment will lead to endeavours to do better?

	6	5	4	3	2	1	0	
Very Likely								Very unlikely.

(12) Are the punishment and its effect likely to operate for a long time?

	6	5	4	3	2	1	0	
For a very long time.								Be immediately over and done with.

Questions repeated  
for other 9 punishments

Please tick correct item and enter your number  
School A B C D E and F  
Boy or Girl  
Number

This questionnaire aims to obtain your opinions on the most appropriate punishments for specific offences. These punishments are to be selected from the following numbered lists.

1. Detention after formal notification of parents.
2. Letter to parents.
3. Parents invited to the school.
4. Corporal punishment.
5. Put 'on report'

(This involves a brief comment by each teacher daily reporting to the Head or representative and signature of parent each evening. Usually lasts for about a week.)

6. Payment of money.

(For fines, losses, damage. Used with discretion. Personal repair of damage included in this category).

7. Sent to Head or representative.

8. Note of matter put on pupil's record.

(In pencil, to be rubbed out at end of school year if no further serious trouble ensues.)

9. Matter reported to Education Authority.

(Formal letter sent by Authority to parents.

Possibility of transfer or suspension or threat of this).

Specific offences are listed below.

In the column headed Punishment 1 enter the number of the punishment you consider most appropriate for the offence.

In the column headed Punishment 2 enter the number of the punishment you advise if the first has been clearly unsuccessful.

The first two columns are for pupils 11 to 14 inclusive  
Repeat the process for pupils 15 to 16 inclusive in the next two columns.

A comment space is left for your use if you wish to make any point, e.g. of a punishment that seems to you more appropriate than any given in the list, or of a close alternative to your first choice of punishment.

Note

Reprimand and extra work may be included in the action of the Head when a pupil is sent to him.

Regard, as before, the pupils being punished as ones for whom there are no special circumstances to take into account.

There is no time limit, please complete the questionnaire. Please use pencil first and ink in when you are satisfied with your entries.

OFFENCE	11 to 14		15 to 16		<u>COMMENT</u>
	Pun. 1	Pun. 2	Pun. 1	Pun. 2	
A. Persistent Lateness for school.					
B. Bullying another pupil.					
C. Truancy					
D. Not having school dinner as per arrangement with parents and using money for other purposes.					
E. 'Fooling about' during morning assembly.					
F. Serious falling off in attitude to work.					
G. Deliberate damage to bicycle, desk, door etc.					
H. Insolence to member of staff.					
I. Hooliganism in the bus queue.					
J. Stealing in school. e.g. money and books.					
K. Indecency in written remarks.					
L. Smoking in school					
M. Forgery of absence note or on dinner ticket.					

<u>OFFENCE.</u>	11 to 14		15 to 16		<u>COMMENT</u>
	Pun. 1	Pun. 2	Pun. 1	Pun. 2	
N. Going out of bounds in dinner hour after warning.					
O. Upsetting verbal attack on pupil.					
P. Very careless breaking of window, lampshade etc.					
Q. Apparent refusal to conform with uniform or related requirements.					
R. Persistent bad behaviour in class					
S. Leader of 'Trying it on' group in the form.					
T. Fighting another pupil, injuries resulting.					
U. The pupil has brought 'pep' pills & is selling them to other pupils.					
V. Pupils have been caught stealing books from a local shop.					
W. Cheating in an examination.					

BOYS 11 to 14 inclusive.

n = 58

Offence. Number of assignments of punishment 1.

	1	2	3	4	5	6	7	8	9
A.	24	22	0	0	3	0	13	2	0
B.	8	9	7	8	2	1	26	4	0
C.	8	20	7	2	6	1	16	4	1
D.	4	35	6	0	1	1	10	1	0
E.	16	1	0	1	6	1	27	1	0
F.	4	19	9	0	18	0	12	1	0
G.	6	7	0	10	2	32	9	1	2
H.	18	4	2	3	5	0	26	1	0
I.	15	8	2	3	2	1	21	3	0
J.	0	11	8	7	1	18	16	4	3
K.	14	9	5	3	5	3	21	3	0
L.	10	18	4	2	2	0	21	1	0
M.	8	19	3	0	2	0	24	5	0
N.	23	3	0	1	4	0	16	1	0
O.	15	6	4	1	4	0	23	1	0
P.	8	9	0	0	0	33	13	0	0
Q.	4	24	7	0	0	0	23	0	0
R.	14	1	4	4	15	0	24	1	0
S.	17	4	5	4	10	0	22	1	0
T.	5	5	5	10	2	1	28	1	0
U.	0	13	19	2	0	0	15	3	7
V.	2	12	10	3	2	8	14	3	4
W.	6	8	4	3	4	0	32	5	0
Totals.	229	267	111	67	96	100	452	47	19

GIRLS 11 to 14 inclusive.

n = 36

Offence. Number of assignments of punishment 1.

	1	2	3	4	5	6	7	8	9
A.	19	8	1	0	0	0	6	4	0
B.	3	3	3	4	3	0	21	1	0
C.	8	11	6	0	6	0	5	2	0
D.	2	32	1	0	0	0	3	0	0
E.	14	1	0	0	0	0	17	0	0
F.	5	9	7	0	4	0	12	2	0
G.	4	3	2	0	0	20	8	1	0
H.	12	0	2	1	3	0	19	1	0
I.	15	3	1	1	2	0	14	2	0
J.	0	9	5	2	2	8	9	2	1
K.	4	1	1	0	3	4	21	1	0
L.	4	10	1	0	1	0	20	1	0
M.	6	11	1	0	0	1	18	1	0
N.	17	6	0	1	3	0	11	0	0
O.	8	4	0	0	2	0	23	0	0
P.	4	1	1	0	0	18	11	0	0
Q.	3	16	1	0	3	0	13	0	0
R.	10	1	5	0	5	0	15	1	0
S.	14	4	1	0	5	0	12	1	0
T.	2	5	5	4	1	0	19	1	0
U.	0	16	8	1	0	0	18	2	2
V.	0	11	7	0	2	5	4	4	1
W.	3	1	2	2	0	0	22	5	0
Totals	157	166	61	16	45	56	314	32	4

BOYS 15 to 16 inclusive.

n = 58

Offence. Number of assignments of punishment-1

	1	2	3	4	5	6	7	8	9
A.	14	19	2	0	4	0	17	3	0
B.	6	11	7	6	3	0	27	5	0
C.	6	13	11	1	7	0	13	9	5
D.	3	35	4	0	1	1	12	1	0
E.	15	2	0	1	5	1	27	1	0
F.	1	20	12	0	14	0	16	1	0
G.	3	3	2	6	2	46	5	2	2
H.	7	6	5	3	11	0	27	3	0
I.	10	10	2	4	3	3	22	2	0
J.	0	9	10	6	3	20	12	7	4
K.	8	8	2	1	5	3	26	6	1
L.	10	15	0	1	2	0	22	1	0
M.	7	17	5	0	1	1	25	5	0
N.	17	5	1	0	1	0	19	2	0
O.	8	5	3	0	4	3	28	3	1
P.	4	5	0	0	0	43	8	0	0
Q.	2	27	4	0	0	0	22	1	1
R.	12	3	4	3	14	0	25	2	0
S.	14	2	5	4	5	0	28	3	0
T.	3	4	8	10	1	1	27	2	1
U.	0	5	17	1	1	0	16	4	15
V.	1	9	11	1	2	11	12	6	7
W.	5	10	3	2	3	0	26	10	3
Totals	156	243	118	50	92	133	462	79	40



GIRLS 15 to 16 inclusive

*n* = 36

Offence. Number of assignments of punishment 1

	1	2	3	4	5	6	7	8	9
A.	15	5	0	0	3	0	9	6	0
B.	1	2	1	0	5	0	25	4	0
C.	4	11	9	0	7	0	4	3	0
D.	0	27	1	0	0	0	10	0	0
E.	9	0	0	0	2	0	19	1	0
F.	1	11	4	0	5	0	14	2	0
G.	0	1	1	0	0	29	6	1	0
H.	4	2	1	0	2	0	24	4	0
I.	9	6	1	0	5	0	14	3	0
J.	0	9	7	2	2	7	8	3	0
K.	3	2	1	0	6	3	20	0	0
L.	3	6	0	2	0	0	25	0	0
M.	2	14	1	0	1	2	18	0	0
N.	11	5	0	1	5	0	15	0	0
O.	3	4	0	1	3	0	26	1	0
P.	3	1	0	0	0	22	8	1	0
Q.	1	18	2	0	2	0	12	1	0
R.	5	4	8	1	2	0	16	1	0
S.	7	4	2	2	6	0	15	0	0
T.	3	5	2	4	2	0	18	2	1
U.	0	10	13	1	1	0	8	4	4
V.	0	8	10	0	2	6	3	4	1
W.	2	1	1	2	2	0	21	5	0
Totals	86	156	65	16	63	69	338	46	6

BOYS 11 to 14 inclusive.

n = 58

Offence. Number of assignments of punishment 2.

	1	2	3	4	5	6	7	8	9
A.	17	19	10	1	4	0	9	6	0
B.	1	9	18	21	1	0	10	6	2
C.	2	16	10	3	3	0	3	7	19
D.	3	17	17	0	0	1	11	4	0
E.	16	8	1	4	9	1	8	4	0
F.	2	13	30	0	10	0	6	2	2
G.	4	15	10	7	3	16	4	7	5
H.	3	15	5	9	9	0	14	4	2
I.	5	18	6	6	1	2	8	8	1
J.	1	5	13	5	1	13	7	5	19
K.	7	17	7	3	5	0	12	6	1
L.	6	16	10	8	3	1	10	2	2
M.	5	18	11	4	4	1	11	7	7
N.	9	10	5	3	4	0	11	4	0
O.	4	13	7	5	5	0	13	3	2
P.	7	9	1	1	3	23	12	0	1
Q.	3	21	16	2	1	0	5	2	6
R.	8	18	6	6	6	0	16	3	4
S.	5	6	9	8	5	0	17	11	3
T.	2	12	8	9	1	1	7	8	9
U.	2	4	5	2	0	0	1	8	35
V.	1	10	4	1	1	5	7	9	20
W.	4	16	6	2	7	0	8	10	8
Totals	117	305	215	110	86	64	210	116	148

GIRLS 11 to 14 inclusive

n = 36

Offence.            Number of assignments of punishment 2.

....	1	2	3	4	5	6	7	8	9
A.	5	14	3.	0	4	0	6	6	0
B.	4	8	13	4	2	0	5	3	0
C.	2	9	8	0	9	0	2	3	6
D.	2	6	18	0	4	1	1	0	0
E.	14	2	0	4	3	0	7	3	0
F.	2	11	12	0	7	0	3	2	0
G.	2	8	2	1	0	13	5	2	3
H.	4	7	10	2	5	0	7	0	1
I.	1	12	6	0	3	0	9	5	0
J.	0	6	7	1	2	4	0	6	13
K.	2	9	12	4	2	0	3	2	0
L.	1	13	8	3	3	0	7	1	0
M.	4	12	9	2	4	0	2	2	0
N.	7	8	5	2	7	0	9	1	0
O.	6	8	4	3	4	0	6	1	0
P.	1	7	0	1	0	13	4	2	1
Q.	1	10	8	1	3	0	8	2	4
R.	4	2	5	3	10	0	8	4	1
S.	5	7	5	2	2	0	9	3	0
T.	3	4	10	4	2	0	3	3	6
U.	0	0	10	0	1	0	2	5	17
V.	0	2	5	0	2	6	2	4	12
W.	2	4	3	0	1	0	3	12	4
Totals	72	169	163	37	80	37	111	72	68

## BOYS 15 to 16 inclusive

n = 58

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Table 6(1)

Offence.	Number of assignments of punishment 2.								
	1	2	3	4	5	6	7	8	9
A.	14	14	5	2	4	0	8	12	2
B.	1	7	13	12	2	1	8	13	8
C.	2	8	7	4	4	0	2	10	25
D.1	3	16	18	1	0	1	6	7	0
E.	9	11	1	3	6	1	11	7	0
F.	0	7	34	0	6	0	4	5	1
G.	1	7	4	10	0	12	4	11	16
H.	4	13	4	8	5	0	10	9	8
I.	3	13	9	5	3	0	7	12	1
J.	0	6	12	2	2	6	1	8	29
K.	2	10	8	10	3	0	11	8	4
L.	3	14	10	3	4	0	7	6	1
M.	5	14	11	3	2	1	6	10	10
N.	7	13	5	4	4	0	8	3	0
O.	3	19	3	3	4	0	10	7	3
P.	3	8	4	2	3	20	8	5	3
Q.	3	9	22	2	1	0	4	8	6
R.	7	9	9	6	3	0	10	12	6
S.	2	12	7	5	4	0	9	12	7
T.	1	8	7	10	1	0	5	12	10
U.	1	4	4	1	0	0	3	3	36
V.	0	5	6	2	1	2	5	10	24
W.	1	9	8	2	6	0	8	12	13
Totals	75	236	211	100	68	44	155	202	213

GIRLS 15 TO 16 inclusive.

n = 36

Offence.      Number of assignment of punishment 2

	1	2	3	4	5	6	7	8	9
A.	6	12	0	0	3	0	5	7	2
B.	4	3	10	8	1	0	4	4	3
C.	1	2	5	1	3	0	6	7	12
D.	2	6	14	0	5	2	0	1	0
E.	11	4	0	5	1	0	8	2	0
F.	2	3	16	0	5	0	4	5	0
G.	1	4	1	5	1	10	7	2	6
H.	5	7	7	2	4	0	4	6	2
I.	3	9	7	2	1	0	7	5	2
J.	0	0	5	2	2	3	1	7	18
K.	2	5	12	5	0	0	4	4	2
L.	2	15	7	2	3	0	3	1	0
M.	3	9	10	2	2	1	4	4	1
N.	5	8	2	2	8	1	3	4	0
O.	5	7	4	2	4	0	6	4	0
P.	1	5	0	1	1	12	4	4	1
Q.	3	10	8	0	2	0	5	3	4
R.	2	5	4	1	10	0	4	7	2
S.	2	3	6	3	6	0	10	4	0
T.	2	4	8	6	1	1	1	5	7
U.	0	1	4	0	1	0	2	3	22
V.	0	0	3	2	3	3	1	8	13
W.	2	5	3	0	0	0	1	11	7
Totals	64	127	136	51	67	33	94	108	104

Questionnaire 7

Your help is requested please in connection with some research on "Punishment in Secondary Schools".

The pupils under consideration are aged 11+ to 15+.

Nine punishments are listed. Your opinion is sought on their order or seriousness.

Please rank them 1 to 9, 1 being the least serious and 9 the most.

Your opinion will no doubt be largely determined by how much think. the pupils concerned would feel and how you would have felt at that age.

Girls are requested to complete the girls' column and boys the boys' column, please. The girls' column refers to girls only; and the boys' to boys only.

Please use pencil and ink in afterwards.

Punishment	Rank 1 to 9	
	Boys	Girls
Detention after formal notification of parents.		
Letter to parents.		
Parents invited to the school.		
Corporal Punishment.		
Put 'On Report' (This involves a brief comment by each teacher daily reporting to the Head or representative and signature of parent each evening. Usually lasts for about a week).		
Payment of money For fines, losses, damage. Used with discretion. Personal repair for damage included in this category).		
Sent to Head or representative (Reprimand and extra work may be included in the action of the Head).		
Note of matter put on pupil's record (in pencil, to be rubbed out at the end of school year if no further serious trouble ensues).		
Matter reported to Education Authority (Formal letter sent by Authority to parents. possibility of transfer or suspension or threat of this).		

Wilcoxon Test

Calculation for Punishment 1 and Punishment 2 - 11 to 14 inclusive.

Boys. number 5

Pun.1.	Pun.2.	d	Rank	T
1	6	5	21	
3	6	3	13	
3	6	3	13	
3	1	-2	8.5	8.5
2	6	4	17.5	
5	1	-4	17.5	17.5
3	7	4	17.5	
3	4	1	3.5	
5	6	1	3.5	
3	2	-1	3.5	3.5
3	6	3	13	
6	7	1	3.5	
3	1	-2	8.5	8.5
1	6	5	21	
5	1	-4	17.5	17.5
3	6	3	13	
1	6	5	21	
2	1	-1	3.5	3.5
4	6	2	8.5	
8	9	1	3.5	
7	9	2	8.5	
3	6	3	13	

There are 22 pairs with  
difference in rank

N = 22

There are 6 pairs with  
negative signs. These are  
used to evaluate T (Total)

From the table provided for

N = 22

the maximum T for signifi-  
cance is 66

T calculated < 66

Difference is significant

59.0

Wilcoxon Test

Calculation for Punishment 1 and Punishment 2 - 11 to 14 inclusive

Girl Number 1

	Pun.1.	Pun.2.	d.	Rank	T
	1	2	1	2	
	5.5	8	2.5	14.5	
There are 23 pairs with difference in rank	7	9	2	10	
	2	7	5	21	
	4	8	4	18	
N = 23	2	7	5	21	
There are 4 pairs with negative signs. These are used to evaluate T (Total)	3	8	5	21	
	5.5	8	2.5	14.5	
	1	5.5	4.5	19	
	7	9	2	10	
From the table provided for N = 23	7	8	1	2	
the maximum T for significance is 73	5.5	8	2.5	14.5	
T calculated < 73	1	2	1	2	
	4	1	-3	17	17
	5.5	4	-1.5	5.5	5.5
	3	5.5	2.5	14.5	
<u>Difference is significant</u>	4	2	-2	10	10
	4	5.5	1.5	5.5	
	7	5.5	-1.5	5.5	5.5
	8	2	-6	23	23
	7	9	2	10	
	7	9	2	10	
	5.5	7	1.5	5.5	
					61.0



Total assignment of each of the good and bad effects  
for the pupil educationally for each of the 26 punishments

Table 3(11)

BOYS

n = 58

Pun.No.	Good							Effects Total	Bad							Total
	1	2	3	4	5	6	7		8	9	10	11	12	13	14	
1.	3	2	0	2	1	8	2	18	2	19	16	18	6	7	2	70
2.	4	3	4	15	0	6	0	32	11	10	12	15	4	3	0	55
3.	0	4	3	2	0	0	2	11	1	6	11	11	3	30	2	64
4.	8	1	5	20	0	10	0	44	12	7	5	7	2	7	0	40
5.	3	0	0	1	0	17	4	25	7	22	18	8	0	10	1	66
6.	8	2	9	24	1	4	2	50	14	4	4	4	0	0	0	26
7.	8	0	9	24	1	12	1	55	13	3	6	4	2	0	1	29
8.	9	6	19	8	1	7	6	56	2	4	8	5	3	7	5	34
9.	9	3	5	14	1	4	4	40	5	3	7	8	4	4	0	31
10.	11	9	8	9	1	3	5	46	0	4	8	7	1	5	2	27
11.	1	1	4	4	0	8	2	20	0	16	19	11	11	2	1	60
12.	0	2	0	4	1	5	0	12	2	16	18	15	8	3	2	64
13.	3	4	2	1	11	15	12	48	0	5	12	11	7	0	0	35
14.	1	1	1	2	7	13	10	35	0	6	12	11	8	2	0	39
15.	0	3	1	0	0	8	3	15	0	11	15	21	12	5	0	64
16.	2	6	1	2	1	3	3	18	0	24	22	13	5	3	0	67
17.	2	5	2	0	1	15	0	25	0	14	18	16	14	1	4	67
18.	2	2	2	6	1	7	0	20	3	9	15	9	18	4	0	58
19.	0	5	2	2	1	10	8	28	2	17	15	9	2	3	2	50
20.	3	6	1	1	0	14	26	51	1	5	7	4	2	1	1	21
21.	11	0	5	11	3	9	3	42	13	9	16	4	5	2	3	52
22.	10	2	5	16	0	9	2	44	10	14	11	10	6	7	4	62
23.	4	0	0	6	1	7	2	20	11	19	17	9	6	4	2	68
24.	6	2	5	11	0	7	0	31	11	12	15	7	7	1	1	54
25.	4	5	4	2	1	4	29	49	0	1	10	6	6	2	0	25
26.	3	2	1	1	0	13	2	22	1	10	21	17	5	2	2	58

Total assignments of each of the good and bad effects for  
the pupil educationally for each of the 26 punishments.

Table 3 (12)

Girls

n = 36

Pun.N.o.	Good							Total	Bad							Total
	1	2	3	4	5	6	7		8	9	10	11	12	13	14	
1.	4	2	0	0	1	4	2	13	0	7	6	12	2	1	0	28
2.	5	2	2	12	0	3	0	24	3	1	9	6	0	0	0	19
3.	2	0	0	0	0	0	2	4	0	1	0	8	0	23	1	33
4.	3	5	0	10	0	8	1	27	3	4	2	0	1	2	0	12
5.	0	0	1	0	0	6	1	8	3	16	11	5	1	0	0	36
6.	5	0	7	14	0	5	1	32	5	1	0	2	1	0	0	9
7.	0	0	6	18	0	9	0	33	2	2	1	3	0	0	0	8
8.	4	5	4	2	0	7	0	22	1	3	3	6	3	2	0	18
9.	3	1	3	5	0	4	2	18	4	1	7	6	2	1	0	21
10.	4	3	4	6	0	2	2	21	0	2	7	6	0	0	2	17
11.	1	2	0	1	1	0	0	5	1	14	8	7	5	1	0	36
12.	0	2	0	1	1	1	0	5	1	10	9	13	1	1	1	36
13.	3	2	6	0	4	11	1	27	1	0	5	6	2	1	0	15
14.	3	3	3	0	6	7	2	24	0	0	5	8	2	3	0	18
15.	3	1	3	0	0	4	0	11	0	0	7	9	6	3	2	27
16.	0	3	4	0	0	2	3	12	0	8	11	8	2	0	0	29
17.	0	2	2	0	0	13	1	18	0	4	9	6	1	1	0	21
18.	1	0	5	4	0	5	0	15	0	3	8	5	8	2	1	27
19.	6	2	3	1	0	5	3	20	1	5	9	2	1	1	0	19
20.	4	2	1	0	1	10	10	28	0	2	5	3	1	0	0	11
21.	2	0	5	4	0	4	2	17	2	3	8	4	6	2	1	26
22.	3	0	2	8	0	4	2	19	2	3	6	2	2	8	3	26
23.	1	1	2	9	0	1	1	15	9	6	7	4	3	1	1	31
24.	4	4	6	11	0	3	0	28	0	0	3	3	4	1	0	11
25.	2	2	2	0	1	9	6	22	0	5	5	4	3	2	0	19
26.	2	1	1	1	0	6	2	13	2	5	4	4	5	1	6	27