

SELECTED CASES OF CORPORAL PUNISHMENT EXPERIENCES
IN MALAYSIAN SCHOOLS

VISVALINGAM G. PERUMAL

ASIA e UNIVERSITY

JUNE 2016

SELECTED CASES OF CORPORAL PUNISHMENT
EXPERIENCES
IN MALAYSIAN SCHOOLS

VISVALINGAM G. PERUMAL

A Thesis Submitted to the School of Education,
Asia e University in fulfilment of the
Requirements of the Degree of
Doctor of Philosophy

ASIA e UNIVERSITY

JUNE 2016

ABSTRACT

At the time of writing the media had been rife with the story of a ‘moral’ education teacher throwing a shoe at a female pupil. The shoe had cut the chin of the child and the wound needed three sutures and medical care, (The Star, 12 July 2014, p. 26). The physical wound suffered by the child will heal in time. What is uncertain is how long more school children have to endure punishment and verbal abuse at school. What feelings do students experience when he/ she is punished?

This study is unique for it is a study about the practice of corporal punishment from the ‘outside’, with phenomenology as the methodology. Malaysian students, although, now a few years removed from the school setting, were interviewed to obtain rich data recorded electronically. The use of interviews to elicit data was an epistemological preference. The objective was to gain insight into the deep feelings of the victims. This study is therefore an investigation of the first person account of nine interview respondents, chosen on a ‘purposive’ basis. The objective was to decipher their feelings in order to explore the nuances and examine the constituents of this experience, how it had affected the children at that point of time, and how it affects them presently. Literature and research work on the topic was reviewed in order to link the respondent’s views, their recollections and experiences with corporal punishment.

The data collected was transcribed and interpolated to reveal deep- set feelings harboured by the punished. The study revealed some unexpected results which are elaborated scholastically; avenues for further research are advanced and the recommendations should to spur deep considerations, scholastic discussions and lots of soul searching among all stakeholders.

APPROVAL PAGE

I certify that I have supervised / read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in quality and scope, as a thesis for the fulfilment of the requirements for the degree of Doctor of Philosophy.

.....

Associate Professor Dr Zahyah Bt. Hanafi

Supervisor

Professor

Professor

.....

.....

External Examiner 1

External Examiner 2

.....

.....

.....

Chairman, Examination Committee

This thesis was submitted to the School of Education, Asia e University and is accepted as fulfilment of the requirements for the degree of Doctor of Philosophy.

.....

.....

Prof. Dr John Arul Phillips

Professor Dr Siow Heng Loke

Dean, School of Education

Dean School Of Graduate Studies

Declaration

I hereby declare that this thesis is submitted in fulfilment of the PhD degree is my own work and that all contributions from any other persons or sources are properly and duly cited. I further declare that the material has not been submitted either in whole or in part, for a degree at this or any other universities. In making this declaration, I understand and acknowledge that any breaches in this declaration that constitutes academic misconduct, which may result in my expulsion from the programme and/or exclusion from the award of the degree.

Name: VISVALINGAM G. PERUMAL

Signature of Candidate:

Date: 23 June 2016

ACKNOWLEDGEMENTS

All praise be unto the omnipresent, almighty Lord, for blessing me with a good family, robust health, the strength of character and power of endurance which kept me directed to my objective of pursuing this doctorate.

Today my mind is on my father and my heart is filled with melancholic recollections of the times gone by. My late father would have been ninety six years old. Though he is not with me here in this world, his presence is all encompassing. My father pushed the limits and reached unimaginable heights in his career, with all but six years of formal education. It is only proper that I dedicate this work to my father Mr G. Perumal K.M.N, and my late mother, Madam K. Kanagambal. My late sister Luxmi Perumal LLB, LLM, Bar-at Law, was a motivating persona; it was she who had spurred me onto this pathway of academic excellence, many, many years ago. My sincere thanks and appreciations, like golden marigold and aromatic jasmine blooms are laid at your feet, Appa, Amma and Chinakka as heartfelt homage for having sown the thirst for knowledge and higher education in me. How I wish you were here to see me graduate with this degree?

I acknowledge my loving wife Vasanthi who has stood by me through the years, having supported me with her patience, love and care. Can I really, really thank you for all the tangible and intangible things that you have contributed and sacrificed throughout the years during which time I had buried myself in books or had been immersed with work on the computer? Thank you dear.

My sons, Surin Vinoo Perumal B.Mech. Engg. M.Mech. Engg; and Luvin Vishnu Perumal, B.Com. Accounting and Finance; ACCA, who have been the double spurs in my educational endeavours. Both my children took their time to ‘teach’ me the rudiments of the word processor and in their own way drove me to complete this colossal task. If there was any experimentation for my studies on this topic on corporal punishment, then it was my children who are now exemplary citizens sans any punitive disciplinary actions taken by their father or mother. Vinoo and Vitchu, you were always on my mind, for this work had direct references to your upbringing. I appreciate your patience and sacrifices during this long scholarly journey, during which time I would have been moody, grumpy or simply too busy traversing on another plane, all the while trying to complete this study if only to self- actualise. You both must be proud now!

My success in this endeavour is shared with my brothers, sisters, in-laws, nephews, nieces, grand nephews and grandnieces. Take this as your success and be motivated to reach for the stars, knowing that nothing is impossible, once you have set your heart and soul to it.

I will fail as a student if I do not mention and thank my Supervisor Associate Professor Zahyah Bt. Hanafi of University Utara Malaysia for all the assistance, support and meticulous mentoring that was extended to me. Professor Siow Heng Loke and Professor John Arul Phillips my thanks are due for your valuable inputs, advice and help extended to me. As we share the same vocation in the field of academia I must say that I have captured many an important trait in student relations from you. I am indebted to thank the lecturers, management and staff of Asia e University.

Table of Contents

No	CONTENTS	Page
	Abstract	ii
	Approval page	iii
	Declaration	iv
	Copyright Page	
	Acknowledgements	vi
	List of Tables	vii
	List of Figures	viii
1.0	Chapter 1- Introduction	1
1.1	Problem statement: Corporal punishment in schools	3
1.1.1	Flashback	6
1.1.2	The Present	9
1.2	Child abuse	17
1.2.1	Defining corporal punishment	19
1.2.2	Global prevalence of school corporal punishment	22
1.2.3	Corporal punishment in Malaysian schools	25
1.2.4	Reported cases of corporal punishment in Malaysian schools	27
1.2.5	Dissensions to a ban on corporal punishment in schools	28
1.2.6	Voices in support of a ban on corporal punishment in schools	32
1.2.8	Conclusion	33
1.3	Research questions	34
1.4	Research objectives	34
1.5	Significance of study	34
1.6	Scope and limitations	39
1.7	Summary	42
2.0	Chapter 2: Review of literature	46
2.1	Introduction	46
2.2	School and classroom discipline management	48
2.3	Theories of punishment	50
2.3.1	The Deterrent theory of punishment	51
2.3.2	The Retributive theory of punishment	52
2.3.3	The Preventive theory of punishment	53
2.3.4	The Reformative theory of punishment	53
2.4	Confusing discipline and corporal punishment	56
2.5	What actually transpires	58
2.5.1	Malaysian teaching environment and corporal punishment	62
2.5.1.1	Views of teachers and other stakeholders on corporal punishment in schools	66
2.5.1.2	Views opposing the practice of corporal punishment in schools	67
2.6	Malaysian Education	71
2.7	Religion	75
2.8	Legal perspectives	78

2.9	Effects of corporal punishment on the school child	84
2.9.1	Effects of corporal punishment on the school child- Short term	85
2.9.2	Effects of corporal punishment on the school child- Long term	86
2.9.3	Psychological and mental harm	91
2.9.4	Physical effects of corporal punishment	94
2.9.5	A lack of apathy and empathy	97
2.9.6	Economic effects of corporal punishment on the school child	98
2.10	Summary	98
3	Chapter 3: Methodology	100
3.1	Introduction	100
3.2	Research design	100
3.3	Population and Sample	106
3.3.1	Instrumentation	112
3.3.1.1	Interview	112
3.3.1.2	Validation of interview instrument	114
3.4	Data collection Procedure	116
3.5	Data Storage	118
3.6	Techniques of Data Analysis	120
3.7	Reliability and Validity	124
3.8	Summary	126
4.	Chapter 4	127
4.0	Introduction	127
4.1	Analysis of transcribed interviews	127
4.1.1	Recollections and experiences of corporal punishment (Informant 1: Anu)	134
4.1.1.1	The Incident	135
4.1.1.2	Effects of the incident	137
4.1.1.2.1	Physical (No questions)	137
4.1.1.2.1	Psychological (4 questions)	137
4.1.1.2.3	Presently (1 question)	141
4.1.2	Recollections and experiences of corporal punishment (Informant 2: Ko)	142
4.1.2.1	The incident (4 questions)	143
4.1.2.2	Effects of the incident	145
4.1.2.1.1	Physical (3 questions)	145
4.1.2.1.2	Psychological (5 questions)	147
4.1.2.1.3	Presently (5 questions)	150
4.1.3	Recollections and experiences of corporal punishment (Informant 3: Rick)	152
4.1.3.1	The Incident (1 question)	153
4.1.3.2	Effects of the incident	154
4.1.3.2.1	Physical (No question)	154
4.1.3.2.2	Psychological (10 questions)	154
4.1.3.2.3	Presently (2 questions)	159
4.1.4	Recollections and experiences of corporal punishment (Informant 4: Rita)	160
4.1.4.1	The incident	161
4.1.4.2	Effects of the incident	163
4.1.4.2.1	Physical (1 question)	163
4.1.4.2.2	Psychological (1 question)	164
4.1.4.2.3	Presently: (3 questions)	166
4.1.5	Recollections and experiences of corporal punishment (Informant 5: Latha)	167
4.1.5.1	The Incident (2 questions)	168

4.1.5.2	Effects of the Incident	169
4.1.5.2.1	Physical (7 questions)	169
4.1.5.2.2	Psychological (2 questions)	172
4.1.5.2.3	Presently (1 question)	174
4.1.6	Recollections and experiences of corporal punishment (Informant 6: Vive)	174
4.1.6.1	The Incident (6 question)	175
4.1.6.2	Effects of the incident	176
4.1.6.2.1	Physical (2 questions)	176
4.1.6.2.2	Psychological (5 questions)	177
4.1.6.2.3	Presently	179
4.1.7	Recollections and experiences of corporal punishment (Informant 7: Khan)	181
4.1.7.1	The incident	182
4.1.7.2	Effects of the incident	184
4.1.7.2.1	Physical (1 question)	184
4.1.7.2.2	Psychological (6 questions)	185
4.1.7.2.3	Presently (1 question)	187
4.1.8	Recollections and experiences of corporal punishment (Informant 8:Dhar)	188
4.1.8.1	The Incident	189
4.1.8.2	Effects of the incident	194
4.1.8.2.1	Physical (1 question)	194
4.1.8.2.2	Psychological (3 questions)	194
4.1.8.2.3	Presently (2 questions)	198
4.1.9	Recollections and experiences of corporal punishment (Informant (: Jess)	200
4.1.9.1	The Incident (4 questions)	200
4.1.9.2	Effects of the incident	202
4.1.9.2.1	Physical (1 question)	202
4.1.9.2.2	Psychological (3 questions)	203
4.1.9.2.3	Presently (2 questions)	204
4.2	Interpolation of transcribed interviews	205
4.2.1	Pain	207
4.2.2	Anger	212
4.2.3	Embarrassment	215
4.2.4	Humiliation	218
4.2.5	Demotivation	222
4.3	Instruments used by Malaysian teachers to mete corporal punishment	225
4.3.1	Cane	225
4.3.2	Table drawers	226
4.3.3	Pinching and ear twisting	227
4.4	Other approaches to administer corporal punishment	227
4.4.1	Kneeling in common areas	227
4.4.2	Throwing objects	228
4.4.3	Foul or unparliamentarily words or language	228
4.4.4	Forceful questioning tactics	229
4.5	Who administers corporal punishment in Malaysian schools?	231
4.6	Where corporal punishment was administered?	233
4.7	Informants' perception of parental reaction to corporal punishment	234
4.8	Irony	238
4.9	Metaphor	242
4.10	Summary	245
5.0	Chapter 5 Discussion, recommendation and conclusion	250

5.1	Summary of findings	250
5.2	Discussions	255
5.3.	Recommendations	272
5.3.1	General Recommendations	273
5.3.2	Conclusions	282
	 Bibliography and references	 285
	 Appendix i: Cases of corporal punishment in Malaysian schools	 323
	Appendix ii: Surat Pekeliling Ikhtisas Bil. 7/2003; Kuasa Guru Merotan	327
	Appendix iii: The Kyoto Declaration	333
	Appendix iv: Invitation to participate in research interview	336
	Appendix v: Consent form	338
	Appendix vi: Demographic data form	339
	Appendix vii: Main interview questions	340
	Appendix viii : An example of unstructured and semi-structured questions	341
	Appendix ix : Letter	344

List of Tables

Table 1	Countries prohibiting corporal punishment in all settings	26
Table 2	Countries that do not fully prohibit corporal punishment in any setting	26
Table 3	Percentage of children, corporally punished, kinds of punishment and research authority	30
Table 4	Ending legalised violence against children	38
Table 5	Undesirable behaviours/ experiences significantly associated with corporal punishment	89
Table 6	Profile of interview respondents	111
Table 7.1	Analysis of clustered meanings 1	208
Table 7.2	Analysis of clustered meanings 2	209

List of Figures

Figure 1	World map showing countries where corporal punishment is prevalent	24
Figure 2	Source input storage tag	118
Figure 3	Steps in data analysis	125

Selected Cases of Corporal Punishment Experiences in Malaysian Schools

“We are dependent on you to love and teach us. Please don’t confuse us and hurt us in the name of discipline.”
(Judith Ennew)

Chapter 1:

1.1 Introduction

Corporal punishment of school children is a disciplinary strategy which is common in Malaysian schools, as it is in many other parts of the world (Benthall, 1991; Greven, 1992; UNICEF, 2001; Marshall, 2002; Greven, 2002; Middleton, 2008; Straus, 2009; Azizi Yahaya, Jamaludin Ramli, Shahrin Hashim, Mohd. Ali Ibrahim, Raja Roslan Raja Abdul Rahman and Nordin Yahaya, 2009; Narasappa Kumaraswamy & Azizah, 2010; Lavanya, 2011). In Malaysian schools corporal punishment with the use of a cane can be applied only to male students. This rule is governed by certain pre-conditions as stated in the Education (School Discipline) Regulations 1959. The rule provides inter alia that corporal punishment can only be administered by the head of the school, or a teacher authorised by him/ her. Such punishment or caning can only be meted to repeat offenders after informing the student’s parents. In carrying out such punishment, the head of school or person authorised to execute it, must ensure that the act is done in a private, confined area.

That rule, in actuality remains on paper only as what is reported in the Malaysian media, by parents or guardians of students and students themselves show otherwise. Corporal

punishment is not confined to a private, confined area but is a common practice in the classroom (Clacherty & Clacherty, 2005; Anusuya, 2010). Almost every teacher hits his or her students (Kacker, Varadan & Kumar, 2007; UNICEF, 2001; Morrell, 2001; Maree, 2004, Newell, 2008 Middleton, 2008) and they employ ingenuous methods to mete such physical punishment. Teachers have been reported to have used severe and violent methods of physical punishment on the school children. These includes slapping, kicking, knocking on the head with knuckles, pinching, hitting with hands or sticks or confining the student to little rooms or making them stand or kneel in uncomfortable positions for long periods of time (Imbrogno, 2000; Kim, Kim, Park, Zhang & Lu, 2000; Kacker, Varadan & Kumar; 2007; Mweru, 2010; Mohd. Mazlan Awang, 2012).

The result of all this physical punishing activity was instant compliance and usually out of instinctive pain, the school student would feign obedience to the teacher and or to the cane (Gershoff, 2002; Greydanus, Pratt, Spates, Blake-Dreher, Greydanus-Gearhart & Patel, 2003).

The deliberating adverse effects of corporal punishment of students, both in the short and long term have been well documented by a host of researchers, Non-Government Organisations and other stakeholders. These include the infliction of physical and psychological injury that can last a lifetime, (Straus, 1991; Man, 1995, UN Schools Report 2011; Marshall, 2002; Grevan, 2002; Smith, 2006; Catherine So-Kum Teng, 2006; UNICEF, 2014).

The system of corporal punishment in Malaysian schools is very deep rooted. It would be nearly impossible to find anyone, who has gone through their primary and secondary

education years without having been subjected to one or more forms of physical punishment.

In the past some research studies had been done on the problem of corporal punishment in Malaysian schools (Suhakam, 2003; Narasappa Kumaraswami & Azzizah (2010), Anusuya, 2010; Mohd. Mazlan Awang, 2012).

One wonders about the feelings of the children who have had the experience of corporal punishment in Malaysian schools. What do they feel at the time of the incident? What do they feel presently, a few years removed from that time?

Corporal punishment of school children in Malaysia is an extremely subjective and argumentative topic. Everyone, the man in the street, scholars and educationists have their strong opinions on the subject. Many live in denial that corporal punishment in Malaysian schools is not an issue at all. But living in denial of the phenomenon and of what actually takes place in classrooms or in the schools will not absorb Malaysians of the problem. School children are hit every day in Malaysian schools. Sordid stories are oft told and published about how children have been hit by their teachers. A variable list of such cases is presented in appendix 1. However, relatively little research has been carried out in Malaysia to hear what the school children who suffered physical punishment had to say. Their experiences and feelings did not seem to matter. No one cared.

1.1 Statement of Problem

What then is the guiding principle or the problem statement of this study? The need was to have a better and deeper understanding of:

1). What is the nature, meanings and feelings of the experience of being victims of corporal punishment in school?

2). In later years of their lives, what feeling do such persons harbour about their experience of corporal punishment in school?

It is in that context that this study is seen as a breakthrough for education in Malaysia. A cohort of Malaysian students who had been subjected to corporal punishment during their school days was interviewed. What these students said was researched in this phenomenological study in order to glean the 'gist' or essence of their feelings (van Manan, 1990, p.41).

That the Malaysian Educational rules and regulations drafted just after the country's independence must be amended so as to uphold the physical integrity and dignity of school children will be evident from this study. Even the advocates of corporal punishment in schools will have to agree that rules and regulations with their avowed pristine and perfect meanings can be forgotten in a moment of anger in the classroom which could bring about disastrous consequences to the school child.

With that mind set it is the researcher's view that the elimination of corporal punishment must be a well thought out process. This has to involve all stakeholders especially the students for any change must be for their 'best interest, not what adults perceive to be the best interest of the students.

Corporal Punishment

Corporal punishment of children in general and school children in particular is defined by different authors and authorities in different ways, (Straus, 1994; Gershoff 2002; Hyman, 1990; Greven, 2002; Marshall, 2004). Though there are a number of definitions, the gist of it is one factor and that is the physical punishment of a child by an adult or some other person who wields some influence on the minor. Usually corporal punishment involves the use of physical force so as to compel a child to conform to rules and regulations or social norms set by the adult, or to get the child to change behaviour, (Position paper of the Society of the for Adolescent Medicine, 2003; 32: pp. 385-393).

In practice corporal punishment includes beating, hitting, spanking, paddling, swatting and caning (Benatar, 1998) and the Society for Adolescent Medicine (2003) recognises other methods frequently used by care givers to inflict pain on the children but not injury, (Straus, 1994, p.4). In the school context corporal punishment is the infliction of pain or confinement as a penalty for an offence committed by a student, (Hyman, 1990 p.10).

Corporal punishment of school children is not allowed by law in Malaysia, except for caning of male students who have committed certain offences in school. Such caning can only be meted by the school head or persons authorised by him or her. The Malaysian Education Act (School Rules and Regulations, 1959) specifically states that female students must not be caned under any circumstance.

The reality is that corporal punishment is well and thriving in the country and it is practised by teachers who have no qualms about what the law says. Such punishment meted by class teacher may be with the use of the cane or other methods as quoted

earlier. Additionally, other ingenious ways to physically punish school children are devised by individuals and this has led to the student being incapacitated, maimed, and even killed. Those students who may be lucky enough to come off from school days free from physical harm due to corporal punishment suffer lifelong psychological traumas.

This study kindles the memory and gleans the feelings of some individuals who have experienced corporal punishment while they were at school.

1.1.1 Flash back: First term of school academic year 1969.

The headmaster, a short and stocky man, had been transferred to that school a few months earlier. His reputation preceded him for two reasons, one, he was also a newscaster on Malaysia's only black and white television channel of that era, and secondly for being a disciplinarian who did not shy away from using the cane. The headmaster, Mr T.J., walked into the Form Four class unannounced. He had a cane in his right hand. A Geography class was in progress with a sari clad teacher in charge.

The young boys and girls aged sixteen or seventeen, had commenced classes after the long end of the year holidays. Many of the students were from different schools. This was a norm as it usually happens after the Lower Certificate of Examination results are released and the students are divided into Science and Arts streams. For many it was a new experience in a co-educational class too.

As if by second nature, the class stood at the sight of the headmaster, and greeted him. "Good Morning, Sir". There was perfect harmony in the young voices, and the

Geography Teacher managed a weak smile of approval. There was no reciprocity or any other sort of greeting from the headmaster.

Just then, like an eagle which darts at its prey or the tiger that springs out from nowhere to dig its claws on the hunted, Mr T.J. picked on one of the better behaved boys in the class, who sat among the girls in the second row from the front. Mr T.J. demanded to know why that boy was smiling. Out of respect and fear, the boy stood up, remained smiling and did not say anything.

The headmaster seemed infuriated at this and ordered the student to walk up to the front of the classroom. The arrest and the trial were over. Mr T.J. had performed both actions at one go.

The sweet natured, crew cut student and with the boy next door image, was commanded to bend over the teacher's table. His white cotton shirted torso and long legs which were covered with a pair of white long pants, and for all purposes this itself was a sign of attaining national type manhood, for Malaysian lower secondary students were not allowed to use long pants then, took the contour of the teacher's table. This posture, presented a perfect target, the student's posterior well arched for the punishment.

The Geography teacher was told to hold the student's hands from the opposite side of the table. The class of forty four students fell completely silent, in anticipation. Many of the female students refused to see the unfolding ritual, some choose to lay their heads on their desks, some looked involuntarily out of the class, in disgust or disbelieve but each one forming an opinion or two of the event about to unfold.

“Whack, Whack”, rent the sound of the cane as it come in contact with human flesh albeit covered with cloth. The skills of a seasoned executioner were displayed by the headmaster for the class full of young teenaged students to witness. Those strokes not only disturbed the morning calm and cool air but planted the first seedlings of apprehension about the high handed action of an adult in school administration. The strokes were delivered on the buttocks with perfection. The skills of an executioner were displayed for the class to witness.

The punished student winced a bit but kept his smile. When the headmaster said, “Get back to your seat”, the boy got out of that position and went back to his desk, still smiling. His buttocks must have hurt him terribly, but the indignity of the episode, and the bruised ego he suffered must have hurt him more. One will never know, no one asked him.

The headmaster gave a look of having achieved something great and walked out of the classroom, while the Geography teacher stood still, as if frozen for a few moments, and on regaining her composure, tried to inject some semblance of “learning” into the remaining time allocated for her subject.

Geography was far from the students’ minds. Some of the female students had tears in their eyes. The boys were speechless but resolute in their own ways. They all, the girls and the boys wanted to protest, but could not and UNICEF, (2001, p.3) explains that succinctly:

The phenomenon of corporal punishment clearly reflects and manifests children’s lack of power and their low social status within society and the family

as well as in the classroom. The teacher is considered a figure of authority who, must be obeyed while the students should adjust and comply.

For those students who were in Form Four M (Arts), that morning in 1969, meant a lot. That moment of madness, of the mighty preying on the meek, of those in authority showing off their powers to the powerless, was etched in the deepest channels of their hearts and in the memory of the students of that class. One of them, who witnessed that spectacle of a student being corporally punished because he only happened to smile at the headmaster, was this candidate. He resolved to do something about the system then, however long it might take, and this study is not the culmination of that work but the beginning to bring about some realization of the scrooge of corporal punishment in Malaysian schools and hopefully help to bring an end to physical and verbal abuse of Malaysian school children.

1.1.2 The present

Forty seven years later, the phenomenon of corporal punishment still thrives in the Malaysian school environment and cases of teachers venturing beyond their legal limits are often given prominence in the media. The Human Rights Commission of Malaysia says 'it remains concerned over the use of caning to discipline students. A 2003 probe assigned by the Human Rights Commission of Malaysia (Suhakam), and which was conducted by Malaysian university researchers revealed the regular use of the cane in local schools. In fact the inquiry revealed that there was a gross breach of the school children's right, and this was committed by teachers, other students and school administrators. In addition the probe by Suhakam found that 80 per cent of teachers and

72 per cent of school administrators felt that students with persistent disciplinary problems should be caned, (www.corpum.com; The New Straits Times 21 March 2004). In the report to the fifteenth Annual Meeting of the Asia Pacific Forum of National Human Rights Commission Institutions held in Bali, Indonesia, Suhakam had registered its concerns on the practice of corporal punishment in Malaysian schools, (p.4). The Convention on the Rights of the Child (1989) has documented provisions for a basic right provided to all children and that is protection from all forms of violence. While most cultures and religion frown upon the notion of punishing children yet corporal punishment is part of life for many children around the world. The Global Initiative to End All Corporal Punishment of Children report of October 2011 on page 4 stated, 'Where school corporal punishment remains legally sanctioned, in many cases it is widespread. The proportion of school students who have experienced physical punishment such as beating is alarmingly high in many states, 92% in Botswana, 82% in Nepal, and 75 % in Jamaica.

In the UNICEF Report (2001, p.3) on the continued practice of corporal punishment in South Asia which was submitted to the Committee on the Rights of the Child it was reiterated that:

Although very little research exists, testimonials from students, parents and teachers, as well as incidences reported in the media, suggest that corporal punishment is a common problem in many schools in the region, (p.3).

Violence in schools due to the punishing ways, both physical and verbal, of teachers is an age old problem and this has been duly addressed in the Report of