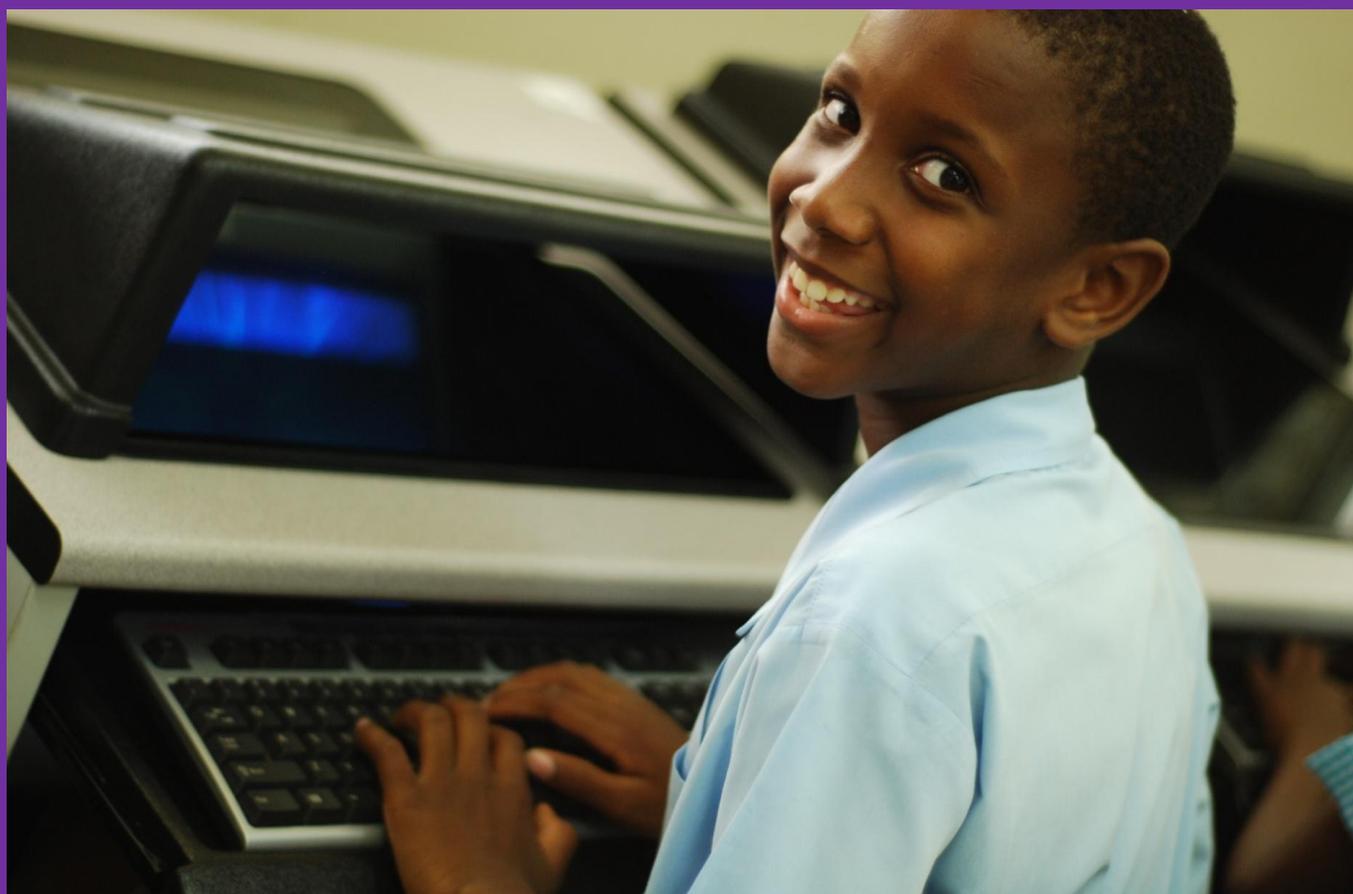
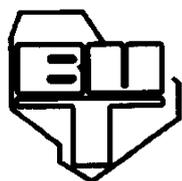


# CORPORAL PUNISHMENT AND OTHER MAJOR EDUCATIONAL ISSUES IN BARBADOS



Report on a National Survey

2009



**CORPORAL PUNISHMENT AND OTHER MAJOR  
EDUCATIONAL ISSUES  
IN  
BARBADOS**

*Report on A National Survey Conducted during July of 2009*

**by**

*Caribbean Development Research Services*

## DISCLAIMER

*This document is largely a report on a survey of public opinion which was conducted by CADRES on behalf of the Barbados Union of Teachers (BUT) and the United Nations Children's Fund (UNICEF). However, the views and opinions expressed in this document are not necessarily those of the BUT or UNICEF.*

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## SUMMARY JUDGEMENT

The report that follows speaks to the issue of corporal punishment and other major educational issues in Barbados, based on a July 2009 Barbados Union of Teachers (BUT)/United Nations Children's Fund (UNICEF) sponsored survey of a representative sample of adults and children across Barbados, along with other previous Caribbean Development Research Services (CADRES) surveys where these are relevant. It was commissioned as part of a BUT/UNICEF initiative to track public opinion trends on the use of corporal punishment against children as well as other issues of importance to the mandate of the Government of Barbados' National Commission on Education.

The survey found that support for corporal punishment in schools has fallen precipitously since 2004 when it was 69% to a significantly lower marginal majority of Barbados at 54% in 2009. Additionally, students'/children's opposition to corporal punishment in schools remains consistent. Currently 74% of children oppose this form of punishment in schools and this opposition has clearly solidified since 2004 when it was 56%.

However, corporal punishment in the home is another matter. An overwhelming majority of Barbadians (75%) still support and use corporal punishment in the home and while this support has fallen slightly since 2004 when it was 80%, it is still quite high and suggestive that Barbadians wish to maintain this form of punishment in the home at this time. Just over half of the students/children support the retention of corporal punishment in the home (54%) falling significantly from 76% in 2004.

With regards to corporal punishment it is interesting that opposition tends to follow a pattern that is influenced by age, gender and educational attainment. As a result it can be seen that support for corporal punishment is higher among older persons (51 years old and over) and persons who have had limited educational exposure (primary and secondary level). Conversely, younger people and those who have been exposed to tertiary and post-secondary education tend to oppose corporal punishment. Reference to the actual use of corporal punishment is consistent when relevant questions are asked of parents and children. It would appear that corporal punishment is used in a majority of cases (63%) across the island but is especially popular in large families and seems to be the preferred form of discipline by women; older persons and those men and women who are married, divorced and widowed.

On other educational issues, the survey noted declining support for the retention of the common entrance examination with support dropping from 58% in 2007 to 44% in 2009. There was an expression of support for mixed ability schooling (66%) and a desire for special schools for persons of outstanding academic ability (51%) along with those who are particularly challenged educationally (80%) and deviant (72%). There is similar support for a technical school (75%) and a belief that all teachers should be specially trained as such (91%). The public is, however, split regarding the issue of the school leaving age since 47% support it being raised to age 18 and 47% oppose that change, with the remainder not expressing an opinion on the issue. Some interesting permutations emerged here also since women and older persons clearly want it raised, while other segments of the population are not of the opinion that it needs to be raised.

Barbadians are similarly uncertain about the Principals' ability to expel students with 53% supporting the retention of that power by Principals and a cumulative total of 47% not supporting the retention of that power. There is reasonable support for the banning of cell phone use in school by children (58%); however there is little excitement regarding the banning of cell phone use by teachers in class rooms by either adults or children (adults 54%, children 39%).

Finally, the survey spoke to the issue of the Challenor School which half of Barbadians (49%) believe should be taken over by government. The small majority also believes that tax payers should continue to fund education at the UWI (53%); however there is a significant core of Barbadians who think differently (40%).

## INTRODUCTION AND METHODOLOGY

The survey that follows was commissioned by the Barbados Union of Teachers (BUT) and the United Nations Children's Fund (UNICEF) in pursuit of their continuing interest in the issue of corporal punishment as it relates to children who can legitimately be flogged in schools and homes across Barbados. UNICEF previously commissioned a survey on this issue in 2004. As they are currently working with the Ministry of Education and Human Resource Development, BUT and schools to integrate positive behavioural management strategies in schools, they sought to track public opinion development since then. In addition to this core concern, BUT and UNICEF also included questions on this survey that spoke to other issues of national concern in the area of education which were of interest to the Barbados Government's Commission on Education.

This report presents these data that were collected in a national survey conducted during the first and second week of July 2009 with a national sample of 800 adults and 350 children drawn from communities across Barbados. The margin of error associated with this survey should be no more than +/- 5%. The methodology employed was that of a simple stratified random sample of Barbados with strata relating to age and gender. Interviewers were assigned to areas that corresponded with polling divisions that are almost equal divisions of the 30 constituencies of Barbados. Interviews were conducted in groups of twelve (six men and six women) in three age groups for adults. Interviewers were instructed to interview a maximum of two children in each household that was selected and this was the basis of the children's section of this sample.

In this report reference is made to a 2004 survey which was specific to the issue of flogging. In this instance there were two separate surveys conducted in 2003 and 2004. The 2003 UNICEF data was collected on the basis of 347 voluntary returns from a function which attracted a cross section of students attending all schools in Barbados at that time. The other component of the 2004 survey relates to a national survey conducted across all eleven parishes in Barbados. In that instance a total of 1,400 questionnaires formed the basis of that survey and these were returned from all eleven parishes across Barbados. The combination of these two data sets allows for the discussion of trends as it relates to views and opinions on corporal punishment; however, in all other instances the data represent "*static*" perspectives.

In this report reference is often made to “*All Barbados*” especially in diagrammatic discussions and this refers to the entire data set which represents the views of Barbadians as a whole, children and adults. The analysis in these diagrams invariably speaks to demographic characteristics and the extent to which these characteristics impact on a person’s support for, or opposition to various issues. In this survey the *chi square* test is used to assist in the determination of the relevance of demographic sub-groups to the overall analysis. Reference to a demographic variable is either an indication that there is a positive correlation (*95% confidence*), or that one might believe there would be such a correlation and it is therefore necessary to prove that none exists.

In several instances the report present data reflecting positive and negative responses to questions, however persons who answered “*Don’t know*” or “*Won’t say*” were not included in these presentations for reasons that were largely editorial. The elimination of these data makes the report easier to read, but does not compromise the integrity of the findings in any way, hence in several instances the total of positive and negative responses will not total 100%.

## CORPORAL PUNISHMENT DEFINED

“*Corporal Punishment*” is defined as “*physical punishment such as canning or flogging*” (Oxford English Dictionary); however, the term “*flogging*” is preferred for the purposes of this study and can be defined as “*beating with a whip or stick [or other implement] as a form of punishment*”. The textbook definition of flogging does not presume that children are the object of such punishment, since corporal punishment of adults for some crimes was legal in Barbados until the early 1990s and remains legal in other parts of the world today. In the context of this report; however, reference is made exclusively to this type of punishment as it relates to children and the extent to which its use is supported both in the school and home.

The laws of Barbados speak to child abuse. However, convention has defined flogging as an acceptable means of punishment in the home and the Prevention of Cruelty to Children Act permits “*moderate chastisement*” which would permit flogging in the home in most instances. It is also legal for persons other than parents to flog children in Barbados, since the Education Act of 1982 allows school Head Teachers, or other authorised teachers to administer corporal punishment with a “*proper instrument*”. This legislation conveys a wide discretion on the part of Principals largely because it was primarily intended to address other matters but spoke to flogging in an “*incidental manner*”. Notwithstanding, it is the most recent legislative reference to corporal punishment in schools and has become a central focus for discussions on the legal status of corporal punishment. It is also noteworthy that in 2004, the National Commission on Law and Order recommended the retention of corporal punishment in homes and schools across Barbados.

Internationally, Barbados has ratified the United Nations Convention on the Rights of the Child (CRC) since 1992, and is morally obligated to implement the spirit and letter of the Convention. In reviewing Barbados’ first State Report on its implementation of the Convention in 1999, the United Nations CRC Committee noted its serious concern “*about the subjective element involved in legislation that permits a “reasonable degree” of physical chastisement as a disciplinary method.*” It was concerned about the tolerance of corporal punishment in schools that would make it extremely difficult to educate parents about alternative forms of discipline and pointed out that “*there is usually a connection between the social and legal acceptability of corporal punishment*”. The Committee therefore recommended that Barbados abolishes the practice of corporal punishment.

More generally, the UN CRC Committee notes that “*the human rights obligation to prohibit and eliminate all corporal punishment and all other degrading forms of punishment lie in the rights of every person to respect for his/her dignity and physical integrity and to equal protection under the law*”. This body notes that corporal punishment has been condemned by other international and regional human rights treaties bodies and by constitutional and high-level courts in many countries.

## DEMOGRAPHICS

Information in this section is presented largely for purposes of information and not analysis. It presents the demographic categories that were used in the survey. CADRES assigned gender and age categories to the interviewers, who were given quotas for each and these corresponded as closely as possible to the national profile. In relation to the other categories, these were determined based on information collected from the respondents. In addition, the quantities of children and adults are presented alongside each other which gives a comparative perspective on the quantities used in each instance.

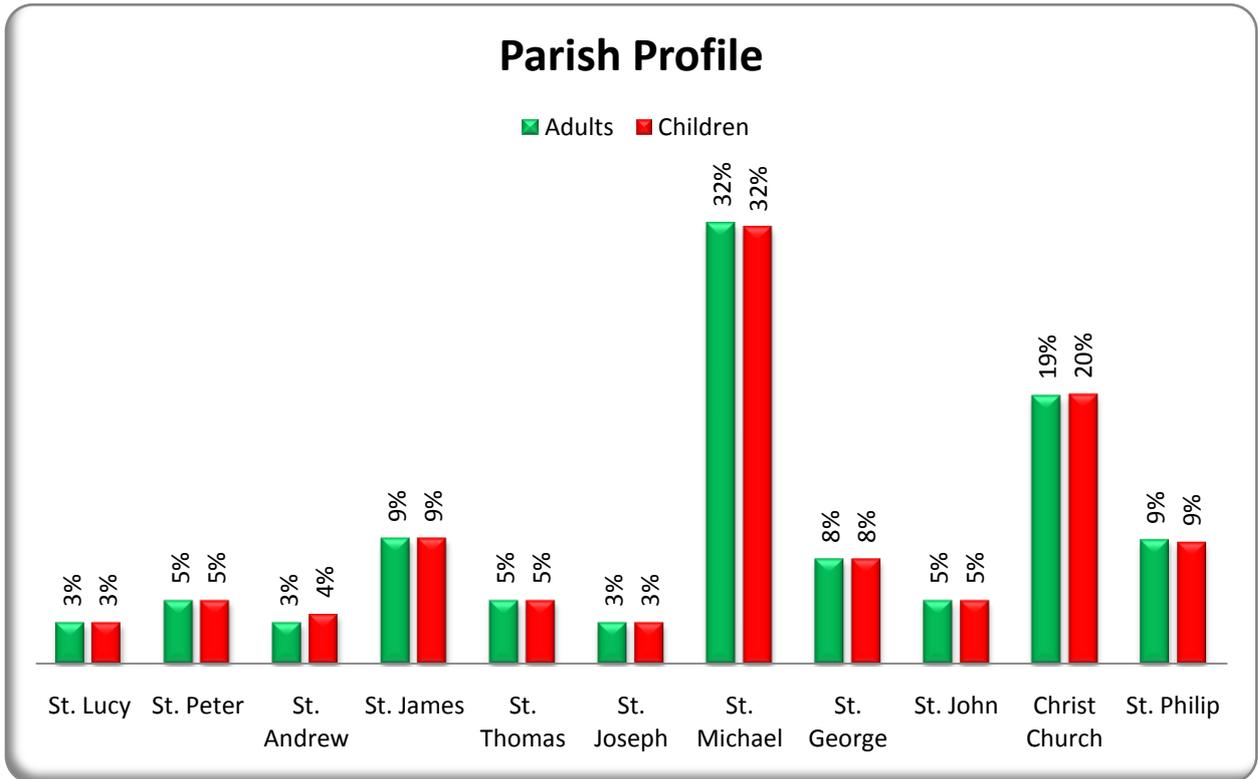


Figure 1: Parish Profile

Consistent with the national population distribution, the majority of interviews were conducted in the most densely populated areas; namely St Michael, St James, Christ Church and St Phillip and it can be seen in almost every instance that the proportion of children is almost equal to the proportion of adults, which helps to verify the accuracy of the survey.

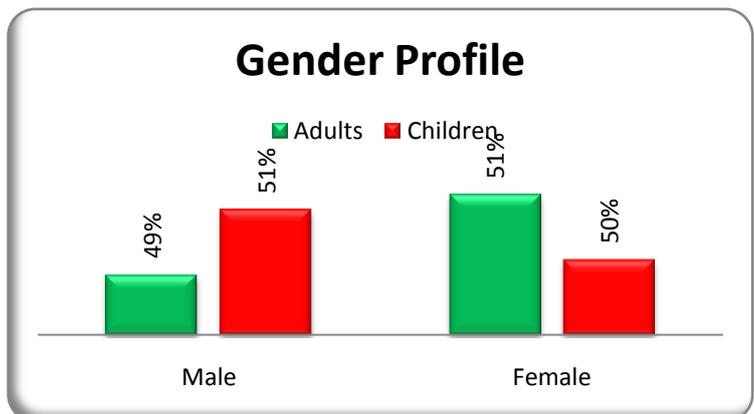


Figure 2: Gender Profile

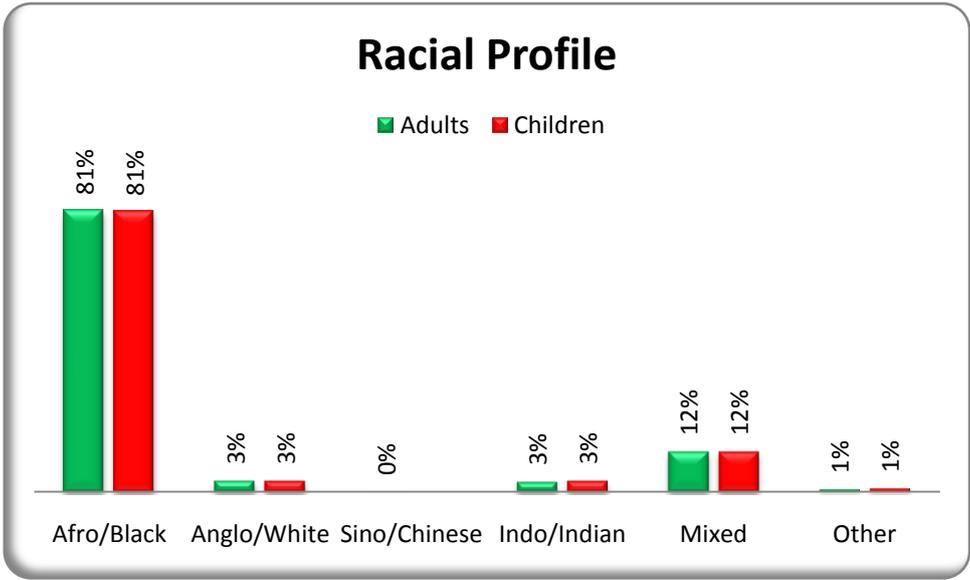


Figure 3: Racial Profile

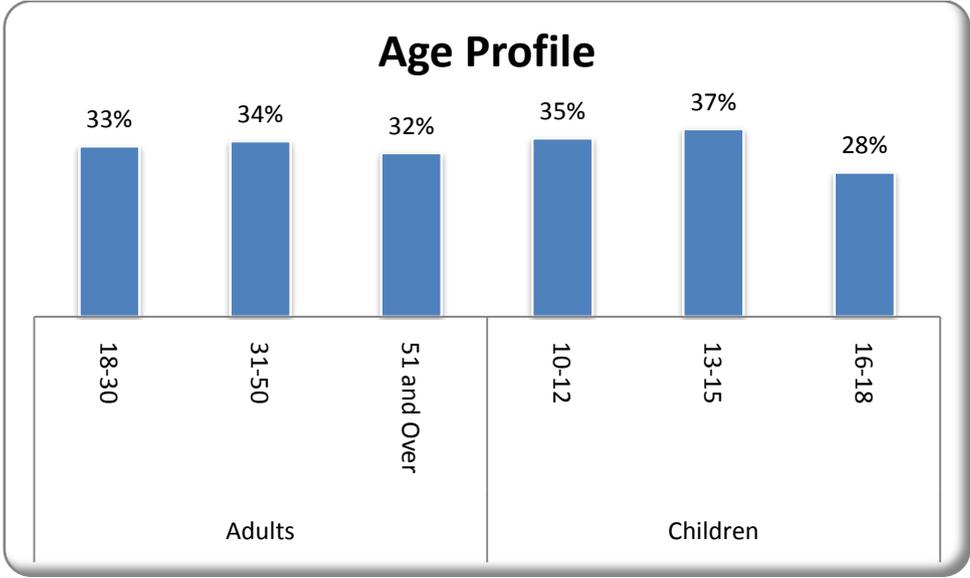


Figure 4: Age Profile

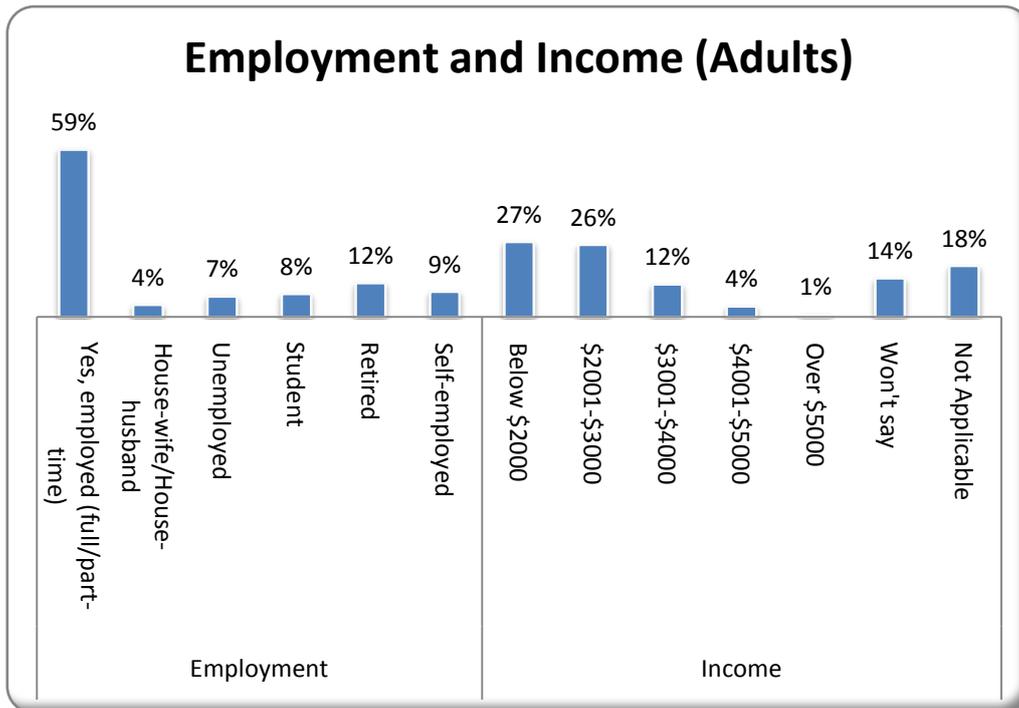


Figure 5: Employment and Gross Monthly Income (Adults)

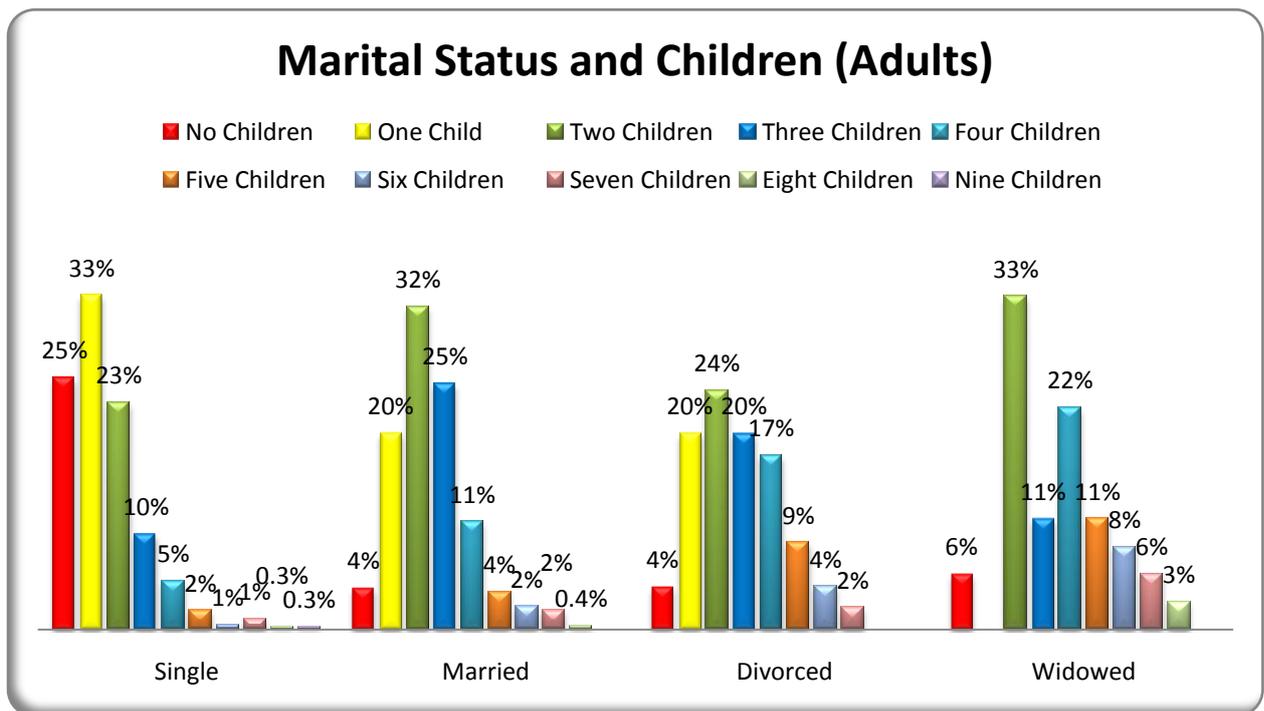


Figure 6: Marital Status and Children

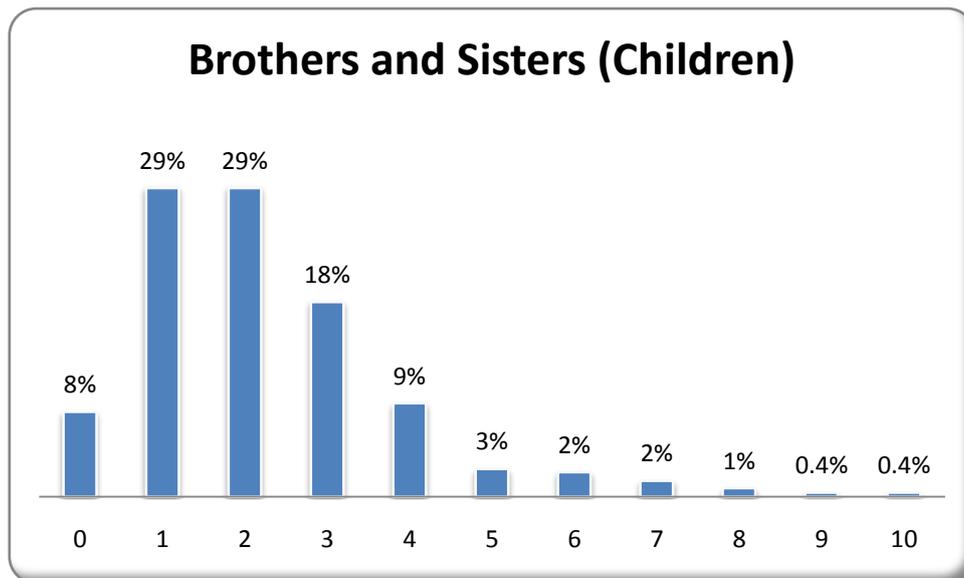


Figure 7: Brothers and Sisters

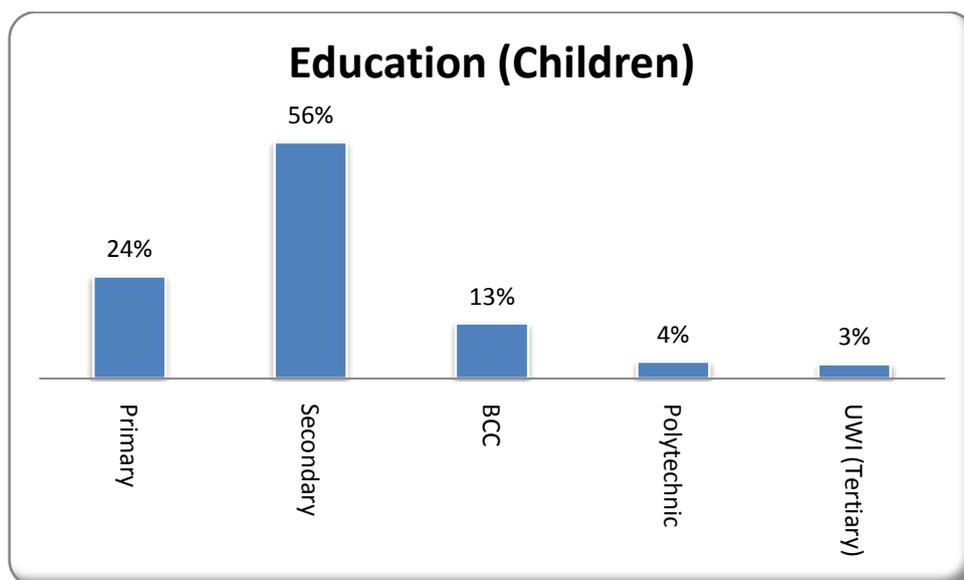


Figure 8: Education (Children)

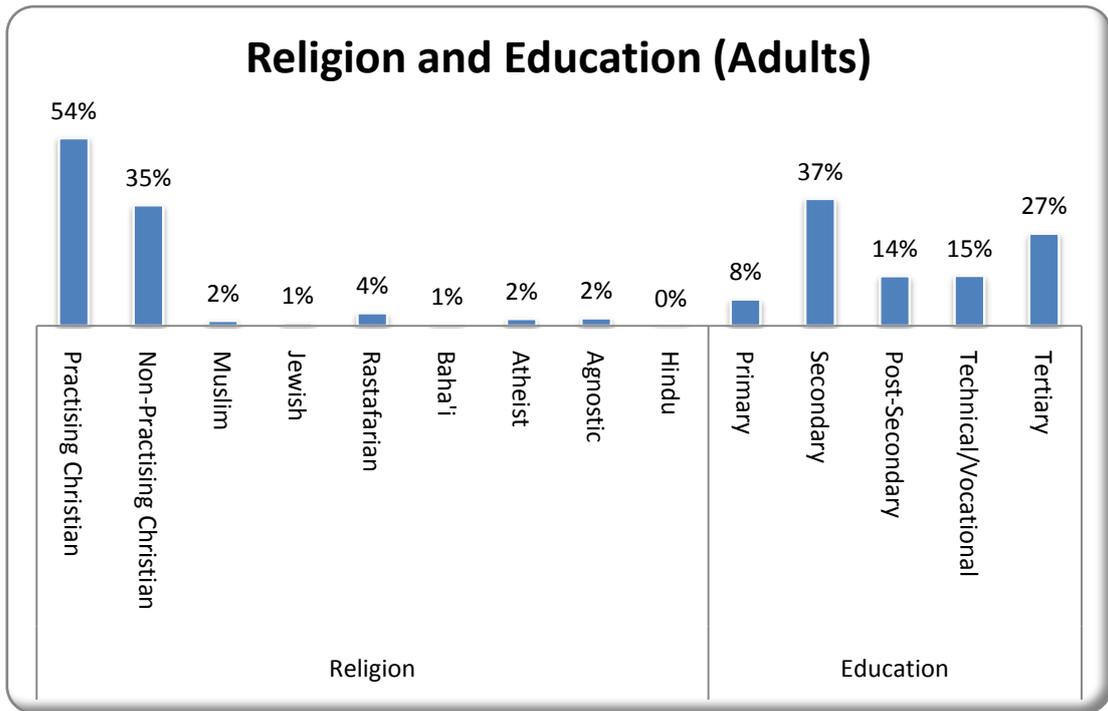


Figure 9: Education and Religion (Adults)

## SUPPORT FOR CORPORAL PUNISHMENT

Support for corporal punishment in Barbados is the major issue explored in this survey and these data are presented in Table 01 and Figure 10 which draw on both current and historical data on the issue. At this time, the fall in support for the use of corporal punishment in schools is slightly more dramatic since 54% now support it, while 69% supported it in 2004. In the context of a survey with a margin of error of +/- 5% the shift in support for flogging in schools which is down by 15% is statistically significant and implies that public opinion has moved decisively on this issue in the past five years. Notwithstanding, it should be noted that a slim majority of persons in Barbados still support corporal punishment in schools and this implies that there is still some way to go regarding advocacy on this issue. Nevertheless, 75% of Barbadians still support the use of corporal punishment in the home. However this figure is slightly down from the 2004 level which was 80%.

<b>Table 01: Support for Corporal Punishment in Barbados</b>					
		2004		2009	
		Yes	No	Yes	No
Student's/Children's View	Support flogging in SCHOOL	44%	<b>56%</b>	22%	<b>74%</b>
	Support flogging in HOME	<b>76%</b>	24%	<b>54%</b>	42%
All Barbados	Support flogging in SCHOOL	<b>69%</b>	22%	<b>54%</b>	40%
	Support flogging in HOME	<b>80%</b>	15%	<b>75%</b>	22%

The perspective of children in this issue is also tracked in this survey and children do not appear to have ever supported the use of corporal punishment in schools since the level of support in 2004 was 44% (a minority) and this has fallen to 22% which is also quite dramatic. Like the adult population however, it appears as though a small majority of children still support the use of corporal punishment (*against them*) in the home. Some 54% of children support its use in the home and while this is significantly lower than was the case in 2004 (76%).

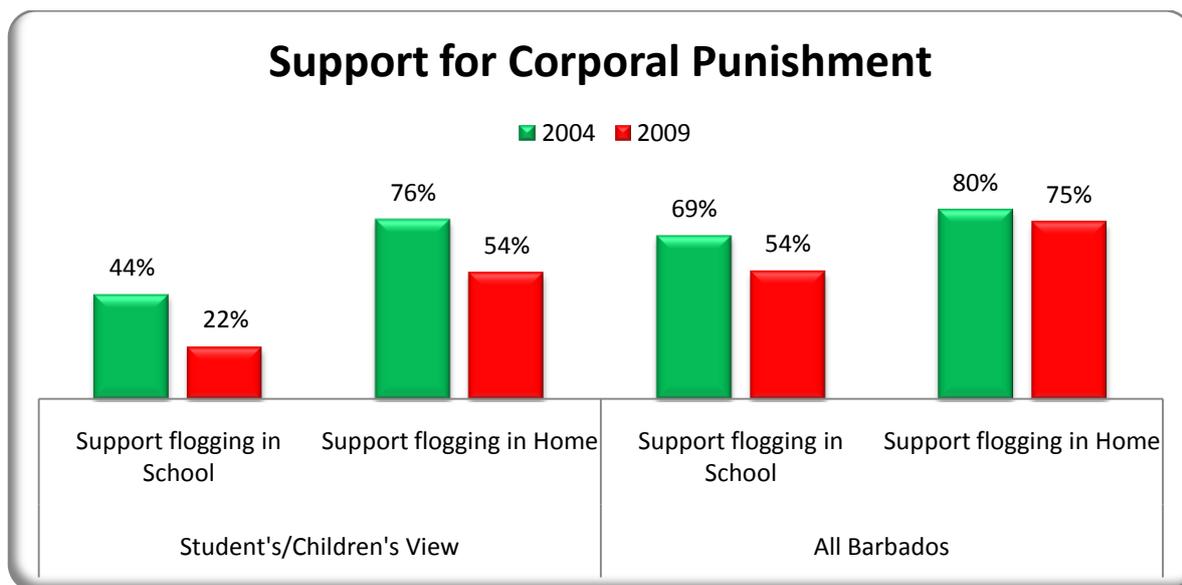


Figure 10: Support for Corporal Punishment

Data were manipulated to determine whether there were significant correlations between support for flogging and any of the demographic characteristics used in the survey that would suggest that support was influenced by any of these characteristics. In most instances there were no correlations; however the significant ones are presented in Figure 11. This demonstrates that at present support for corporal punishment in schools is influenced by age and the level to which the respondent was educated. It was therefore likely that older persons were more likely to support corporal punishment, while the highest level of support in the educational category was among persons that were exposed to minimal schooling (primary only). In this regard it is interesting that the lowest level of support was among persons who were exposed to post-secondary education; however those who attended tertiary education institutions appeared higher and this apparent inconsistency might be related to the fact that respondents confused “*post-secondary*” with “*tertiary*” education. The impact of education on support is still dramatic notwithstanding.

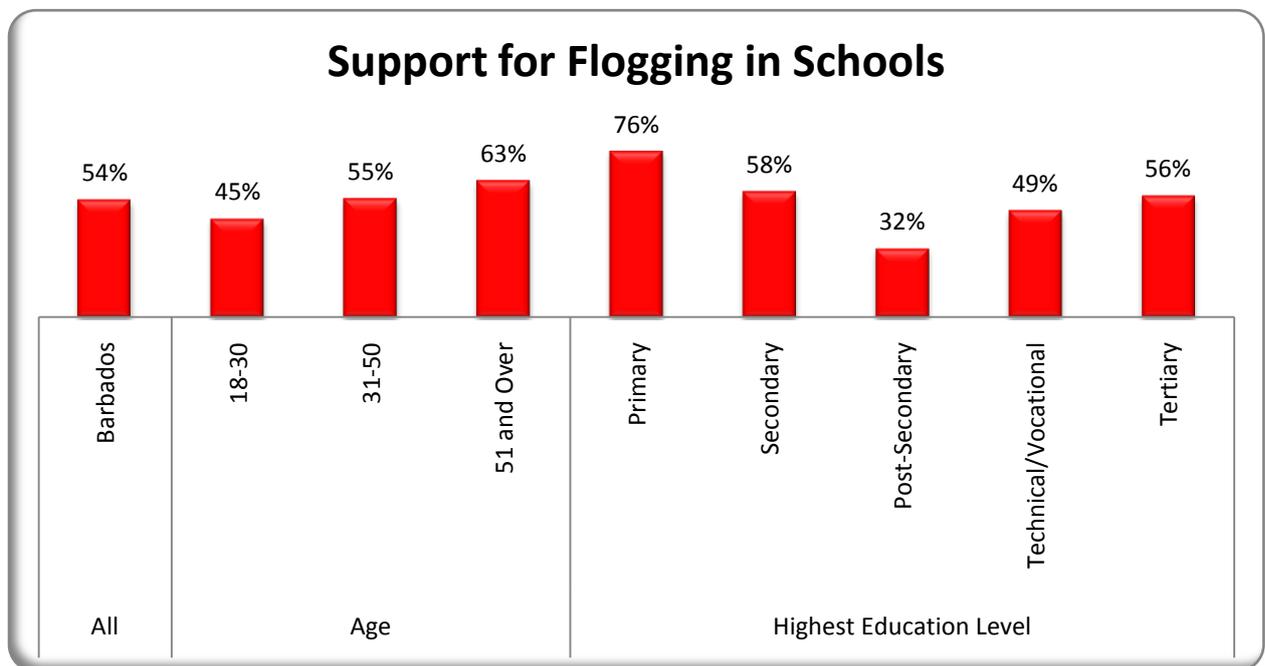
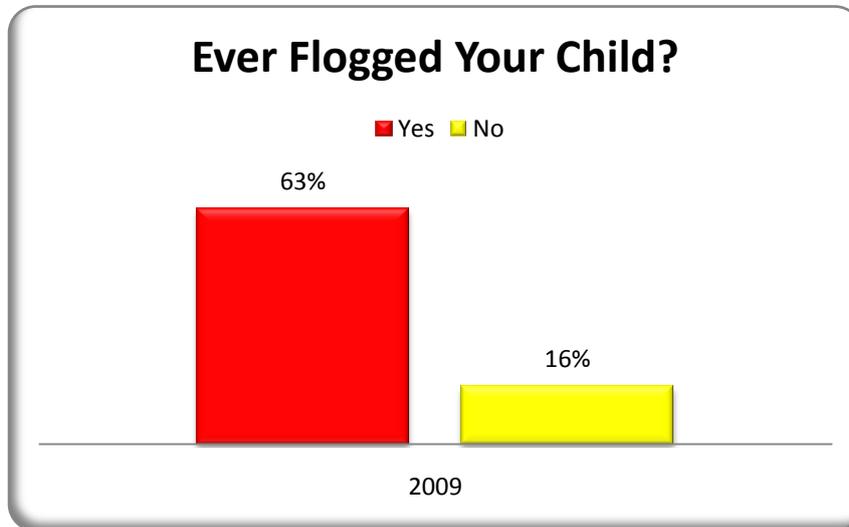


Figure 11: Support for Flogging in Schools

## PREVALENCE OF FLOGGING

In addition to “*philosophical*” support or opposition to flogging, respondents were asked if they **ever flogged** their child in an effort to track the prevalence of this type of punishment and here also comparative data is presented.



At present 63% of Barbadians admitted to having flogged their child while 16% said they never flogged their child.

Figure 12: Ever Flogged your Child?

CADRES asked the children interviewed a similar question and these data are presented in Figure 13, however there is no comparative data since these questions were not posed to children in 2004. Some 86% of children admit to having been flogged at home, while a somewhat smaller number of students (56%) said they were flogged at school. Data collected from children is strikingly consistent with the support levels for flogging generally and it can therefore be argued that in Barbados flogging is quite prevalent in the home, while it is considerably less popular in schools.

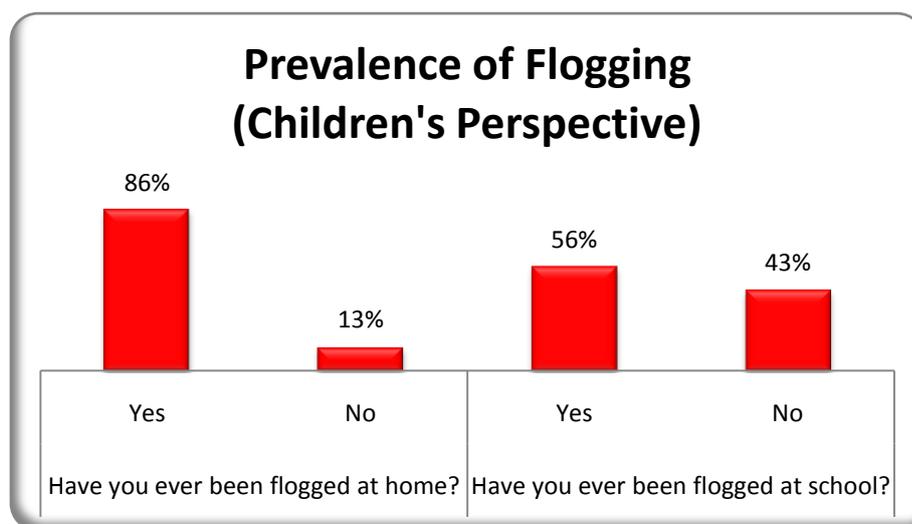


Figure 13: Prevalence of Flogging (Children's Perspective)

As was the case with the support for corporal punishment, CADRES sought to determine the impact of demographic variables that were identified and these are presented in Figures 14, 15 and 16. Initially it can be seen in Figure 14 that the quantity of children that a person has, directly influences the likelihood that they will use corporal punishment. In this instance, persons who had one child were least likely to use corporal punishment and “reference” to corporal punishment was more frequent in instances where parents had two or more children. It is noticeable that in instances where persons had six or more children corporal punishment was always prevalent.

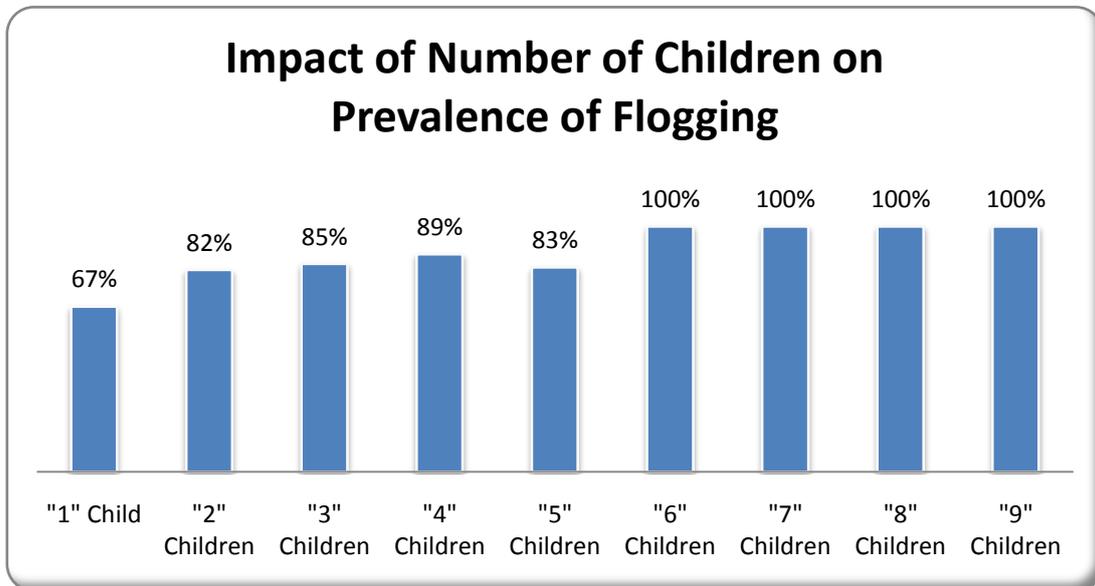


Figure 14: Impact of Number of Children on Prevalence

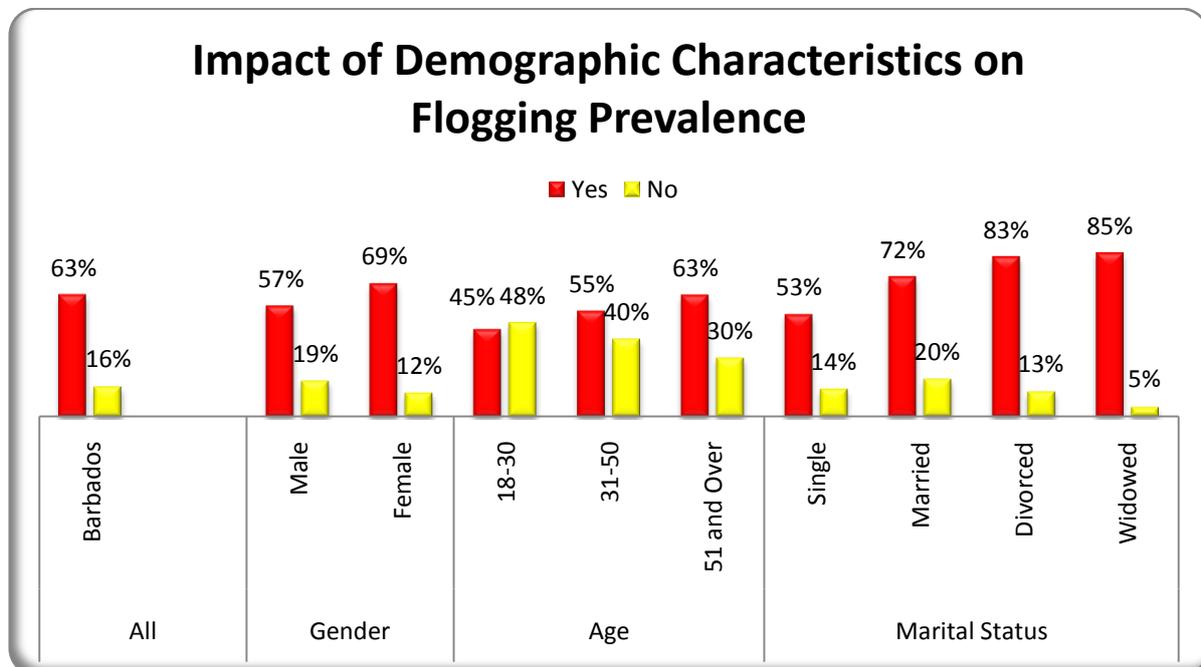


Figure 15: Impact of Demographic Characteristics on Flogging Prevalence (Home)

Other demographic variables that impacted on “reference” corporal punishment were gender, age and marital status. Hence women were more likely to have flogged than men and older persons were more likely to have flogged than younger persons, while widowed, divorced and married persons were more likely to have flogged than those who were single.

There were also significant impacts identified in Figure 16 where it can be seen that parents who were less-well educated were more likely to have flogged their children. Persons who were educated only to the primary level admitted to having flogged their children in 88% of cases, while the education group that was least likely to have flogged their children was that which had the greatest exposure to Tertiary education. There also appears to be an impact that is derived from income earning potential, since persons who are in the highest income group are least likely to have flogged their children, however the prevalence of flogging within the income groups below \$5,000 per month is in all instances within the margin of error of the survey.

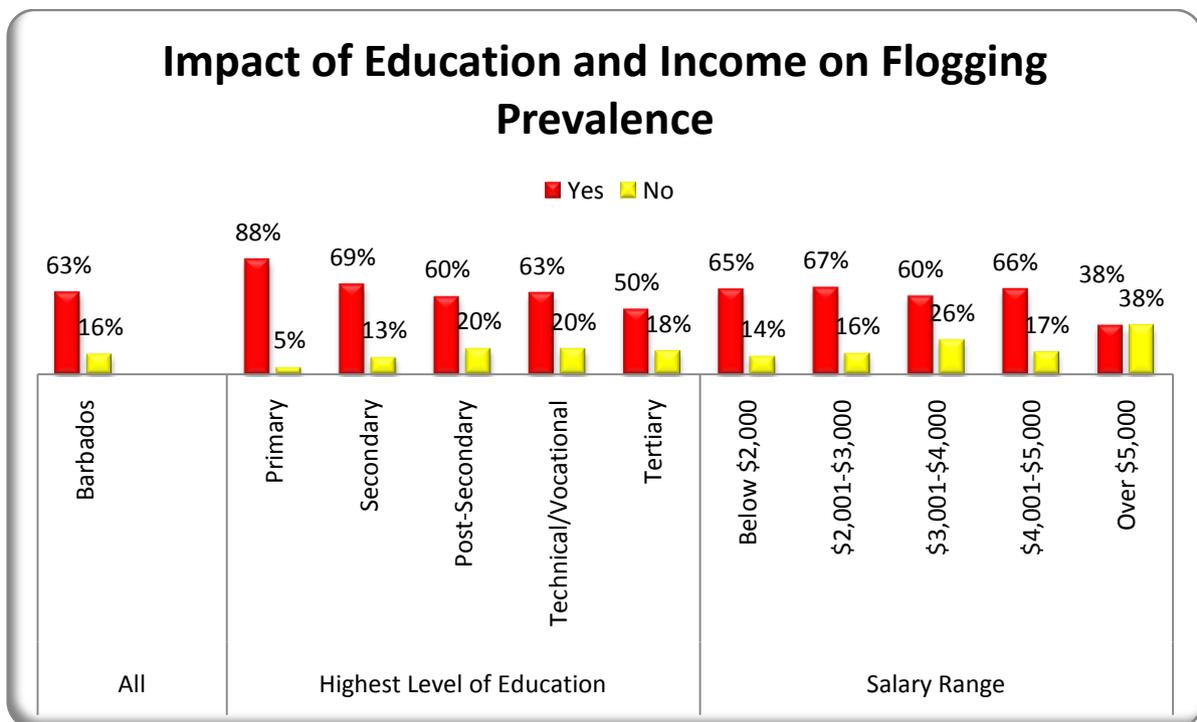


Figure 16: Impact of Education and Income on Flogging Prevalence

## MAJOR EDUCATIONAL ISSUES

### Common Entrance Examination

Figure 17 presents general views on the retention of the common entrance examination and compares data collected in this 2009 survey with that which was collected in a 2007 NATION/CADRES poll which solicited similar information. It can be seen that at present the support for the retention of the common entrance examination is at 44% which is down from 58% in 2007. This drop in support is significant especially since the last data on that issue was produced only two years ago. This demonstrates a dramatic shift in public opinion; however it is noteworthy that most of the persons who oppose the 11+ seem to opt for a modification of the examination since there has only been a 5% increase in those calling for a complete end to the exam (*with no alternative or changes to it*). This demonstrates that there is an inherent assumption that the exam needs to be replaced with something and advocacy will therefore need to speak to this apparent rationale.

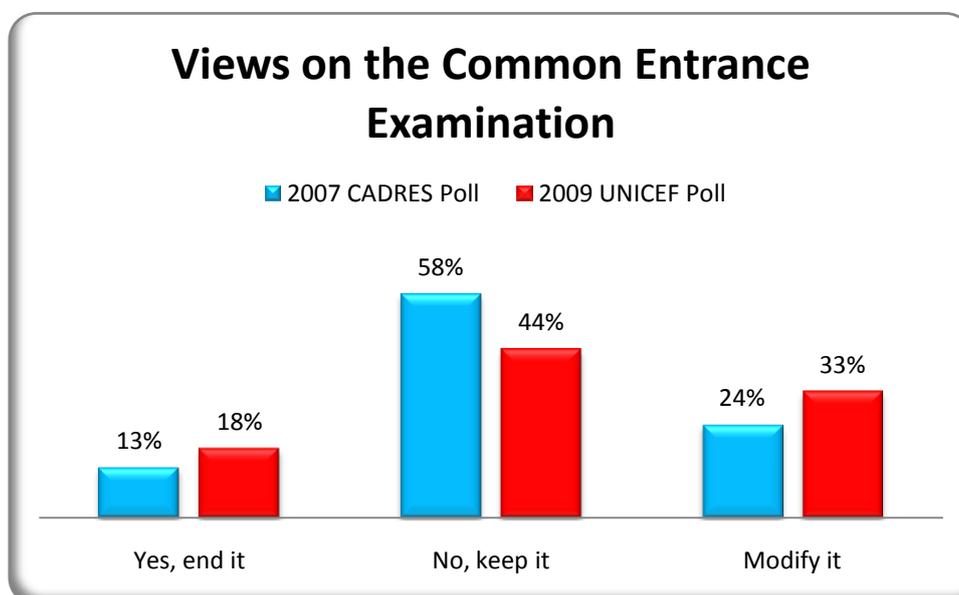


Figure 17: Views on the Common Entrance Examination

Figure 18 presents data on the single factor that influenced support for the Common Entrance Examination and this was the **highest** level of education that the respondent was exposed to. In this instance there is a direct relationship between higher support for the Common Entrance Examination and exposure to lower levels of education generally. Moreover, persons who were more educated tended to opt for a modification of the current examination.

## Highest Level of Education and Support for the 11 Plus

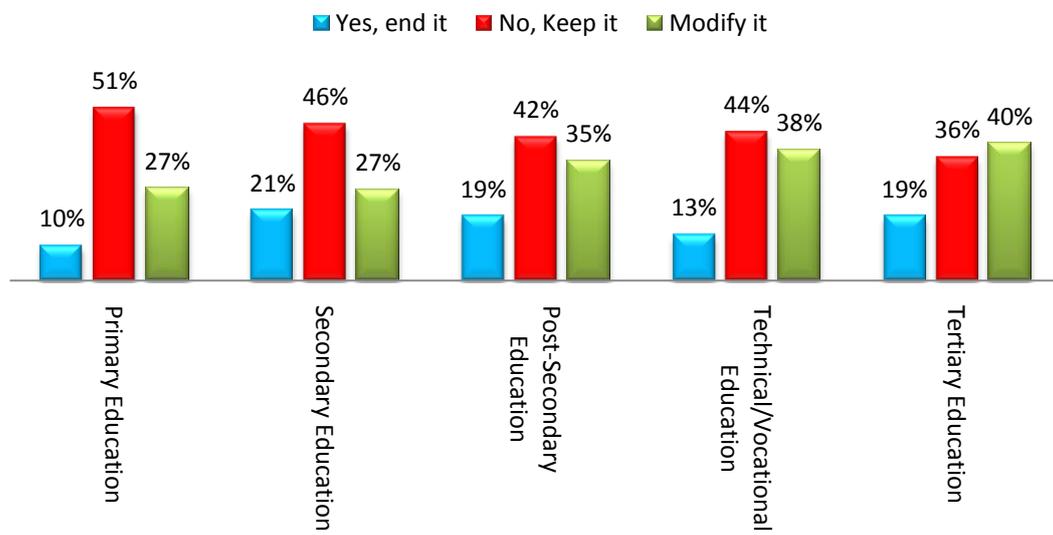


Figure 18: Highest Level of Education and Support for the Common Entrance Examination

## Preference for Mixed Ability Schooling

Information on respondent's preference for what is referred to as mixed ability schooling is presented in Figure 19 and in this instance the only significant demographic variable influencing support is presented. It can be seen that a majority of persons in Barbados (66%) support mixed ability schooling while 28% oppose this approach to education. The mixed ability approach is demonstrably more popular among those who have been exposed to higher levels of education in Barbados and correspondingly, the separation of abilities is most popular among those who were only educated at the Primary level.

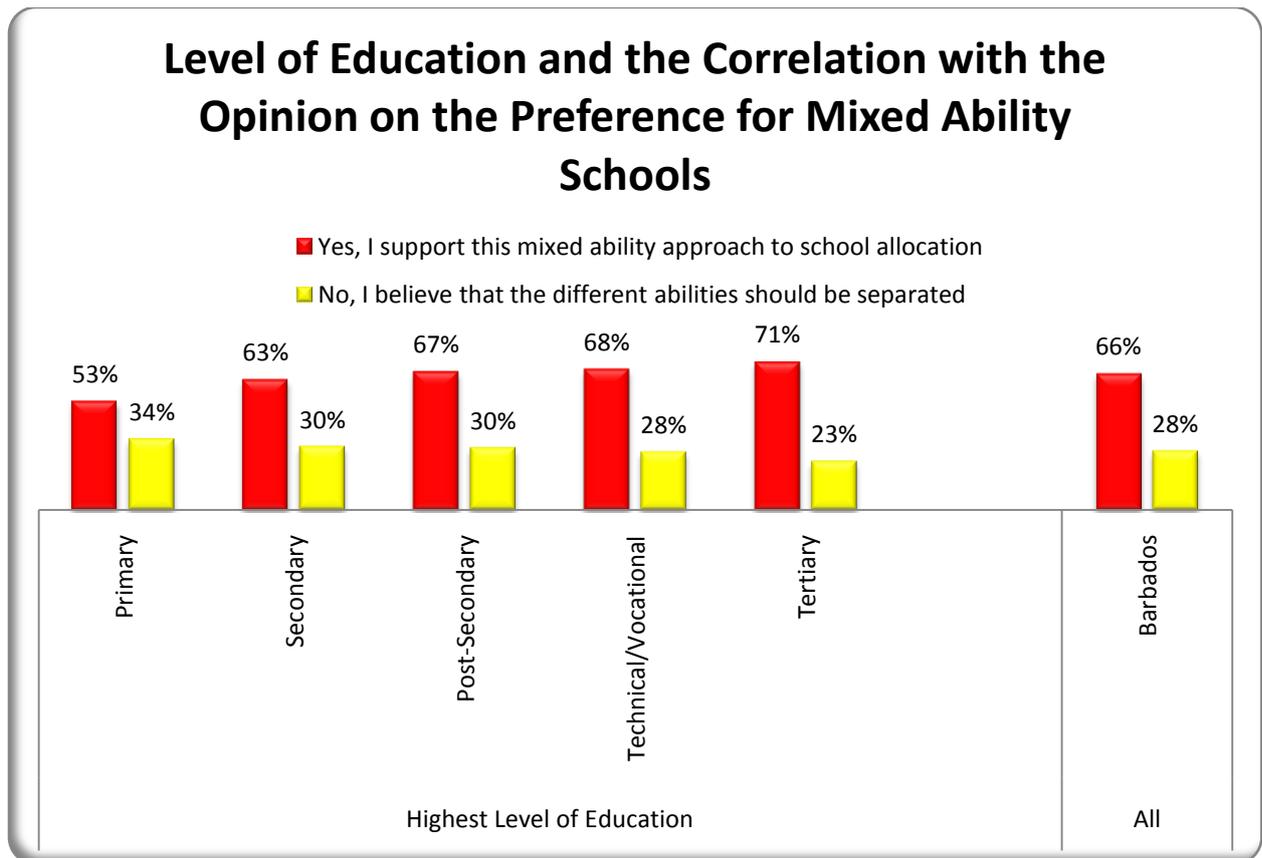


Figure 19: Preference for Mixed Ability Schooling

## Need for A Special School for Gifted Students

The need for a school to educate students who are referred to as “*gifted*” is explored in Figure 20 and in this instance respondents were advised that a gifted student was not a normally “bright” student but a student who was abnormally “bright”. There is majority support for this new type of institution; however it is not overwhelming since only a majority of 9% support this type of institution. It is most popular among older persons and interestingly has the support of persons who were only exposed to primary education and would presumably never have the opportunity to attend such a school.

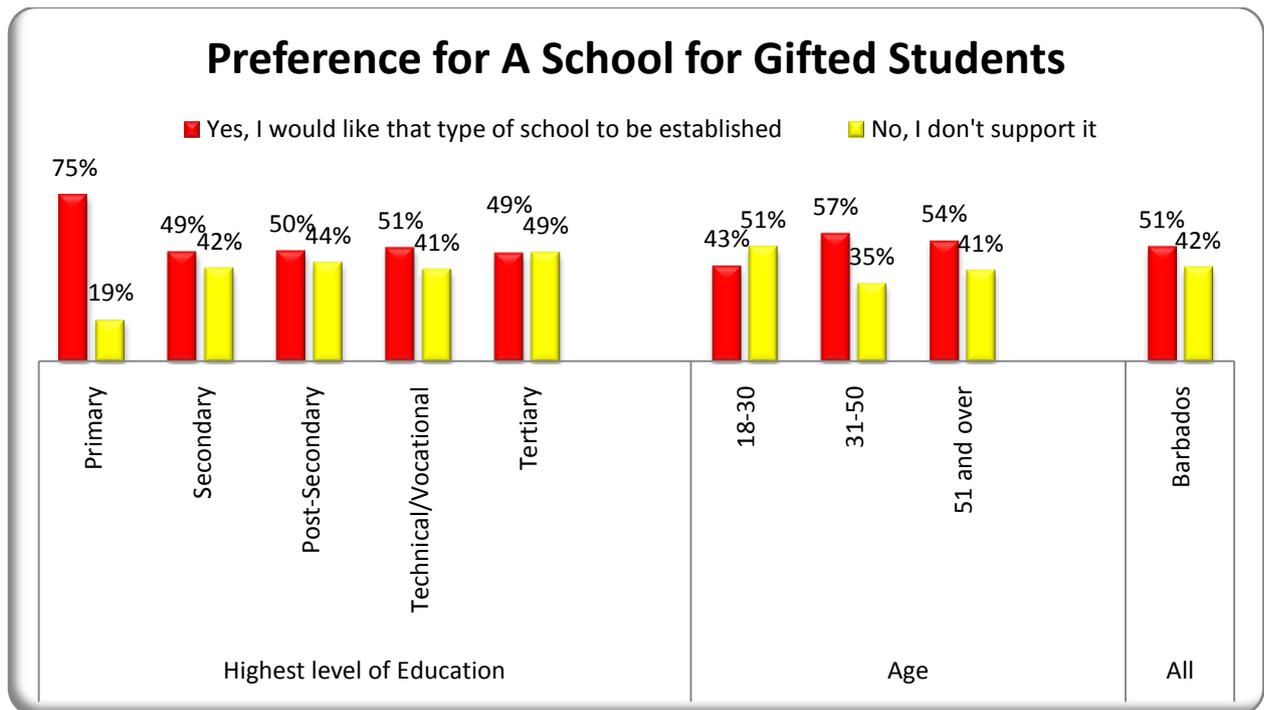


Figure 20: Preference for A School for Gifted Students

## Preference for A Technical School

Although the local polytechnic is to some extent a technical school, the preference for this type of school was explored in the survey and support for it was overwhelming. 75% of Barbadians support this type of school, while only 19% oppose it. In this instance there were no significant differences that emerged when the analysis of demographic characteristics was explored.

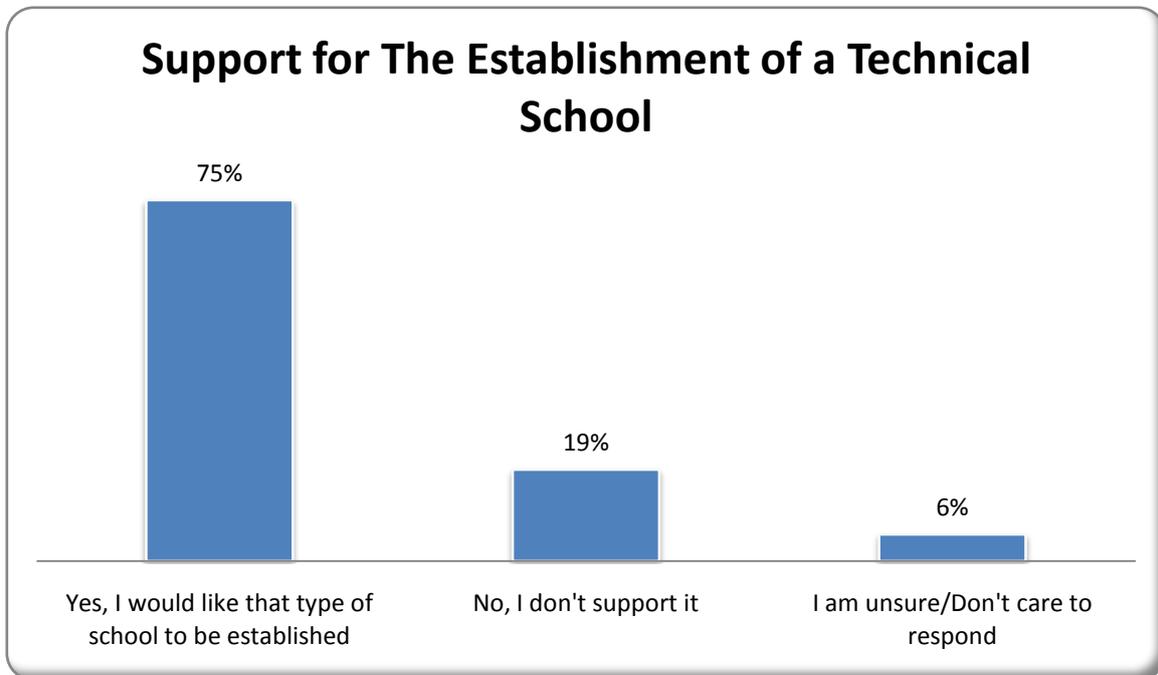


Figure 21: Support for the Establishment of a Technical School

## School Leaving Age

Figure 22 speaks to the preferred school leaving age and demonstrates that Barbadians are divided on this issue at the national level. However the age and gender analysis presents some interesting perspectives. In this instance it can be seen that women tend to support an increase in the school leaving age while men tend to oppose it. Similarly the age increase is more popular among older age groups while younger persons in the survey would prefer it to be left as is. This outcome should prompt some interesting discussion since younger persons appear anxious to get into the job market while older persons appear less enthusiastic about younger persons working so early.

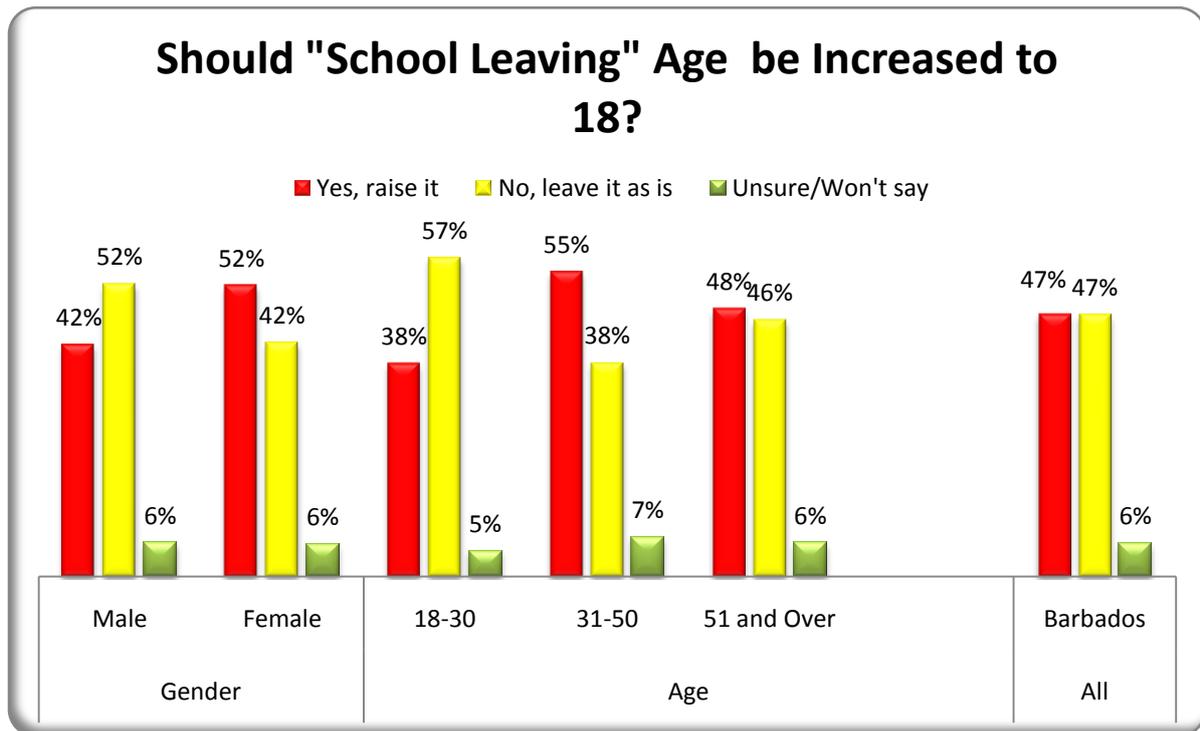


Figure 22: Should "School Leaving" Age be Increased to 18?

## Special Training for Teachers

At present qualified persons are allowed into the classrooms without specific teacher training and the preference for trained teachers was explored in this survey, which demonstrated an overwhelming preference for teachers to be both qualified and trained. Some 91% of persons expressed support for this initiative while opposition was only 7% and there were no significant demographic groups that ran counter to this trend. In the realm of public opinion, support groups that exceed 80% are considered comprehensive and this type of pattern indicates that one is unlikely to find any significant pockets of dissent to this initiative anywhere in Barbados.



Figure 23: Should Teachers be Specially Trained to Teach?

## Cell Phone Use in Schools

The use of cellular phones in schools is another concern in the Education sector in Barbados and in this instance CADRES sought to establish whether public opinion supported the banning of these phones in schools as it relates to both students and teachers in class. These data are supported by a 2007 NATION/CADRES survey that spoke to the opinion of adults on this issue and it can be seen that there is a striking similarity between the opinions of adults then and now on this issue. The majority (58%) support the banning of cell phone use in schools by students, while one-third of Barbadians object to this ban. It is perhaps not surprising that the children when asked, object to this ban to the extent of 65%, which implies that close to one-third of children also believe that phone use should be banned in school.

In this instance, CADRES also investigated the opinion of the adults and students on the need to ban cell phone use by teachers in class and it is interesting that a majority of persons (54%) also support this ban, while a majority of students oppose this ban on teachers. Curiously, fewer adults oppose the ban than students who would be directly affected by teachers chatting on cell phones in class.

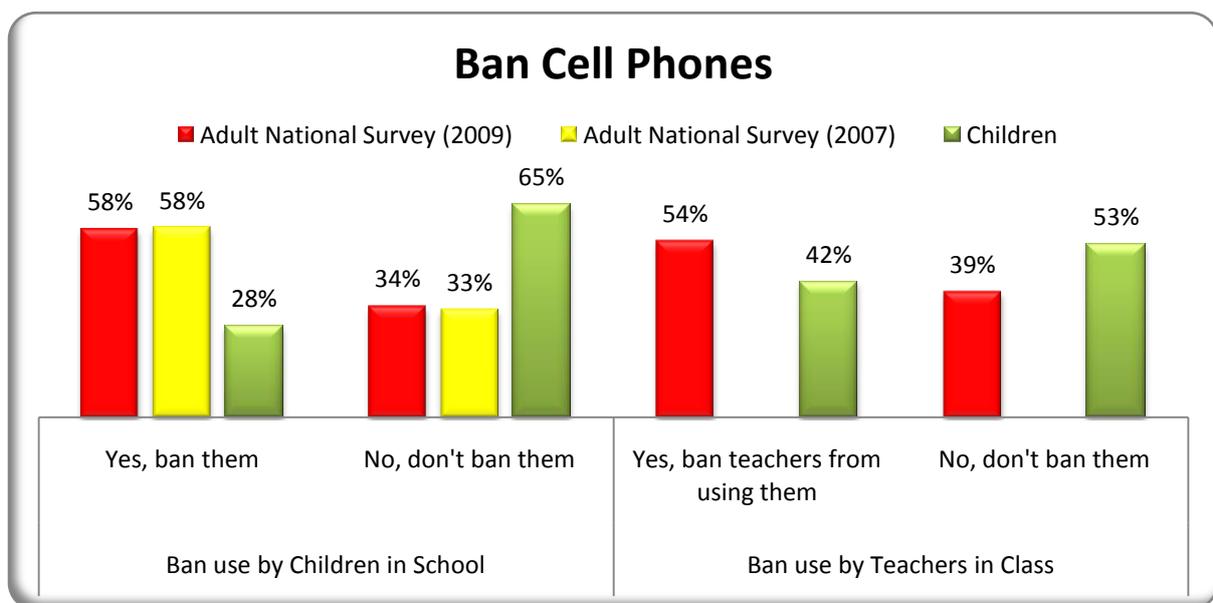


Figure 24: Ban Cell Phones

## Principal's Power to Expel

Respondents were asked if they believed that School Principals should have the power to expel and in Figure 25 it can be seen that a small majority of persons (53%) believed that they should. The issue is not clear, however, since 36% (*more than one-third*) did not think that Principals should have this power and 10% were unsure. This implies that there is some amount of disagreement nationally on this issue and perhaps persons might be of the opinion that Principals should not have “*exclusive*” power to expel.

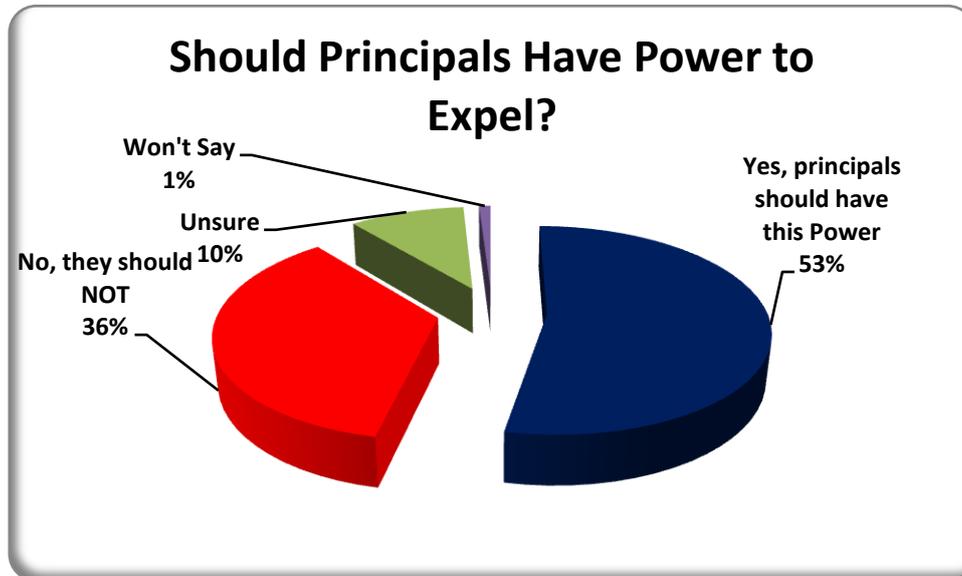


Figure 25: Should Principals Have Power to Expel

## Deviant Children's Schooling

The plausibility of a school for deviant children was explored in Figure 26 which demonstrates that a majority of Barbadians are in support of the need for such a school. 72% of Barbadians support this initiative while 24% oppose it. In this instance there were no major demographic groups that supported an opinion that differed significantly from the overall trend.

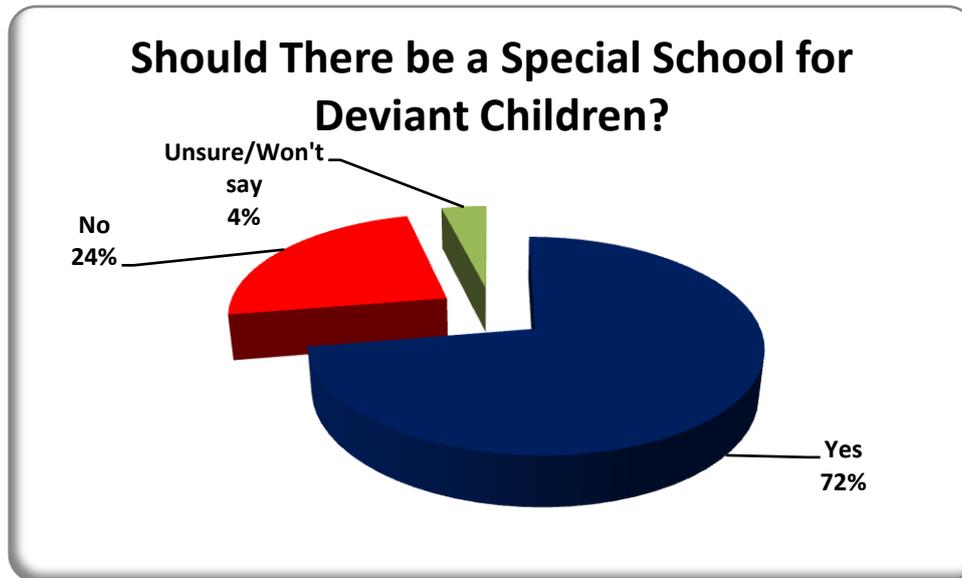


Figure 26: Should There be A Special School for Deviant Children

## Children with Special Needs

The matter of how children with special needs should be treated in the Barbados Education system was explored in Figure 27 which demonstrates that Barbadians believe that these children should receive schooling in a separate and specially catered institution and not integrated into the general education system. In this instance the concept of “*special needs*” was explained to respondents who were told that these were students with learning disabilities and not simply students perceived as “*slow*” or “*difficult*”.

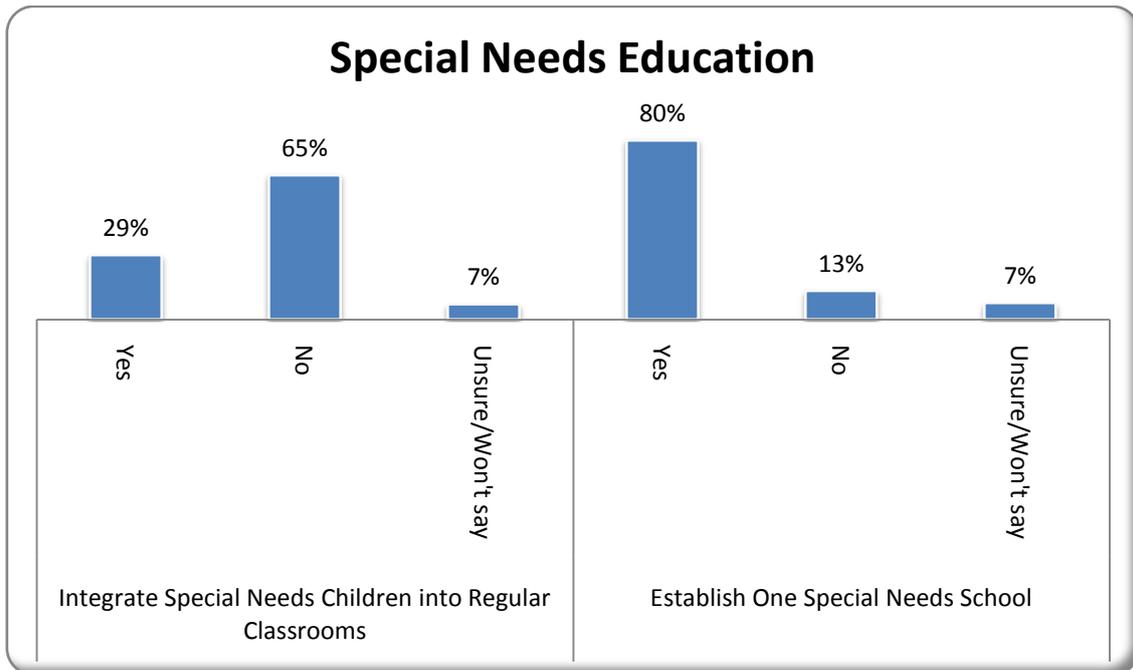


Figure 27: Special Needs Education

## Challenor School

The future of the Challenor School also attracted the attention of this wide-ranging educational survey which demonstrated that there is some support (49%) for a government take-over of this private institution. Although this trend is consistent across all demographic groups, it is important to note that there is a high level of uncertainty regarding the views on the future of this institution since more people oppose and are unsure of a government take-over (51% in total).

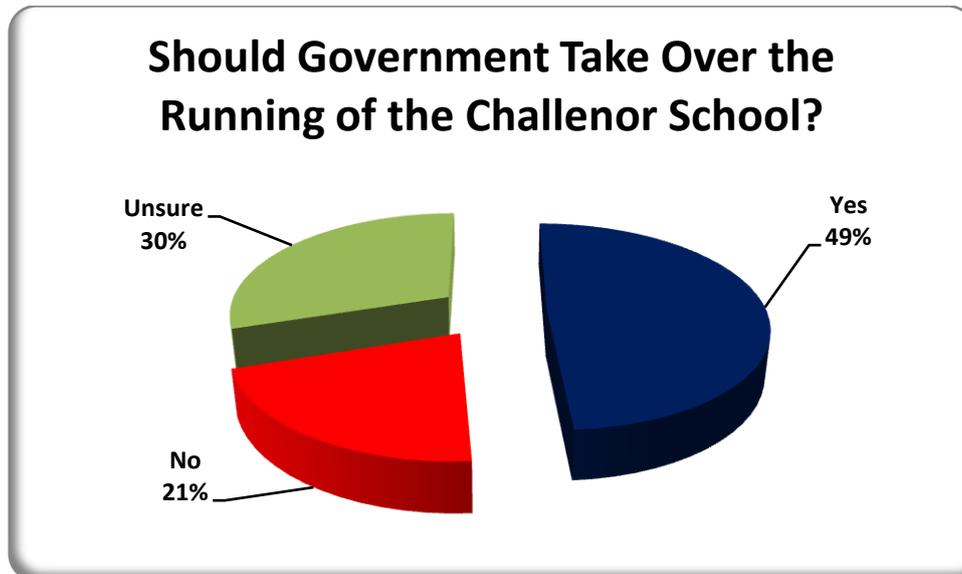


Figure 28: Should Government Take Over the Running of the Challenor School

## Public Financing of University Education

The matter of how the University of the West Indies should be financed attracted the attention of this survey which demonstrated marginal support for the continuance of public support to education in Barbados and significant impacts on public opinion by the respondent's age, salary range and the level to which respondents were educated. At the national level 53% support publicly funded UWI education while 40% believe that students should make a contribution to their own education. It is noticeable that younger persons are more inclined to support public funding along with those who have themselves been the recipients of such tertiary Education. Regarding salary range it is interesting that the income range \$3,000 - \$5,000 is the strongest core of opposition to publicly funded UWI education.

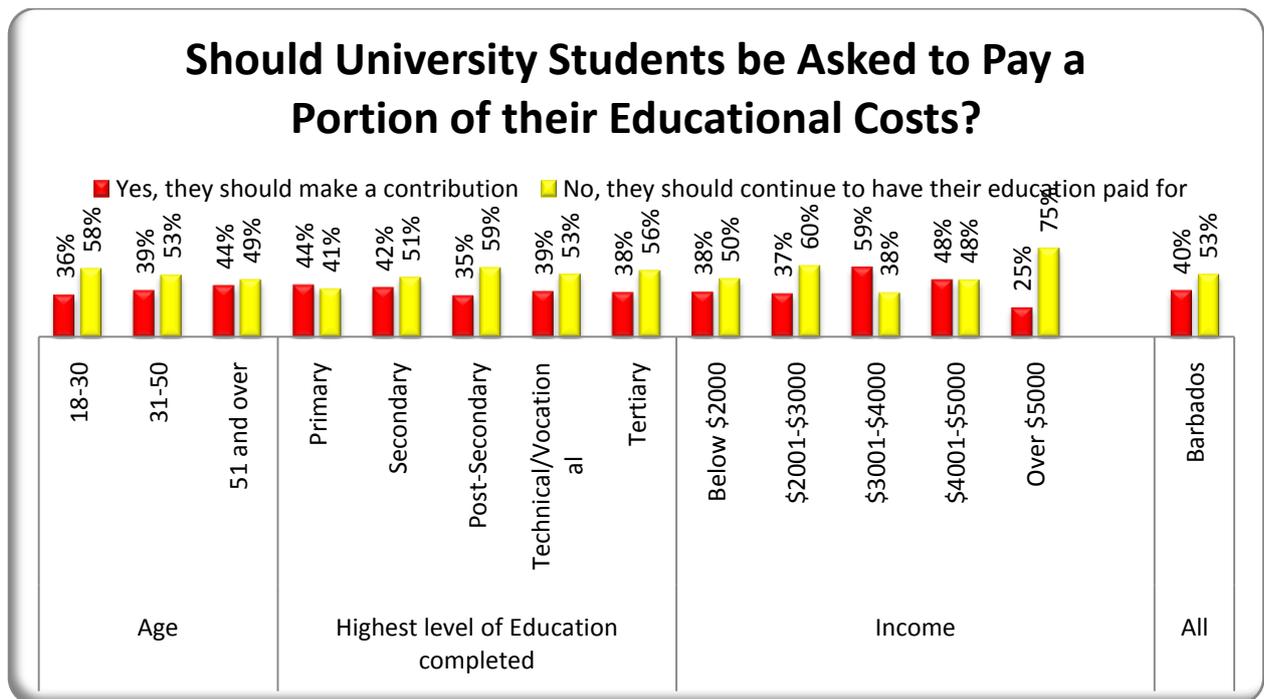


Figure 29: Should University Students be asked to Pay a Portion of their Educational Costs

APPENDICES

Appendix I: Adult Questionnaire

EDUCATION SURVEY 2009 (Adult Version)

1. Interviewer's Initials \_\_\_\_\_ 2. PD \_\_\_\_\_

Location of Interview (District and Place):

\_\_\_\_\_

4. Constituency \_\_\_\_\_ 4. Parish \_\_\_\_\_

PLEASE CIRCLE NUMBER NEXT TO ANSWER GIVEN

1. Sex Male 1 Female 2

2. Race: Afro/Black 1 Ango/White 2 Sino/Chinese 3
Indo 4 Mixed 5 Other 6

3. Age Group (If unsure call out age groups and ask person to state which one he/she belongs to).

18-30 Years 1 31-50 Years 2 51 and over 3

4. What is your employment status at present?

Yes, Employed (full-time) 1 Yes Employed (part-time) 2
Housewife/Househusband 3 Unemployed 4
Student 5 Retired 6
Self Employed 7 Other/Won't say 8

5. In which of these broad categories would your personal monthly income fall?

Below \$2,000 1 \$2001-\$3,000 2 \$3,001-\$4000 3
\$4001-\$5,000 4 Over \$5,000 5 Won't say 6 N/A 7

6. What is your marital status?

Single 1 Married 2 Divorced 3 Widowed 4

7. How many children (if any) do you have? \_\_\_\_\_

8. What (if any) is your religion?

Practising Christian	1	Non Practising Christian	2	Muslim
3				
Jewish	4	Rastafarian	5	Baha'i
Atheist	7	Agnostic	8	6

9. What is the highest level of education you have completed?

Primary	1	Secondary	2	Post-Secondary	3
Technical/Vocational	4	Tertiary	5		

10. Do you support corporal punishment (*flogging*) in the home?

Yes	1	No	2	Unsure/Won't say	3
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11. Do you support corporal punishment (*flogging*) in the education system?

Yes	1	No	2	Unsure/Won't say	3
-----	---	----	---	------------------	---

12. Have you ever flogged your child?

Yes	1	No	2	I don't have a child	3	Won't say	4
-----	---	----	---	----------------------	---	-----------	---

13. Do you feel that the time has come to discontinue the 11+ examination?

Yes, end it	1	No, keep it	2	Modify it	3
Unsure/Won't say	4				

14. Would you support a system that places students of different abilities in all schools across the island? (***Interviewers please explain that a student's ability means that s/he might be stronger or weaker in different subjects, but is not a "special needs" student.***)

Yes, I support this mixed ability approach to school allocation	1
<u>No</u> , I believe that the different abilities should be separated	2
I am not sure about this issue	3
I would prefer not to say	4

15. Do you believe that there should be a school for “*gifted*” students in Barbados?  
(*Interviewers please explain that a “gifted” student is a student who is abnormally bright and not just a “good” student*).

Yes, I would like that type of school to be established 1

No, I don't support it 2

I am not sure/Don't care to answer the question 3

16. Would you support the establishment of a secondary school that deals specifically with technical subjects?

Yes, I would like that type of school to be established 1

No, I don't support it 2

I am not sure/Don't care to answer the question 3

17. Do you think that the school leaving age should be raised from 16 to 18 years?

Yes, raise it 1 No, leave it as is 2 Unsure/Won't say 3

18. Do you think that teachers should be exposed to special training before they are allowed to teach?

Yes, teachers should be specially trained 1

No, I don't think such training is necessary 2

I am unsure/won't say 3

19. Should there be a ban on the use of cell phones in schools by children?

Yes, Ban them 1 No, don't ban them 2 Unsure/Won't say 3

20. Should there similarly be a ban on the use of cell phones in classrooms by teachers?

Yes, Ban Teachers using them 1 No, don't ban them 2

Unsure/Won't say 3

21. Do you believe that Principals should have the power to expel students from schools?

Yes Principals should have the power to expel 1 No they should not 2

I am not sure if they should or not 3 Prefer not to say 4

22. Do you think that there should be a special school for students who exhibit deviant behaviour?

Yes, I would like that type of school to be established 1

No, I don't support it 2

I am not sure/Don't care to answer the question 3

23. Do you think that children with special needs should be integrated into regular classrooms? (*Interviewer explain if necessary that a child with special needs is either mentally or physically challenged*).

Yes, integrate them 1 No, separate them 2

Not sure 3 Won't say 4

24. Do you think that there is a need for one specialised school to cater for children with special needs?

Yes, I would like that type of school to be established 1

No, I don't support it 2

I am not sure/Don't care to answer the question 3

25. Do you think that Government should take over the running of the Challenor School?

Yes, government should take it over 1

No, government should not get involved 2

Unsure 3

26. Do you think that university students should be asked to pay a portion of their tuition cost?

Yes I think University students should make a contribution 1

No, they should continue to have their education paid for 2

I am not sure/prefer not to say 3

**THANK YOU FOR YOUR COOPERATION AND ASSISTANCE**

Appendix II: Children's Questionnaire

**EDUCATION SURVEY 2009 (Children's Version)**

2. **Interviewer's Initials** \_\_\_\_\_ 2. **PD** \_\_\_\_\_

**Location of Interview (District and Place):** \_\_\_\_\_

3. **Constituency** \_\_\_\_\_ 4. **Parish** \_\_\_\_\_

**PLEASE CIRCLE NUMBER NEXT TO ANSWER GIVEN**

5. **Sex** Male 1 Female 2

6. **Race:** Afro/Black 1 Ango/White 2 Sino/Chinese 3  
Indo/Indian 4 Mixed 5 Other 6

7. **Age Group** (If unsure call out age groups and ask person to state which one he/she belongs to).

10-12 Years 1 13-15 Years 2 16-18 3

8. How many brother/sisters (if any) do you have? \_\_\_\_\_

9. Where do you attend school?

Primary 1 Secondary 2 BCC 3  
Polytechnic 4 UWI (*Tertiary*) 5

10. Do you believe that children **should** be flogged at home (*by their parents*)?

Yes 1 No 2 Unsure/Don't want to answer 3

11. Do you believe that children **should** be flogged at school (*by their teachers*)?

Yes 1 No 2 Unsure/Don't want to answer 3

12. Have you ever been flogged at home?

Yes 1 No 2 Unsure/Don't want to answer 3

13. Have you ever been flogged at school?

Yes 1      No 2      Unsure/Don't want to answer 3

14. Do you think that there should be a ban on the use of cell phones in schools by children?

Yes, Ban them 1      No, don't ban them 2      Unsure/Won't say 3

15. Do you think that there should be a ban on the use of cell phones in classrooms by teachers?

Yes, Ban Teachers using them 1      No, don't ban them 2

Unsure/Won't say 3

**THANK YOU FOR YOUR COOPERATION AND ASSISTANCE**