



# An Evaluative Study of Impacts of Corporal Punishment on Students' Personality at Primary Level in District Nowshera

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**Abstract**— Corporal punishment of children is a worldwide phenomenon children are physically punished in almost all society. Two key features define corporal punishment physical violence against children and the concept of punishment in response to wrong doing. Corporal punishment has great effect on the students in their academic life. It is conducted with in school. It has both positive and negative effects. When the students go against the rules and regulation and do not allow the discipline. Different types of punishment like kicking, slapping, punching or paddling etc. are given in the schools to change their negative behavior. It is observed that corporal punishment has negative effects on the student's personality like they may falls in depression, fear and they start hatred from going to school. It will put bad effects on their personality, behavior and academic performance. Random sampling technique will be used. Data will be collected via questionnaire and then it will be analyzed by statistical package for social science (SPSS) software. Corporal punishment in schools reflects on large gap between current education policy that bans corporal punishment and actual implementations of the policy. The purpose of the present study is to investigate the impact of corporal punishment in schools at primary level in District Nowshera.



**Keywords**— Corporal Punishment, Students, Primary level, Nowshera, Schools

## I. INTRODUCTION

Corporal punishment in the context of schools in the late 20th and early 21st centuries has been variously defined as: causing deliberate pain to a child in response to the child's undesired behaviour and or language, "purposeful infliction of bodily pain or discomfort by an official in the educational system upon a student as a penalty for unacceptable behaviour" and intentional application of physical pain as a means of changing behaviour not the occasional use of physical restraint to protect student or others from immediate harms.

In schools corporal punishment refers to causing deliberate pain or discomfort in response to undesired behaviour by students in school. It often involves striking the student either across the buttocks or on the hands with an implement such as rattan cane, wooden paddle, slipper, leather strap or wooden yardstick. Less commonly, it

could be include spanking or smacking the student with the open hand, especially at the elementary school level.

Advocates of schools corporal punishment argue that it provides an immediate response to indiscipline and that the student is quickly back in the classroom learning, as opposed to suspension from school. Opponents, including a number of medical and psychological societies, along with human rights groups, argue that physical punishment it ineffective in the long term, interferes with learning, leads to antisocial behaviour as well as various forms of mental distress, disproportionately affects students of color, and is a form of violence that breaches the rights of children.

Poland was the first nation to outlaw corporal punishment in schools in 1783. School Corporal punishment is no longer practiced in any European country as of 2016, an estimated 128 countries have prohibited corporal

punishment in schools, including all of Europe and most of South America and East Asia. Approximately 69 countries still allow for corporal punishment in schools including parts of the United States, some Australian states and a number of countries in Africa and Asia.

The evidence that corporal punishment is harmful to children adults and societies is overwhelming more than 250 studies included in this review show associations between corporal punishment and a wide range of negative outcomes, while no studies have found evidence of any benefits. Corporal punishment causes direct physical harm to children and impacts negatively in the short and long term on their mental and physical health and education. For from teaching children how to behave, it impairs moral internalization, increase antisocial behaviour and damages family relationship. It increases aggression in children and increases the likelihood of perpetrating and experiencing violence as an adult. It is closely linked to other forms of violence in societies, and ending it is essential in combating other violence, including partner.

### **1.1 Types of Corporal Punishment**

A study conducted by UNICEF in three district of the Frontier province has identified 43 types of punishment being given to students at schools and asked the government to ban corporal punishment. The study was carried out by UNICEF in collaboration with svae the children, Sweden, and the NWFP (KPK) Schools and literacy department. About 3,582 children were interviewed during the exercise conducted in the districts of Peshawar. The volume of corporal punishment in schools and homes was found to be identical.

The most common physical punishment includes: Smacking, Spanking, Kicking, Throwing, Pinching, Pulling hair, Twisting arms or ear, Forcing the child to stay in uncomfortable or undignified position, Forcing the child to take excessive exercise, Burning, Giving electric shock, Hitting them with different objects e.g. cane, belt, whip, shoe, broom, electric wire.

The psychological punishment found to be more humiliating and degrading includes: Verbal abuse, Ridicule, Isolation and Scaring.

The impact of corporal punishment hampers a child's development. The child who regularly receives corporal punishment develops mental, physical and psychological weakness. Further, his behaviours turn violent and he becomes weak in studies.

### **1.2 History of Corporal Punishment**

Corporal is derived from a Latin word meaning body. It meant physical punishment and in the past it was very common. In the past it was by no means limited to

children. It was used on adults as well. However, flogging has been a common punishment since ancient times Jesus was flogged before he was crucified. In England from the middle ages whipping was a common punishment in the British army and Navy. But it was abolished in 1881. Among commonly used forms of corporal punishment was birching. This punishment meant beating a person across the backside with birch twigs. Once a common punishment in schools it could also be imposed by the courts for minor offences. Birching was banned in Britain in 1948.

Meanwhile for thousands of years until the late 20<sup>th</sup> century teachers beat children. In the ancient world the teachers were strict and often beat the pupils. In the Middle Ages discipline was also severe. Boys were beaten with rods or birch twigs. Punishments in Tudor schools were still harsh. The teachers often had a stick with birch twigs attached to it. Boys were hit with the birch twigs on their bare buttocks. Meanwhile, the ruler was a punishment commonly used in primary schools in the 20<sup>th</sup> century. The teacher hit the child on the hand with a wooden ruler. Throughout history until recently most parents hit their children. However in the late 20<sup>th</sup> century and early 21<sup>st</sup> century public opinion turned against corporal punishment and in several countries it has been banned.

### **1.3 Statement of the Problem**

It is an evaluation study of corporal punishment in schools at primary level. This study focus on the problems related to children's rights and the use of corporal punishment. The point of departure in this is that corporal punishment is a global problem one purpose or goal is to promote a constructive discussion about attitudes and opinions of corporal punishment against children and to fid suggestion of measure to reduce or diminish the problem. The reason to analyze two different societies is to emphasize that this is a problem throughout the world. Another purpose is to reflect on the connection between children's right and the use of corporal punishment. It is also a way to show how the reality and or tendencies can be by looking at the attitudes to corporal punishment despite of cultural backgrounds or efforts and regulation from the government and international organizations. Through the analysis it is possible to get a better understanding of this global problem. It gives an opportunity to find suggestions of measure to diminish the problem in both societies. The discussions and conclusion from this thesis can lead to further discussion about corporal punishment and children in other societies.

### **1.4 Objectives of the Study**

- To identify the impact of corporal punishment on academic performance of the students.

- To identify the effectiveness of corporal punishment on the behavior of students.
- To identify the effects of corporal punishment on the student classroom learning.
- To identify the psychological effects of corporal punishment on the student personality

## II. LITERATURE REVIEW

Corporal punishment in schools is meant to inflict pain as a consequence of bad behavior. There are many different methods used to intentionally inflict pain upon a child which include paddling, shocking, hitting, punching, shoving, extensive exercise and making students use postures which are painful. Schools use switches, paddles, hand and leather straps to inflict pain on students. Students sometimes get injuries from corporal punishment which includes blood clots, bruises, blisters and welts. Studies have shown that corporal punishment is likely to occur with boys in rural areas with lower income children. Corporal punishment is damaging to children lowering performance levels and making children more aggressive, angry, violent and have hostility towards others and their surroundings (David, 2008). Students who have experienced corporal punishment and come together to stop it (David, 2008).

There has been a continuous battle with corporal punishment "More than 100 countries prohibit corporal punishment in schools, including Canada and almost all of Europe". Corporal punishment is still legal in 19 states most in the south. Corporal punishment was used the most with students who live in poverty, males, those with special education, and the ethnic minorities. For these students corporal punishment was frequent and unequally administered. The advantages that were thought to come from corporal punishment are no cost, easy to administer, no training needed and is good for student development. It is important to look at the legal aspect and implications of corporal punishments.

In 1977 there was a court case of *Graham v. Wright* where two students at Florida junior high received severe paddling. The students needed medical care because of the pain bruising. One student couldn't use his arm for a week. In this case they argued that they were protected under the 8th amendment against cruel and unusual punishment and the 14th amendment was to protect criminals not school children. However it was ruled that officials can be charged with assaults and battery. "Although many parents and students have indeed sought legal redress for severe beatings, they rarely win in court-making it especially difficult to understand.

### 2.1 Islamic Opinion about Corporal Punishment

Islam orders the parents to educate their children from an early age on the right religion and the good morals, so that they grow up on it. There are many Ahadith urging this to be done. The Prophet (S.A.W) said:

"Be generous with your children and educate them well". [Ibn Majah] Al-Tirmizi also reported from Ayub Ibn Musa from his grandfather that the Prophet (S.A.W) said "No father has granted his child anything better than education".

Al-Tirmizi also reported that the Prophet said "It is better for the man to educate his child than to give a sa'a in alms.

In conclusion, this literature review investigation of the educational controversy of corporal punishment in schools has been talked about for years. Corporal punishment was taught to be easy, effective and quick which would eliminate bad behavior fast. A school discipline survey was mailed to 20 teachers throughout the area. About corporal punishment Mr. Russell says "In my opinion physical punishment of children is not right in anyway".

The Prophet of Islam says:

"Use love and affection in education and upbringing and don't have access too cruelly because a wise mentor is better than a cruel one.

### 2.2 The Prohibition of the Corporal Punishment Act 2013

The Institute for Social Justice welcomes passing of the prohibition of the corporal punishment bill by the National Assembly of Pakistan which yet has been passed by the Senate of Pakistan. If the bill is not passed before the dissolution of the National Assembly, it will lapse as given in article 76 (3) at the constitution of Pakistan. Section 33 at the KP Child Protection Welfare Act, 2010, also abolishes corporal punishment in the same way as the current law passed by the National Assembly. It says "Corporal punishment" stands abolished in all its kinds and manifestations and its practice in any form is prohibited as provided under section 89 of the Pakistan Penal Code, 1860.

## III. METHODOLOGY

This study reviewed school policies related to corporal punishment in schools. Corporal punishment is meant to inflict pain as a consequence of bad behavior. There are many different methods used to intentionally inflict pain upon a child which include paddling, shocking, hitting, punching, shoving, extensive exercise, and making students use postures which are painful. Schools use

switches, paddles, hands and leather straps to inflict pain on students. Students sometimes get injuries from corporal punishments which include blood clots, bruises, blisters and welts. I investigate corporal punishment in schools districts without the use of the parental waiver that allows school officials to use corporal punishment versus a school district.

The purpose of this research is to investigate in detail the key elements stimulating the use of corporal punishment in spite of the legal ban of it and the potential consequences based on continental practice of corporal punishment. In this respect, the scope of the empirical research basically relies on data collection from all stakeholders involved in corporal punishment. The study ensures the importance of exploring these stakeholder attitudes on corporal punishment. This helps us link between how past experiences with physical punishment would affect current behavior may trigger further practices of physical punishments with future generations besides exploring how family and school administration would fuel the use of corporal punishment.

The methodology is designed to answer basic research questions listed above: what are reasons and consequences of practicing physical punishments in schools? How it is being viewed by teacher parents and students? Answer to these questions help us draw out suggestions to enforce current policy while finding alternatives to corporal punishment.

### **3.1 Sampling Plan**

Our sampling plan would be consistent with the targeted groups of people exposed to or practicing corporal punishment teachers, parents and children, first teachers as practitioners of the act are supposed to provide information that mirrors their perception on the use of corporal punishment to mold child's misbehavior. Second, parent views on it must be highly considered to see how much corporal punishment in schools meets with parental consent or resistance so that we can see search family-based reasons. Third children are our most important element in this study because they are directly affected by corporal punishment and are supposed to demonstrate the consequences of these practices. To sum up, sampling plan aims at aggregating the three parties, opinions to tackle phenomenon from each party's point of view to reach a broader image of the topic.

### **3.2 Method of Data Collection**

The research study depends mainly on survey to students. The observations targeted usable questionnaires of each category children currently enrolled in schools would be under 18 years old. Data collection from surveying a number of parents clarifies current practices in schools

through their children and the sample includes approximately equal numbers of parents enrolling their children in public and private school to compare and contrast data.

Regarding teachers, number of teacher were surveyed to provide a large number of observations in addition to some interview to ensure the precision of information obtained. The teacher sample includes approximately equal numbers of those teaching in public and private schools to compare and contrast practices and attitude in each school type.

Recording student, number of student was surveyed and some were interviewed also. The student's sample includes exclusively students from public schools because students are the best to narrate corporal punishment for being the act receivers and the large numbers of survey allows us trace the phenomenon clearly in public schools. The reason for reliance basically on surveys is that it provides a quantitative nature to data analysis from surveys.

### **3.3 Description of Data Collected**

The questionnaires of parents and teachers are divided between public/experience and private/language schools equally. The reasons for combining public and experimental schools in one category, and combining private language schools in another category is that it would have been hard to find a number of public schools, experimental schools, private schools, and language schools consistently. Rather dividing into public/experimental and private/language only will allow us obtain more accurate data because the number of observations in each category which will affect the credibility of the data. The survey includes fifteen questions for teachers, 15 for students and 10 for parents. Answers to these questions were mostly comparing of yes/no. Some questions of the survey were repeated in three categories. So that we can compare answers obtained by them and draw conclusion.

In the questionnaire of parents and teachers, the unanswered questions were excluded because of the comparative nature of their data analysis. While the NA questions in the students survey were counted as missing due to the descriptive nature of the data analysis.

Questions are designed and grouped in a way that reflects what the research questions are supposed to examine. For example, a group of questions entailed in the three questionnaires is meant to report actual practices of corporal punishment in school. Another group of questions are designed to indicate the causes and effects of corporal punishment. Some questions investigate how the school administration deals with corporal punishment. Other questions test the student awareness of current policy

regarding corporal punishment and how they were informed. The general attitude of parents, teachers and students is examined also in a group of questions and how they think about it could be dealt with. Finally a group of questions test communication between school and parents and how much the social worker is involved in student discipline.

#### IV. DATA ANALYSIS

Data collected through questionnaire was analyzed. Data was classified. As the sample of teachers, the data was analyzed on frequency and percentages basis accordingly had two parts. The first part of the questionnaire was related to discipline, attendance and the dropouts, educational system and relationship between teacher and student and among the students. It contained 15 questions. The major findings of the study were following.

Table 1: Use of Punishment for Students

No.	No Response	Always	Often	Rare	Never
01	Do you Used Punishment?	0%	13%	77%	10%

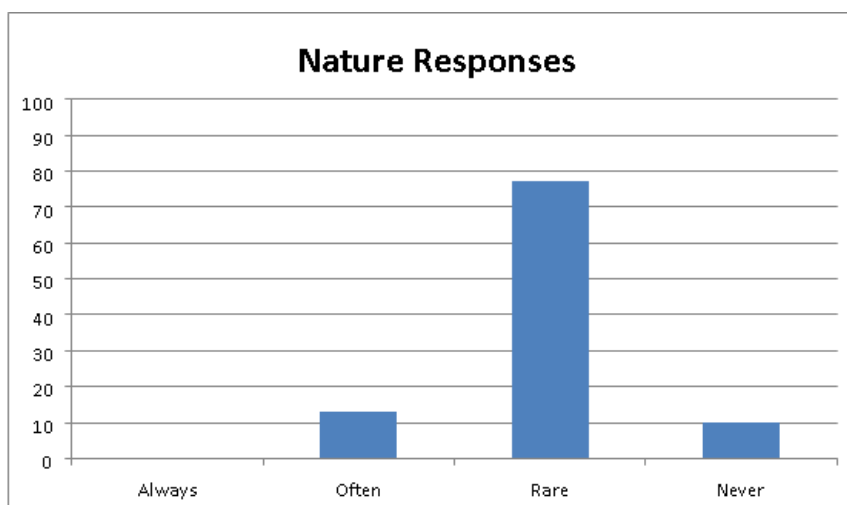
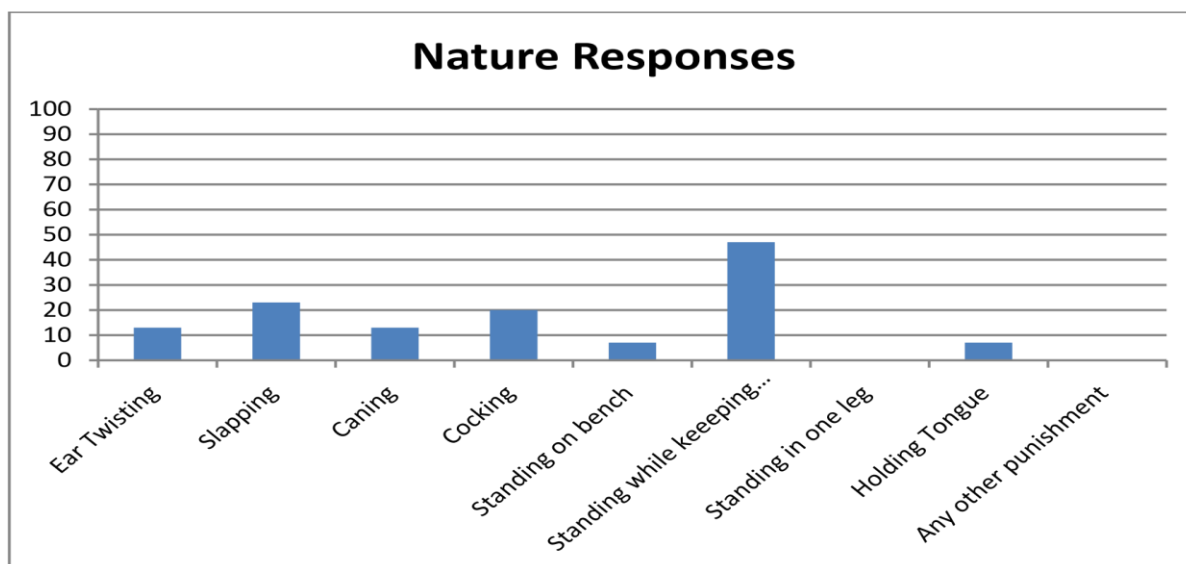


Table 1<sup>st</sup> indicated that 77% teachers use punishment very rarely while 13% teachers said that they often used punishment and 10% said that they never used punishment. The table showed that 87% teachers almost use punishment as rarely and never.

Table 2: Type of Punishment used for Students

No.	Which Punishment you Use?	Response
1	Ear Twisting	13%
2	Slapping	23%
3	Caning	13%
4	Cocking	20%
5	Standing on bench	7%
6	Standing while keeping hands up	47%
7	Standing in one leg	0%
8	Holding Tongue	7%
9	Any other punishment	0%





No.	Items	Very Much	Very Less	Little Bit	No Effect
01	What is the effect of punishment that you use?	27%	16%	50%	7%

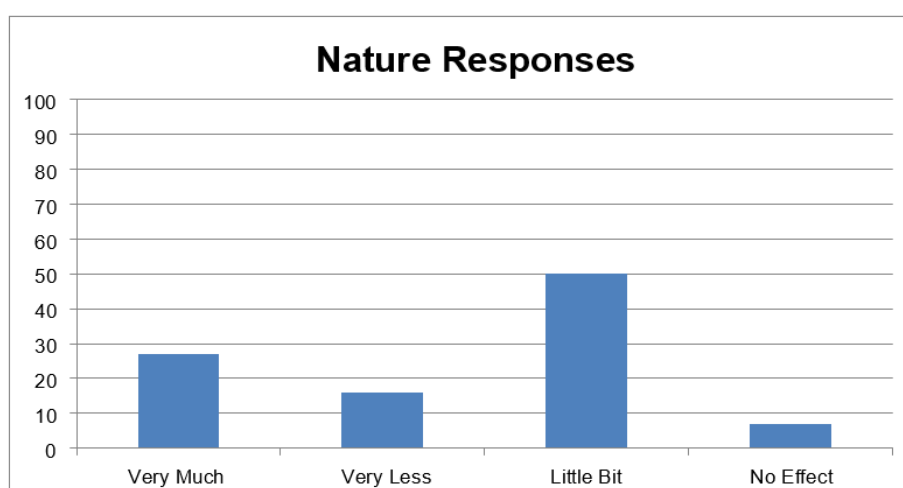
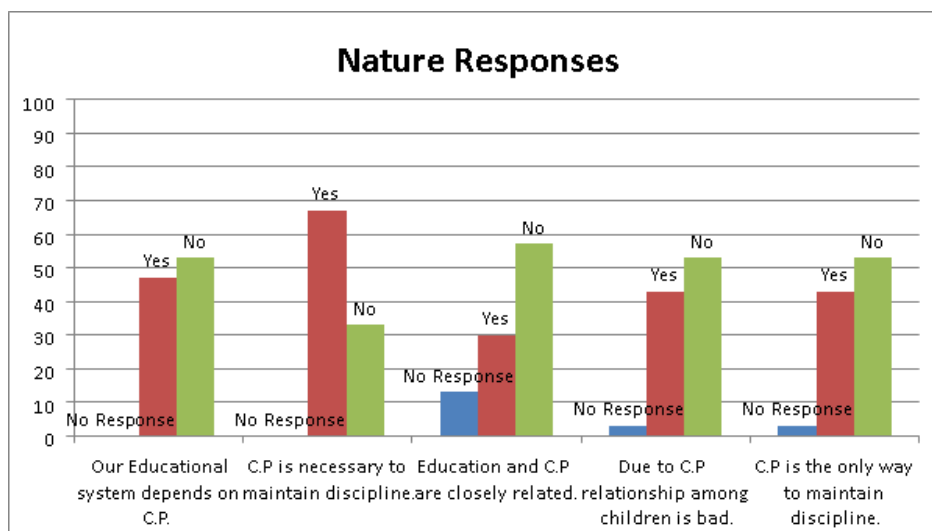


Table 2 showed that 47% teachers use standing while keeping hands up in the air 23% teachers use slapping as a punishment 13 % teachers said that they use the ear twisting as a punishment. 13% teachers use canning 20% use cocking as a punishment, 7% use standing on bench, 7% use to use hold tongue. No one responded the standing

on one leg. Most commonly use standing while hands up and slapping, 50% said that punishment has a little bit affect 27% responded that the effect of punishment is very high. 16% responded that effect of punishment is very low 7% said that punishment does not effect at all.

Table 3: Corporal Punishment in our Educational System

No.	Item	No Response	Yes	No
1	Our Educational system depends on C.P.	0%	47%	53%
2	C.P is necessary to maintain discipline.	0%	67%	33%
3	Education and C.P are closely related.	13%	30%	57%
4	Due to C.P relationship among children is bad.	3%	43%	53%
5	C.P is the only way to maintain discipline.	3%	43%	53%



The table 3 depicted that 53% teachers were against it that our educational system depends upon punishment while 47% answered in favor. 67% said that corporal punishment is important in maintaining discipline and 33% responded against it. 57% were against it that education and corporal

punishment is interrelated and 30% responded in favor. 53% teachers were against it that inter personal relationship of children are adversely affected due to corporal punishment and 43% responded in the favor.

Table 4: Corporal Punishment in our Educational System

No.	Item	No Response	Yes	No
1	Education is continued through the process of C.P.	0%	70%	30%
2	Continuous C.P maintains the respect of the teacher.	0%	23%	77%
3	C.P is helpful in making a child a good citizen.	7%	13%	80%
4	C.P is solution of every educational problem.	0%	13%	87%
5	The children who get C.P frequently they run away from school.	0%	73%	27%

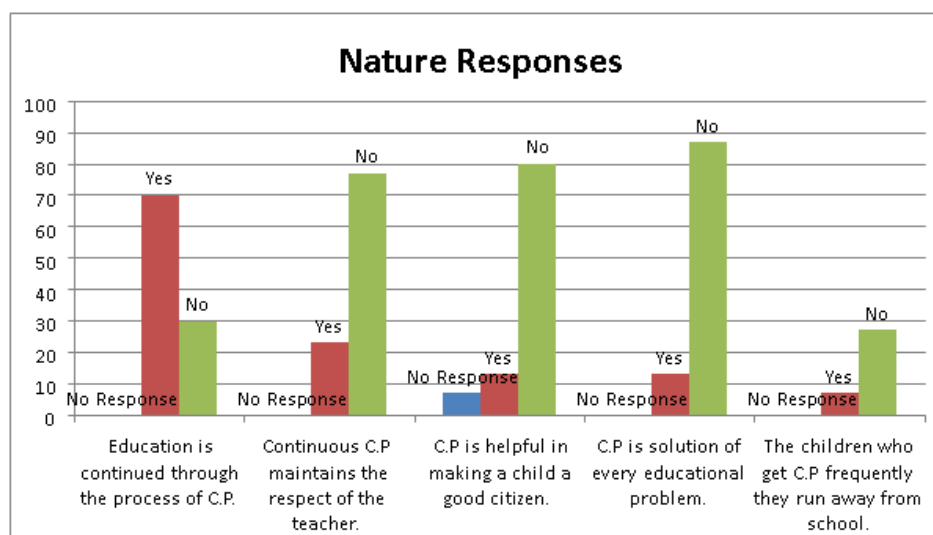


Table 4 depicted that 70% responded that corporal punishment means to embrace the child and 30% were against it 77% said that education is not continued through the process of corporal punishment and 23% responded

against it. 80% teachers said that corporal punishment is not helpful in making a child good citizen and 13% responded against it. 87% responded that corporal punishment is not the solution of every educational

problem and 13% were against it. 73% children said that the children who get corporal punishment frequently they avoid going to school and 27% were against it.

especially when they are in school. As a result most of parents do not care to attend such meetings.

### V. DISCUSSION

Although differences of opinion were found among the teachers on all issues yet an overall majority opinion went against the use of corporal punishment. The only aspect where most teachers thought it was effective for maintaining discipline.

Concerning communication between teachers and parents, teacher confirmed that some parents extremely favor their children, other think it is the teacher's job to deal with the students and, other parents ask teachers to beat their sons

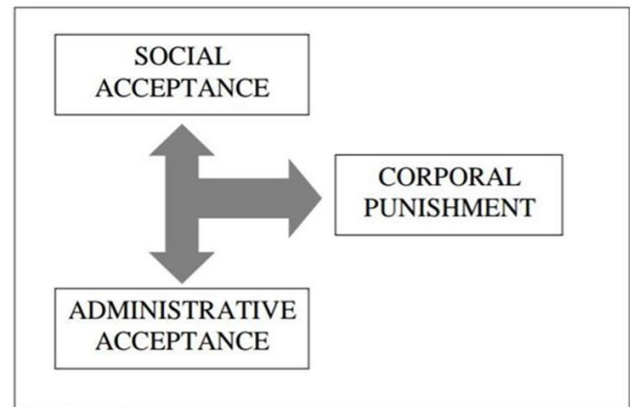


Fig.1: Causal Model

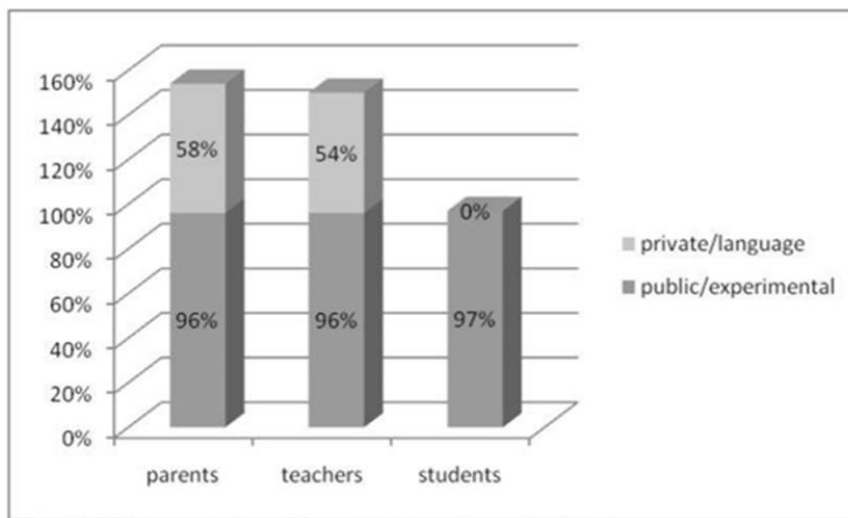


Fig.2: CP rate as confirmed by parents, teachers, and students

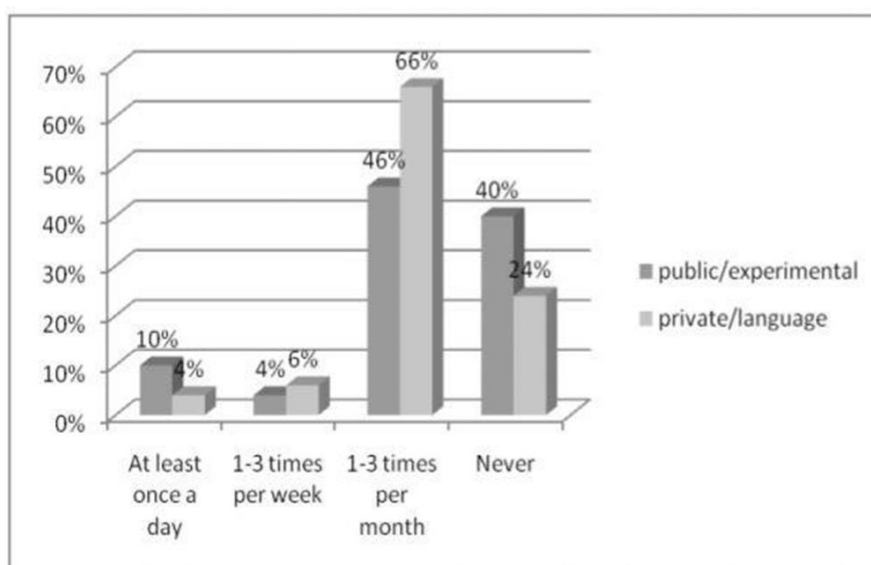


Fig.3: Teachers' answers to the question of how many times they called for the students' parents within the past academic year



## VI. CONCLUSION

This study shows that corporal punishment is wide spread in schools especially in public schools. This failure of implementation was mainly attributed to administrative and social acceptance. We will consider in this chapter and how to reduce gap by dealing with factors involved. We presented earlier what strategies have been adopted in other countries to enforce the ban of corporal punishment. In this section, we will develop a professional approach to correcting student behavior that best suit context as a strategy for combating corporal punishment.

The research findings proved a positive relation between administrative acceptance and the use of corporal punishment in schools in the sense that school administrator themselves practice corporal punishment. Moreover, they deal passively with parents complaints, do not communication with parents, hardly apply sanction on teachers violating law, and have failed to activate the role of social worker. The research findings also proved a direct relation between social acceptance and the use of corporal punishment in schools and in terms of practicing corporal punishment at home with children, poor follow up with the school, approval of v in school, and retrain from reporting actively their children exposure to corporal punishment.

It can be concluded also from the research findings that corporal punishment is not seen by most parents or teachers as an effective means of discipline, although a minority see it as somewhat useful. In response to the study findings that conforms to our hypothesis recommendations were formulated to deal with school

based factors reasons for corporal punishment in school. Regarding, the school, it has been recommended that policies must be enforced by applying sanctions on practitioners that the social worker should be more involved in reforming students and organizing activities. Although differences of opinion was found among all the teachers on all issue yet an overall majority opinion went against the use of corporal punishment.

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### Appendix-A

#### TEACHER QUESTIONNAIRE

- 1: Do you use punishment?  
YES  NO
- 2: Which type of punishment you use?  
YES  NO
- 3: Which type you think more effective?  
YES  NO
- 4: What is the effect of punishment that you use?  
YES  NO
- 5: How much our educational system depends on corporal punishment?  
YES  NO
- 6: Is corporal punishment necessary to maintain discipline?

- 7: YES  NO   
Are education and corporal punishment are closely related?
- 8: YES  NO   
Due to C.P relationship among children and teachers is bad?
- 9: YES  NO   
Is C.P is the only way to maintain discipline?
- 10: YES  NO   
Is C.P is helpful in decreasing the discipline problem?

**Appendix-B**

**STUDENTS QUESTIONNAIRE**

- 1: YES  NO   
Is corporal punishment is given in your school?
- 2: YES  NO   
Are you afraid of corporal punishment?
- 3: YES  NO   
When you come late or didn't wear school uniform do you get C.P?
- 4: In home  In school   
Maximum punishment is given to you?
- 5: YES  NO   
Do you think corporal punishment is effective?
- 6: YES  NO   
Do you support or oppose it?

**Appendix-C**

**PARENTS QUESTIONNAIRE**

- Q1: YES  NO   
Did teachers use corporal punishment to reform student behavior?
- Q2: YES  NO   
How frequently was your child beaten by teachers?

Q3: In your opinion which of the following reasons cause teachers to beat you children?

YES  NO

Q4: How did you know about corporal punishment was for Biden?

YES  NO

Q5: Which of the following act does your child do at school?

YES  NO

Q6: Do you ever physically punish your child at home?

YES  NO

Q7: Were you physically punished when you are little?

YES  NO