

THE IMPACT OF CORPORAL PUNISHMENT ON STUDENTS' PERFORMANCE IN PUBLIC SCHOOLS

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ABSTRACT- The objectives were to highlight decreasing academic success of students and to identify the aggressive behaviour of students in response to the corporal punishment. The total sample size was 300. The data was presented through frequency and percentage distribution and mean by using the Likert Scale. Further, the students who suffer from physical punishments became violent and aggressive in nature. The study recommends that in order to minimize the use of physical punishment in school, teachers must be cognisant of the negative effect of corporal punishment through seminars, workshops, interactive discussions and provoking programs so as the practice of corporal punishment could be voluntarily stopped. The study further suggests that there must be conducive school environment for the students so that they may be able to participate in healthy and extra-curricular activities, which may develop a learning environment for the students.

Key words: Corporal punishment, students' performance, aggressive behaviour.

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1.INTRODUCTION

This research study is based on the critical analysis of the corporal punishment and its impacts on students' performance in public schools. Corporal punishment can be defined as "The use of physical force intended to cause pain, but not injury, for the purpose of correcting or controlling a child's behaviour" Straus and Stewart (1999). It may be of various types such as slapping, pinching, punching, smacking, kicking, and shaking as well as impel through different objects like wooden sticks, belts, pins and different hurting postures. Punishments termed over here are also injurious to the physical, mental and personality development of the children. It affects their mentality. It may result into harmful side effects which becomes the risk for the child development in schools. They become a hazard to the society. In previous times children were being treated in a very brutal way and it put a very bad effect on their personalities. Their performance became deficient. Some experiments proved that a child grows more in a friendly environment rather than a cruel one. So keeping this in view, physical punishments have been banned in some territories. The purpose of current research work is also to throw light on the issue that how physical torture fractures the personalities of children studying at primary, middle and secondary schools. They cannot focus on their studies. They show offensive behaviour in their daily routine life in a society. So, the present study is a directive path for the teachers and parents that how they can adopt substitute ways to enhance the students' capabilities without using physical punishments.

2. LITERATURE REVIEW

Awan (2011) pleads that the students could not be forced to improve their academic performance through physical punishment and harsh behaviour. Their performance can be enhanced through motivation and counselling.

Awan (2014) argues that the schools using motivation measures and creating competitive environment among students get bet results and performance. Their students secured positions in the Educational Boards and other Institutions.

Corporal and Non Corporal Punishments were used in schools as a major means of controlling students' discipline (Gershoff, 2002). Kamal had observed the corporal-punishment through conducting the surveys into Bangladeshi-schools, particularly at Primary & Secondary-Schools as well as decided the schools which had been majorly the councils of controlling and authoritative onwards the part of the committers. It had been broadly dominant because of influences like the inclusion of the lacking of the strategic guidelines as well as feeble media-illustration along with neglectful of the lawful authorisations. In spite of the fact, that corporal-punishment had been measured as a communal-norm which had been acknowledged by culture & humanity and cannot be dared & used as a tool in order to uphold the castigation in educational-institutions. But, momentarily the Bangladeshi-society had not been familiarised to it (Kuiper, 2009). Pearlin (1989) states that corporal punishment continued to practice at unacceptable rates in Egyptian schools and as a result the violence rates are also rising with multiplied ratio. The gap between policy statement and actual practices could be attributed to family-based or school-based factors. Cohen was of the view that in reciprocal model assert that punishment is related to conduct problems in the child which in turn is related to further ineffective parental discipline. The reciprocal model is dynamic in nature and requires consideration of the likelihood that these effects may not be constant across the years from early childhood through late adolescence and also developmental changes in the adolescence generate changes in the parent-child relationship (Cohen, 1996). So, multiple studies exposed the fact that the corporal punishment has been practiced in

variant schools throughout the world. It inspected that corporal punishment was a tool being applied by elementary level school teachers as far as by the administrators who were advancing the discipline during the learning course. Further, it was acknowledged as a unique method of maintain discipline in the education system.

2.2. Distinction of The Study

Present research work is distinctive from previous works. This research work distinguishes from the previous works as it has conducted in the area of Tehsil Dunyapur District Lodhran containing 42 schools that is 8 secondary school male and 6 female schools and 13 middle male and 15 female school are also included for research in regard of corporal punishment and its effects on students. Many works have been done on corporal punishment but no single work has been done on corporal punishment and its effects on student's performance in Tehsil Dunyapur District Lodhran. The current research work is also distinctive from this sense that there will be made comparison between the opinion of male and female participants. No other research work contains this distinctive aspect which is followed by the present research work. Therefore, in this ways the recent research work contains distinction from previous works and fulfils the gap existing between the previous and present research work. So, ultimately it can be said that the current study is more explorative, analytical and beneficial in order to judge the impacts of corporal punishment on student's performance in public schools in general and in District Lodhran in particular.

3.RESEARCH METHODOLOGY

Primary data was collected through survey and questionnaire from elementary and secondary public schools while secondary data was collected from research articles, books, etc. Likert scale was used to measure the behaviour of 300

respondents selected through random sampling from 42 Government Schools Duniyapur, District Lodhran..

3.1 Research Questions

The research questions of our study are outlined in the following: -

- How students' performance affect by C.P in government school?
- What is the reaction of students when C.P is applied in government schools?

3.2 Sample of study

This research is based on the sample which is collected from the 42 different schools which include 8 Govt Boys H/S, 13 Govt Boys M/S, 6 Govt Girls H/S, 15 Govt Girls M/S. The ratio in percentage of female and male schools is 50-50.

3.3 Analytical Techniques

Descriptive statistics is used to analysis the data. The results are presented in the form tables' graphs and percentage.

4. DATA ANALYSIS

4.1 Demographic statistics

There are four types of participants. The very first category is FEST 23%, Second is MEST 27%, Third is FSST 20% and fourth type is MSST 30%. These participant answer the questions of questioner.

Table 1: Category of respondents

Teacher category	FEST	MEST	FSST	MSST	Total
Freq	70	80	60	90	300
%age	23	27	20	30	100

Figure 1 Category of participants

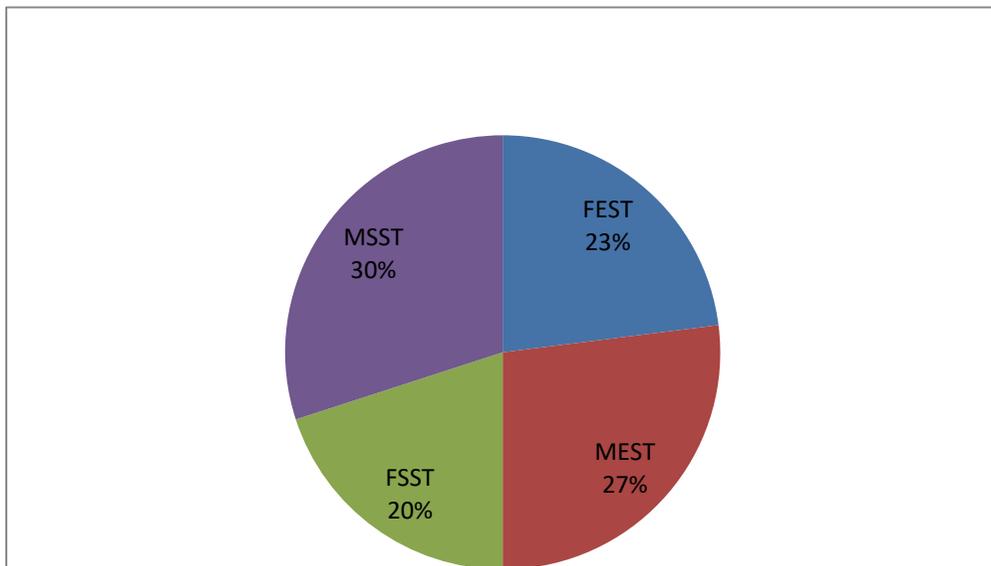


Table: 2 The Impact of corporal Punishment on student performance in the public schools

	Parameters of study	S.A	A	U.D	D.A	S.D.A	Total	Mean
1	Corporal Punishment (C.P) slows down the students' participation in class.	106	146	13	31	4	300	0.95
2	C.P causes to break down student-teacher relationship.	96	121	11	39	33	300	0.55

3	C.P creates rigidity and violence in students' nature in future life.	99	110	19	44	28	300	0.61
4	Students become irresponsible and psychologically instable due to C.P.	94	115	13	50	28	300	0.57
5	C.P causes mental illness in the students	106	96	39	36	23	300	0.66
6	C.P creates School phobia among the students	146	121	0	26	8	300	1.11
7	C.P causes mental irritation in student	74	171	5	37	13	300	0.76
8	C.P decreases the self-respect of students	180	96	0	16	8	300	1.28
9	C.P Creates inferiority complex among students.	71	121	6	66	36	300	0.35
10	C.P causes dropout of the students.	197	48	0	41	14	300	1.11

Question no. 1 in the Table 2 of questionnaire represents the point of view of the participants about the effects of corporal punishment on the student's

participation. Majority of participants agreed (mean 0.95) with this statement that corporal punishment effects on the students' participation. Many participants (49%) agreed with this statement. Total (84%) participants are agreed with this statement and some participant (12%) opposed to this view while few participants (4%) are undecided and that corporal punishment effects on the students participation.

Question no. 2 in the Table of questionnaire interprets the point of view of participant about C.P effects the relation of teacher and student. Majority of participants agreed (mean 0.55) with this statement that C.P effects the relation of teacher and student. Many participants (40%) agreed with this statement. Total (72%) participants are agreed with this statement and some participant (24%) opposed to this view while few participants (4%) are undecided and that C.P effects the relation of teacher and student.

Question no. 3 in the Table of questionnaire shows the point of view of participant about By C.P students nature become inflexible in future life. Majority of participants agreed (mean 0.61) with this statement that by C.P students nature become inflexible in future life. Many participants (37%) agreed with this statement. Total (70%) participants are agreed with this statement and some participant (24%) opposed to this view while few participants (6%) are undecided and that By C.P students nature become inflexible in future life.

Question no. 4 in the Table of questionnaire represents the point of view of participant about C.P causes to upset students psychologically. Majority of participants agreed (mean 0.57) with this statement that C.P causes to upset students psychologically. Many participants (38%) agreed with this statement. Total (69%) participants are agreed this statement some participant (26%) opposed to this view

while few participants (5%) are undecided and that corporal C.P causes to upset students

Question no. 5 in the Table of questionnaire exposes, the point of view of participant about C.P causes mental sickness. Majority of participants agreed (mean 0.66) with this statement that C.P causes mental sickness. Many participants (35%) agreed with this statement. Total (67%) participants are agreed with this statement and some participant (19%) opposed to this view while few participants (14%) are undecided and that C.P causes mental sickness.

Question no. 6 in the Table of questionnaire disclose the points of view of participant about the students feel fear come to school due to corporal punishment. Majority of participants agreed (mean 1.11) with this statement that the students feel fear come to school due to corporal punishment. Many participants (49%) agreed with this statement. Total (89%) participants are agreed with this statement and some participant (11%) opposed to this view while few participants (0%) are undecided and that the students feel fear come to school due to corporal punishment.

Question no. 7 in the Table of questionnaire reveals the point of view of participant about C.P is main cause of mentally upset the student. Majority of participants agreed (mean 0.76) with this statement that C.P is main cause of mentally upset the student. Many participants (57%) agreed with this statement. Total (82%) participants are agreed with this statement and some participant (16%) opposed to this view while few participants (2%) are undecided and that C.P is main cause of mentally upset the student.

Question no. 8 in the Table of questionnaire divulge the point of view of participant about the self-confidence of students is slow down by corporal punishment. Majority of participants agreed (mean 1.28) with this statement that the

self-confidence of students is slow down by corporal punishment. Many participants (60%) agreed with this statement. Total (92%) participants are agreed with this statement and some participant (8%) opposed to this view while few participants (0%) are undecided and that the self-confidence of students is slow down by corporal punishment.

Question no. 9 in the Table of questionnaire demonstrate the point of view of participant about C.P feels inferior among students in the class. Majority of participants agreed (mean 0.35) with this statement that C.P feels inferior among students in the class. Many participants (40%) agreed with this statement. Total (64%) participants are agreed with this statement and some participant (34%) opposed to this view while few participants (2%) are undecided and that C.P feels inferior among students in the class.

Question no. 10 in the Table of questionnaire expresses the point of view of participant about the low attendance rate of the students is due to C.P. Majority of participants agreed (mean 1.11) with this statement that the low attendance rate of the students is due to C.P. Many participants (65%) agreed with this statement. Total (81%) participants are agreed with this statement and some participant (19%) opposed to this view while few participants (0%) are undecided and that the low attendance rate of the students is due to C.P.

Table: 3 Table Participant Gender Wise Distribution

Gender	Freq	%age
Male (M)	170	57
Female (F)	130	43
Total	300	100

In the table 3 the distribution of the total gender wise population is quoted which is comprised of 57% male and 43% females.

Figure-2 Gender of Respondents

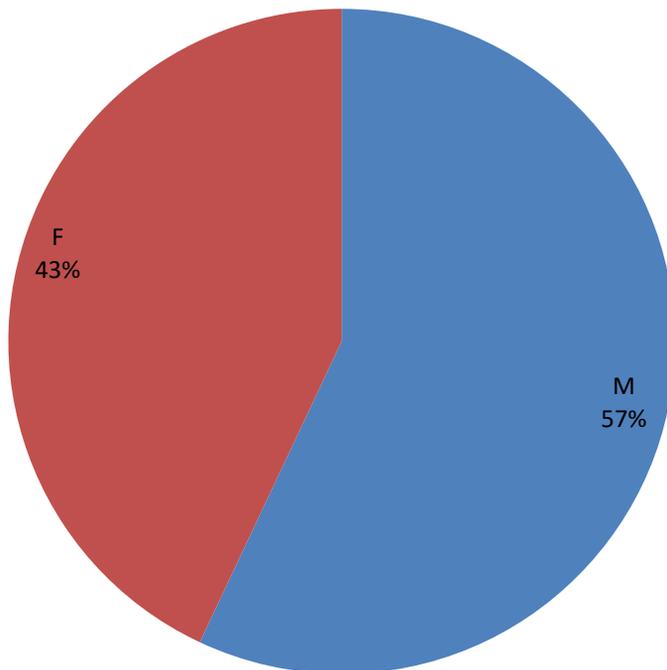


Table:4 Table Male and Female Comparison

	Parameters of study	(M)%age	(F)%age
1	Corporal punishment effects on the students participation.	46%	54%
2	C.P effects the relation of teacher and student .	54%	46%
3	By C.P students nature become inflexible in future life.	46%	54%
4	C.P causes to upset students psychologically.	32%	68%
5	C.P causes mental sickness	41%	59%
6	The students feel fear come to school due to corporal punishment	25%	75%
7	C.P is main cause of mentally upset the student.	47%	53%
8	The self-confidence of students is slow down by corporal punishment	40%	60%
9	C.P feels inferior among students in the class.	32%	68%
10	The low attendance rate of the students is due to C.P.	28%	72%

Table 4 has focused on the comparative analysis of corporal punishment in order to illustrate its negative effects on students' development and performance. By analysing the research questions in the light of questionnaire, gender discriminating finding proves that cruel attitudes and thoughts of teachers towards students results into negative impacts on students' personalities. It further School phobia among the students, causes disappointingly in achievement among students, decreases the self-

respect of students, creates negativity in the behaviour of the students and creates inferiority complex among students.

5.FINDINGS AND RESULTS

The results got from the critical analysis of the aspects presented in the form of questions which were put in the questionnaire were evident that corporeal-punishment is a discouraging force either in any form at Secondary-School-Level. Moreover, the study is an obvious reflection of the negative impacts of physical-punishments. Its major concerns are as the inclusion of the dropout ratio of the students as well as the tensed-relationship between the teachers and the students. The explorations are also an evident of the damaged learning atmosphere because of the usage of the corporeal-punishment and the reactions of the students into violent behaviours patterns. In the reaction of corporeal-punishments students indulge themselves into some immoral activities and the ratio of absenteeism also enhances due the application of physical-punishments. In addition, corporeal-punishments also cause the worries of losing self-confidence as well as the psychological tensions and crippling the capabilities of competences.

Within a few words it can be said that corporeal-punishment may affect badly on the excellences of academic career. It also put negative impacts on the physical and the mental development of the students. So it is the crucial need of the time that the government must design such rules and regulations concerning the implementation of the rules against the physical-punishments.

6.CONCLUSIONS

So the discussion concludes that the impacts of corporal punishment on students' performance regarding the comparative analysis on gender basis is entirely unique and distinctive research in the area of Tehsil Dunyapur, Distt. Lodhran. It would be

helpful for other researchers to enhance their studies for relevant subjects of research. We also conclude that the students could not be forced to improve their performance through corporate punishment but they may be motivated through non-coercive measures.

7. RECOMMENDATIONS

There must be conducted some seminars and the workshops in order to acknowledge the teachers from primary to secondary all concerning levels about the banishment of the corporeal-punishments. It must be the obligation of the Parent-Teacher-Councils to perform the duty as a working relationship between the teachers and the students. There must be some attractive activities including the curricular and extra-curricular activities like sports and games which fit a man. In the last but not the least that there must be conducted a research in order to establish some modes for the corrective purposes at secondary-schools level. Further, a research needs to be carried out in order to find out the frequencies about the usages of the corporeal-punishment between the male & female as gender based in government schools.

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Authors' contribution/Conflict of interest

This research work was carried out in collaboration between two authors. Author SIA designed the study, collected and tabulated data. He wrote first draft of manuscript under the supervision of AGA. The second Author AGA formatted and edited final draft of manuscript as well as incorporated revisions suggested by the reviewers. Both authors read and approved the final manuscript. They declared no conflict of interest with any person or institution.
