

Impact of Corporal Punishment on Students' Academic Performance at Elementary Schools level

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Abstract

The present study was designed to explore the impact of corporal punishment (CP) on the academic performance of students at elementary schools in tehsil Kharian, district Gujrat. In this research, the researcher tried to find whether there is any variation in the performance of students who were punished by their teachers or who treated alternative of corporal punishment by their teachers. It was descriptive research based on survey design. Data was attained from 125 teachers and 457 students who were randomly selected by using questionnaire. The collected data was arranged and coded. The coded data was analyzed by using SPSS software. The results showed that academic performance of the students is affected by the corporal punishment. Those students who were punished by their teachers performed "average" in exams and the teachers who used alternatives rather than punishment, majority of their students performed "very good" in final exams. It was also found that male teachers of rural areas punished more their students than the female teachers of others. Moreover, result shows that teachers use corporal punishment to improve the academic performance of lazy students and students with disruptive behaviors. They also punish the students to maintain discipline in classroom to create conducive environment for effective teaching and learning.

Key Words: Corporal punishment, Academic performance, and elementary school

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Introduction

The concept of physically beat punishment is looked down upon at worldwide level. It is intolerable in school atmosphere. In ancient days it was understood as a main source of amending students' behavior. Moreover it was mistakenly regarded as a method of converging students' concentration towards study. The protagonists of punishment in school are finding no place to hide as many people are clamoring against its fatality. (Global Report, 2008). The antagonists to corporal punishment were the human rights activists who played an active role in breaking this notion in the light of Universal Declaration of Human Rights under clauses 3 and 5 respectively. Right they are in promoting and protecting child rights under article 19 of Convention on the Child Rights, 1990.

Learning becomes a draconian nightmare to the children who often have to face punishment in school and as a result they grow negative attitude and behavior. It has been proved at many levels that children gain the knowledge of violence if they are dealt with corporal punishment (Schonberg & Friedman, 2006).

Belligerence is the only agreement to solve daily life problems for the learners who have to face physical turmoil during school days. It intimidates children to develop confidence-free ideas in them and they become habitant to the bleak aspect of life. As a result they become hasty in nature and reluctant to share their input in wisdom. (Straus, 2003). Such a sort of manner has greater repercussion because it amplifies violence in later stages of life. (Patel, 2008)

Practicing corporal punishment infuses disbelief that force is justified in practical wisdom. Eventually, the attitude of children to use force is flourished in the society (Straus & Roos, 2003). Rousseau (2003) described that corporal punishment tolerated pupils exhibit gestures of unhappiness in education, low achievement in the any sort of exam and damage the process of teaching-learning with due verve. (Ghazi, 2013)

Morrel (2000) maligned corporal punishment for its negative impacts on routine learning. The hovering feeling of punishment abstain students to attend classes regularly which results in withdrawal from school. Vally (1998) refutes physical punishment and its severe medical

mental ailment upon the tender minds of the learners. School to such students is a frightening place and they consider evading school. Such are the silly repercussions of physical punishment at school. (Gershoff, 2011)

In today's modern world student is central point of learning-teaching process and his attitude is shaped by the interesting syllabus, attractive school atmosphere and captivating presentation of knowledge. Daskalogianni and Simpson (2000) are of opinion students' learning attitude can be made effective by applying all strategies listed above (Hannulla, 2002) regarded learners' achievement; efficiency and spirit de corps is strongly associated to their learning attitude. Foreseeing this phenomenon the researcher undertook this topic to measure the impact of corporal punishment on academic performance of students at elementary schools level in tehsil Kharian, district Gujrat. (Roos, 2010)

Research Objectives

Objectives of the research study were to:

1. Explore the differences in the physical beating students by the teachers according to their group of:
 - Gender
 - Locality
2. Find out the effect of physical beating on students' academic performance.
3. Investigate why teachers physical beat the students in school

Literature Review

Corporal Punishment in Schools

Corporal punishment can be defined as a physical sentence in schools afflicted by teachers or management for student' misconduct is known as Corporal punishment. Spanking, slapping and pinching are very common examples of corporal punishment (Hand Book, 2009). Committee on the Rights of the Child defines corporal punishment as "The sentence of any form with an intention to inflict uneasiness or hurting by applying physical force is known as corporal punishment".

The protagonists of physical beating hold that it is necessary to control the disciplinarian issues in classrooms and school as well. Punishing a child is sending a message to others to follow the decorum or you will be dealt in the same way. Favoring the similar notion they argue that corporal punishment is a better option than suspending or expelling from the school. (Ghazi, Shehzada, Tariq, and Khan, 2013)

There are many solid episodes of the harms that corporal punishment could perform to human rights. The predecessor researchers have highlighted the mal association between corporal punishment and students behaviors. Fatal outcomes of the bodily sentence to the students are outlined as under:

- declined moral internalization
- enhanced child aggression
- Low leveled association between kids and parent;
- lessened intellectual healthiness of child;
- Highly hazardous to corporeal exploitation;
- enhanced violent behavior of adults;
- Tending to illegal and anti-social activities.

The students undergoing corporal punishment for the purpose of mending their behavior will be behaving badly in future. It is quite evident to try not the deal them with cane and stick methods otherwise violence will be the ultimate fate of such students. Corporal punishment in the name of discipline should not be practiced in schools. Roughly rebukes students will carry on their habit of misbehaving other and it is more likely they would be transformed into emotional rather than being equipped with balanced reason and passion. (Kabandize, 2004)

Research Methodology

It was descriptive research and cross-sectional survey design in nature. There were 84 government elementary schools (Boys=39, Girls=45) and 125 elementary school teachers in tehsil Kharian, district Gujrat. So, population is comprised of all government elementary schools (Boys and Girls) and all teachers (male and female) for this study.

By applying simple random sampling technique, 125 elementary school teachers (58 male & 67 female) and 457 students (210 boys & 247 girls) of 8th class from tehsil Kharian were selected as a sample for the present study.

Research Tool

A self-developed questionnaire was used to gather the information from elementary school teachers regarding uses of corporal punishment and there were 16 items in the questionnaire which was based on five points Likert scale.

Initially, the researcher visited CEO education office of district Gujrat for seeking permission to collect data for selected elementary schools of the tehsil Kharian. List of the elementary schools which were situated in tehsil Kharian was downloaded from the website of Punjab schools

education department. After seeking permission from CEO, researcher personally visited every selected elementary school to meet headmaster for collecting data. Headmaster of each school introduced researcher to the teachers who was in charge of 8th class. The researcher explained the objectives of the current research in their school and delivered him/her questionnaire for fill it up. To measure academic achievement of students, the researcher collect 50% randomly selected students' obtaining marks in recently announced PEC result (2019) of the same teacher. This process took two months.

Data Analysis

Collected information from the elementary school teachers was ordered, coded, and put into computer for statistical treatment. Data was statistically treated by applying inferential statistics e.g. Independent sample t-test and Chi-square with help of SPSS software. The result shown in the following table:

Table No. 1: Independent sample t.test for the analysis to gender wise and locality wise difference in the use of physical punishment

Demo Variables		N	Mean	Std.D	t	Sig.
Gender	Male Teachers	67	1.91	.489	-2.669	.008
	Female Teachers	58	1.73	.446		
Locality		N	Mean	Std.D	t	sig
	Rural Teachers	49	2.73	.962	-.497	.037
	Urban Teachers	76	1.43	.405		

Gender and locality df =123, The mean difference is significant at the .05 level

Effect of physical punishment on academic performance of students

The following table disclose that the computed $\chi^2=392.469$ is greater than the table value (9.488) and computed sig value=0.000 which is less than the critical value (P=0.05). It reveals that statistically important difference exist in the performance of students who punished by their teachers and those who not. The teachers who do

Gender and locality wise variance in the use of physical punishment by teachers

The following table reveals that the computed t-values of gender wise teachers (-2.669) is less than the table value (1.976) and computed sig value (.008) which is less than critical value (0.05). It indicates that gender wise importance variation exist in the mean score. So, male teachers use more corporal punishment than the female teachers.

The computed t-values of locality wise teachers (-.497) is less than the table value (1.976) and computed sig value (.037) which is less than critical value (0.05). It indicates that locality wise importance variation exist in the mean score. So, rural zones' teachers use more physical punishment than the urban teachers. It is concluded that male teachers of rural areas use more physical punishment than female teachers.

use corporal punishment, theirs students' performed "good" to "excellent" in exam and majority of them performed "very good" in exam. The teacher who used corporal punishment, theirs students' performed "below average" to "good" in exam and majority of them performed "average" in exam. It is concluded that corporal punishment had strong effect of academic performance of students.

Table No. 2: Chi-square analysis to analyze the effect of Pedagogical beliefs of teachers on students' learning in science subjects

Use of CP	Description	Performance in 8 th class					Total
		Below Average	Average	Good	Very Good	Excellent	
No Punished	Count	0	0	18	72	67	157
	% within Punishment	.0%	.0%	11.5%	45.9%	42.7%	100.0%
	% within Marks in 8th	.0%	.0%	19.1%	100.0%	100.0%	34.4%
	% of Total	.0%	.0%	3.9%	15.8%	14.7%	34.4%
Yes Punished	Count	82	142	76	0	0	300
	% within Punishment	27.3%	47.3%	25.3%	.0%	.0%	100.0%
	% within Marks in 8th	100.0%	100.0%	80.9%	.0%	.0%	65.6%
	% of Total	17.9%	31.1%	16.6%	.0%	.0%	65.6%

Grand Total	Count	82	142	94	72	67	457
	% within Punishment	17.9%	31.1%	20.6%	15.8%	14.7%	100.0%
	% within Marks.in.8th	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	17.9%	31.1%	20.6%	15.8%	14.7%	100.0%

$\chi^2=392.469$, sig=.000, df=4

Correlation between corporal punishment and students' academic performance of students

The following table displays that the computed r-value (-.843) is statistically significant at critical value (0.05) level of significant. It shows that significant strong inverse relationship exist

between corporal punishment and students' academic performance at elementary schools level. It is concluded that more the corporal punishment lesser the students' academic performance.

Table No. 3: Spearman analysis to analyze the association between corporal punishment and students' academic performance of students

Variable	r	Sig
Corporal Punishment Students' academic Performance	-.843**	.000

*P ≤ 0.05, **P ≤ 0.01

Reasons for using corporal punishment by the teachers

It is indicted in the following table that the computed t-values of statement no 1-7, 10-12, and 14-16 regarding corporal punishment (37.009-72.876) are greater than table value (1.976) and computed sig values of all statements are (.000) that is less than the critical value=0.05, which shows that mean value of the all statements of the respondents is significantly higher than the cut point (3). Std.D of all statements is (1.139-1.740) which indicates that the data points are spread out over a wide range of values (1-5, Likert scale). Therefore, concluded that elementary school teachers remained agreed about all statements and said they punish the students who are lazy and poor performer or low grade achiever in the class. They also use corporal punishment for the students

who forget their book at home and disrupting the class by talking with other students behind the teachers when class is under progress. Discipline play an important role for creating conducive environment for effective teaching and learning. Therefore, they beat the student to maintain discipline for crating conducive environment. They also personally liking that corporal punishment should be continue.

The mean values of statement No.8 and 9 (2.81-2.82) are less than the cut point (3) which shows that all teacher disagreed with these statements and said that although they punish the students who even do not do homework yet they do not punish the students who give wrong answer while questioning answering session when class is under session.

Table No.4: Frequency and percentage of the responses (teachers=125,) regarding use of corporal punishment, (df=124)

S#	Statements	\bar{X}	Std.D	t	Sig
01	Corporal punishment lead the to perform better in the class	3.60	1.445	52.562	.000
02	I beat the students to correct his/her behavior in the class	3.20	1.740	38.686	.000
03	Punishing student is a successful way to control the class	3.19	1.508	44.547	.000
04	Punishment made the student to maintain respect of teacher	3.16	1.574	42.243	.000
05	Students who perform poorly in class are punished	3.23	1.557	43.591	.000
06	Teacher punish the student who is lazy in the class	3.60	1.373	55.263	.000
07	I beat the student who achieve low grade in exam	3.93	1.139	72.876	.000
08	I beat the student who do not do home work	2.82	1.443	41.099	.000
09	I beat the student who giving wrong answer to a	2.81	1.544	38.138	.000

S#	Statements	\bar{X}	Std.D	t	Sig
	question during class				
10	I beat the student who forget books/other material at home	3.32	1.495	46.747	.000
11	I beat the student who talking behind the teacher's back in the class	3.60	1.341	56.637	.000
12	I beat the student who disrupting the class by talking with other students when class is under progress	3.67	1.405	55.018	.000
13	I beat the student who disobeying teacher's order	3.00	1.580	39.979	.000
14	I beat the students to maintained discipline in the class	3.05	1.736	37.009	.000
15	I beat the students to create conducive teaching and learning environment	3.44	1.487	48.697	.000
16	I personally would like corporal punishment should be continue	3.37	1.535	46.258	.000

Conclusion and Discussion

The study was designed to explore the effect of physical punishment on academic performance of students at elementary school level in tehsil Kharian, district Gujrat. It was found after analysis that demographic variable wise important variation in the use of physical punishment. Between gender teachers, male use more corporal punishment as compare to female. Same situation is found locality wise, teachers of rural zone use more physical punishment than the urban teachers. Demographically same result was found by the Mohaan D., (2016). Donald D (2015) found in his research that male teacher use more corporal punishment as compare to female at secondary school level. In the present research, it was also found that there is inverse association between physical punishment and academic achievement of students at elementary school level. The teachers who use corporal punishment, their students achieved low scores in exam and the teachers who use alternatives of corporal punishment, their students achieved high scores in exam. On the other hand, the more the use of corporal punishment less students' academic achievement, and no corporal punishment the high students' academic achievement because corporal punishment is associated with increased mental health problems including psychological distress, it may lead students to anxiety and depression. The victim students become vagabond and could not pay their time to their study. Therefore, as a result, low achievement in exam. In the present research, the researcher also tried to find out the reasons of corporal punishment. The results shows that teachers punish students for various reasons.

According to majority of the teachers, although Punishment law exist in Pakistan and it is prohibited at any case yet they punish the students who are lazy and perform poor in the class. So, to make active and increase his/her performance, they beat them. Disruptive behavioral students always disturb the whole class. Therefore, to correct the behaviour of that student they use corporal punishment. Having course books and any other reading material is very important for effective teaching and learning and concentrating on lesson for students. Without reading material students could not concentrate on whatever is being taught in the class. Therefore, teachers punish the students who forget their reading material at their homes. Moreover, class discipline is also very important to create conducive environment in class. They also punish their students to maintain discipline in the class for creating conducive environment in the class. Although they beat their students for many purpose e.g. even if they do not do their homework yet they do not punish the students who answer wrong while remedial time after delivering lesson in the class and disobey teachers.

Recommendation

On the bases of conclusion the following recommendations were formulated to improve the condition of school:

- As in the present study exposed that teacher of rural areas use more corporal punishment, it is a responsibility of district education department to arrange a team who should visit is rural areas and encourage the teachers to use alternative of corporal punishment and avoid from this sin.

- It is also found in the present research that teachers punish their students to maintain discipline in the class or correct the behaviour of disruptive students. It is a responsibility of education department to organize teacher training program in which teachers learn the alter natives of punishment to maintain discipline and correct the behaviour of disruptive students.
- In schools headmaster is the head of school and has a responsibility of every matter of the school. Therefore, he/she should enforce corporal punishment law at school by displaying the articles in which corporal punishment is prohibited on his/her offices and on notice board as well.
- Headmaster/ principal should also keep in contact to community and delegate them the responsibility to improve their kids' education condition.
- Parents should be more involved in reforming their kid's behavior and organizing school activities.
- Teachers should also use alternatives of Corporal punishment in class.

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