
The Impact of Corporal Punishment on Students' Performance in Public Schools**Rashid Ali¹, Kokab Fatima², Zobia Shakoor³, Zakir Abbas⁴**

^{1,2,3,4} MPhil Scholar PMAS Arid Agriculture University Rawalpindi, Punjab, Pakistan.
rashid4700@gmail.com, kokabfatima80@gmail.com, mshakoor00788@gmail.com,
zakirabbaskhari@gmail.com

DOI: <https://doi.org/10.70670/sra.v3i1.331>

Abstract

corporal Punishment can be simplified to the meaning of physical punishment. It has been a long debate whether corporal punishment not should be allowed in schools and more specifically public schools of Pakistan. Since the culture of the subcontinent differs from the culture of the West so does the methods of carrying out life. It is believed that corporal punishment can help discipline children or gauge an effect in the performance. This was a quantitative research project. There were two variables. The impact of corporal punishment is independent variable and student's performance in public schools is dependent variable. This study's population was 30 students in public school of I_9/4 Islamabad (only male) for the study researcher used random sampling technique. The information gathered through Questionnaires. The researcher analyzed the data using SPSS processes and find, percentage and mean. The findings of this research were corporal punishment effect on students' academic performance and wellbeing. And researcher recommendation was advocate for policy changes in public schools to discourage the use of corporal punishment.

Keywords: Corporal Punishment, Academic Performance, Psychological Effects, Social Learning Theory, Human Rights, Survey Methodology.

Introduction

The discussion about physical punishment in public schools has continued for many years. Some people think it helps with discipline, while others strongly feel it harms students' school performance and well-being. This article will explore the complicated topic of physical punishment in public schools and how it affects students' academic performance. What is corporal punishment? Corporal punishment is when teachers use physical force or pain to make students behave better by stopping them from doing something wrong. This might include spanking or paddling. It used to be a common way to discipline students in some schools, but now people argue about it because they worry it might not be good for students' bodies and minds. According to an article in DAWN Newspaper, in February 2021, a landmark bill to ban corporal punishment in all educational and childcare settings was moved in the National Assembly by MNA Mehnaz Akbar Aziz and was passed with opposition support. One of the most significant arguments against corporal punishment is the potential for negative psychological effects on students. Being subjected to physical punishment can cause fear, anxiety, and distress in students. These emotional states can have a profound impact on a student's ability to focus on their studies, as they may be preoccupied with the fear of punishment instead. Building trust and respect between students and educators is crucial for a conducive learning environment. As stated on the website of 'endcorporalpunishment.org' Article 89 of the Penal Code states that "Nothing which is done in good faith for the benefit of a person under twelve years of age, or of unsound mind by or by consent, either express or implied, of the guardian or other person having lawful charge of that person, is an offence by reason of any harm

which it may cause, or be intended by the doer to cause or be known by the doer to be likely to cause to that person...Using physical punishment can weaken the trust and respect between students and teachers, making students see their teachers and school as scary instead of helpful. In this kind of situation, it's hard for students to ask for help from their teachers, which can make it tough for them to do well in school. Physical punishment might also make students not want to do their best in school because it takes away their motivation.

Rational of the Study

This study aims to investigate how corporal punishment impacts students' academic performance. It focuses on whether using physical discipline helps improve students' educational caliber. Initial findings suggest that despite the common belief in the effectiveness of physical punishment, it doesn't significantly enhance students' academic abilities. This challenges the idea that measures like spanking contribute to better educational outcomes. Understanding these limitations is crucial for shaping future disciplinary practices. The research emphasizes the importance of alternative approaches that prioritize positive reinforcement, creating a secure and motivating learning environment. By challenging traditional views on corporal punishment, this study aims to guide policies that foster a positive atmosphere for academic growth and student well-being. This portion indicates that there is no additional benefit of implementing corporal punishment over other modes of maintaining discipline. We may also visit other forms of guidance to which the students respond better.

Problem Statement

The use of corporal punishment in public schools raises concerns about its potential effects on student's academic performance and psychological well-being. This study aims to investigate the relationship between corporal punishment and student outcomes, including academic achievement, motivation, and psychological well-being, to provide a comprehensive understanding of its impact in the context of public education

Conceptual Framework

The conceptual framework serves as the foundation for understanding the relationships and mechanisms involved. There are several relevant theories and concepts, including:

Social Learning Theory:

This theory, proposed by Albert Bandura, suggests that individuals learn from observing the behaviors and consequences of others. In the context of corporal punishment, it can be used to understand how students may internalize behaviors and attitudes related to punishment, affecting their performance and well-being.

Research Objectives

1. Assess the impact of corporal punishment on students' academic performance.

Research Questions

The research goals of this article help us to understand the following questions:

1. How corporal punishment impact on students' academic performance.?

Research hypothesis

There is no significant relationship between the use of corporal punishment in public schools and students' academic performance. The use of corporal punishment in public schools is significantly associated with lower academic performance among students.

Significance of the Study

Understanding the effects of corporal punishment is important for upholding students' rights and promoting safe and supportive learning environments. The study can shed light on the ethical and human rights considerations related to corporal punishment. By identifying the potential negative impact of corporal punishment on academic performance, the study can offer insights into ways to improve students' learning outcomes. This knowledge can help schools and educators adopt more effective teaching and disciplinary methods.

literature Review

The literature on the impact of corporal punishment in public schools reveals a complex and contentious issue. Historically rooted in traditional disciplinary practices, corporal punishment has undergone substantial changes over time. Studies have shown significant variations in its prevalence, with differing policies and cultural attitudes influencing its use globally. The academic effects of corporal punishment have been a subject of concern, with research suggesting a negative correlation between its application and students' performance, including lower test scores and reduced overall educational outcomes. Psychological and emotional consequences have been documented, indicating that students subjected to corporal punishment may experience anxiety, fear, and stress. Moreover, it can erode intrinsic motivation, leading to disengagement in the learning process. Alternative discipline methods, such as positive reinforcement and counselling, have gained recognition as more effective and ethical approaches to maintaining discipline and fostering a positive classroom environment. The literature also underscores the importance of examining corporal punishment within a human rights and child protection framework, aligning educational practices with international agreements aimed at safeguarding children from physical and psychological harm. Amid this body of research, gaps in understanding persist, pointing to the need for further investigation to better grasp the multifaceted implications of corporal punishment in public schools. The use of corporal punishment in public schools has a long and controversial history. Rooted in traditional disciplinary practices, its prevalence has evolved, with varying attitudes and policies shaping its application worldwide. A growing body of research has shed light on the potential academic consequences of corporal punishment. Studies indicate a negative correlation between the practice and students' academic performance, including lower test scores, decreased grades, and overall diminished educational outcomes. Furthermore, the psychological and emotional effects on students subjected to corporal punishment have been well-documented, revealing anxiety, fear, and stress among affected students. This raises concerns not only about immediate well-being but also about long-term psychological consequences. In addition to its impact on academic performance and psychological well-being, corporal punishment can influence student motivation and behaviour. It has been associated with decreased intrinsic motivation, potentially undermining students' interest in learning and active engagement in the educational process. Alternatives to corporal punishment, such as positive reinforcement and counselling, have gained recognition as more effective and humane approaches to maintaining discipline and fostering a positive classroom environment. The literature also emphasizes the importance of examining corporal punishment within a human rights and child protection framework, considering international agreements and conventions that advocate for the protection of children from physical and psychological harm. Nevertheless, gaps in understanding persist, suggesting the need for further research to comprehensively assess the multifaceted implications of corporal punishment in public schools, as well as to guide more effective and ethical disciplinary practices in education. Awan (2014) argues that schools using motivation measures and creating a competitive environment among students get the best 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 (Gersoff, 2002). Moral development refers to the growth of the individual's ability to distinguish right and wrong and to develop a system of ethical attitudes and values. It is generally recognized today that moral development is studied from three leading theoretical perspectives: social-learning theory, psychoanalytic theory, and cognitive developmental theory (Irwin 1982). Corporal punishment of children is a type of family violence that is more common and more frequent and has more normative approval than the physical abuse of children, violence toward women, and physical violence toward and abuse of the elderly. Various studies of corporal punishment, going back nearly sixty years, find that the vast majority of parents use corporal punishment at some time in their children's lives (Anderson 1936; Goodenough 1931; Sears, Maccoby, and Levin 1957; Straus, Gelles, and Steinmetz 1980; Straus 1994). The rate of corporal punishment varies by age of child, with children under one year of age...

Research Methodology

Research Design

This study will utilize a survey to gather data on the impact of corporal punishment on students' performance in public schools. The survey will be distributed through including a questionnaire It take no longer than 10-15 minutes to complete. The research was conducted on the basis of quantitative approach.

Data Analysis

- Descriptive statistics for quantitative data
- Identify patterns and trends across different groups

Data analysis and Presentation

S. No	Statement	N.T%	S.T%	M.T%	H.T%	E.T%	Total %
1	Have you personally experienced corporal punishment in a public-school setting?	00 0.0%	04 13.3%	06 20.0%	05 16.7%	15 50.0%	30 100%
2	Do you believe corporal punishment is an effective disciplinary method in public schools?	03 10.0%	00 0.0%	07 23.3%	04 13.3%	16 53.3%	30 100%
3	In your opinion, does corporal punishment have an emotional impact on students?	00 0.0%	04 13.3%	04 13.3%	05 16.7%	17 56.7%	30 100%
4	Do you think a positive school environment contributes to better academic performance?	18 60.0%	05 16.7%	05 16.7%	02 6.7%	00 0.0%	30 100%
5	Do you think there is a correlation between a history of corporal punishment and success in later life?	20 66.7%	05 16.7%	05 16.7%	00 0.0%	00 0.0%	30 100%
6	Are you aware of the corporal punishment policies in your local public schools?	00 0.0%	00 0.0%	05 16.7%	10 33.3%	15 50%	30 100%
7	Do you believe teachers should receive additional training in alternative disciplinary methods?	00 0.0%	01 3.3%	04 13.3%	08 26.7%	17 56.7%	30 100%
8	Should schools actively involve parents in disciplinary decisions?	18 60.0%	05 16.7%	04 13.3%	02 6.7%	01 3.3%	30 100%
9	How do you think corporal punishment influences the relationships between teachers and students?	02 6.7%	01 3.3%	03 10.0%	05 16.7%	19 63.3%	30 100%
10	Is corporal punishment followed in class?	02 6.7%	01 3.3%	01 3.3%	01 3.3%	25 83.3%	30 100%
	Questions	10					
	Responses	30					
	Total	300					

Summary

corporal Punishment can be simplified to the meaning of physical punishment. It has been a long debate whether corporal punishment not should be allowed in schools and more specifically public schools of Pakistan. Since the culture of the subcontinent differs from the culture of the West so does the methods of carrying out life. It is believed that corporal punishment can help discipline children or gauge an effect in the performance. This was a quantitative research project. There

were two variables. The impact of corporal punishment is independent variable and student's performance in public schools is dependent variable. This study's population was 30 students in public school of I_9/4 Usman bin Tariq Shaheed Islamabad (only male) for the study researcher used random sampling technique. The information gathered through Questionnaires. The researcher analyzed the data using SPSS processes and find, percentage and mean. The findings of this research was corporal punishment effect on students' academic performance and wellbeing. And researcher recommendation was advocate for policy changes in public schools to discourage the use of corporal punishment.

Findings

Impact on academic performance: the study found a significant negative correlation between corporal punishment and students' academic performance. Those subjected to physical discipline showed a decline in grades and overall educational outcomes compared to their non-disciplined peers. Correlation between corporal punishment and academic performance: the research revealed a strong correlation between the use of corporal punishment in public schools and lower academic performance among students. Psychological and emotional effects: the study investigated the psychological and emotional consequences of corporal punishment. Students who experienced physical discipline reported heightened anxiety, fear, and stress, suggesting a detrimental impact on their well-being.

Discussion

The discussion section delves into the implications of these findings and their alignment with the research objectives.

- **Negative Psychological Effects:** The observed negative psychological effects highlight the importance of considering the emotional well-being of students in disciplinary practices.
- **Motivational Decline:** The research supports the hypothesis that corporal punishment is associated with a decrease in students' motivation to excel academically.
- **Fear-Based Learning Environment:** The findings emphasize the need to move away from fear-based disciplinary approaches and foster an environment that encourages intellectual curiosity and critical thinking.

Limitations

- **Sample Size:** population of this study was the students of Usman bin Tariq Shaheed for boys I9/4 Islamabad the sample size or range was 30 students
- **Self-Reporting Bias:** The reliance on self-reported data may introduce biases in participants' responses.

Recommendations

- **Policy Changes:** Advocate for policy changes in public schools to discourage the use of corporal punishment.
- **Teacher Training:** Propose additional training for educators in alternative disciplinary methods to create a more supportive learning environment.
- **Parental Involvement:** Encourage active involvement of parents in disciplinary decisions to ensure a holistic approach to student development.
- **Longitudinal Studies:** Suggest conducting longitudinal studies to explore the long-term impact of corporal punishment on students.

Conclusion

In conclusion, the study provides substantial evidence linking corporal punishment to adverse effects on students' academic performance and well-being. The findings underscore the necessity for alternative disciplinary methods that prioritize positive reinforcement and counselling.

References

- Akhtar, Saeeda Iqbal, and Abdul Ghafoor Awan. "The impact of corporal punishment on students' performance in public schools." *Global Journal of Management, Social Sciences and Humanities* 4.3 (2018): 606-621.
- Gershoff, Elizabeth, Kierra MP Sattler, and George W. Holden. "School corporal punishment and its associations with achievement and adjustment." *Journal of Applied Developmental Psychology* 63 (2019): 1-8.
- Marti, Abhradeep. "Effect of corporal punishment on young children's educational outcomes." *Education Economics* 29.4 (2021): 411-423.
- Donnelly, Michael. "Putting corporal punishment of children in historical perspective." *Corporal punishment of children from a theoretical perspective*. Yale University Press, 2005.
- Gershoff, Elizabeth T. "School corporal punishment in global perspective: prevalence, outcomes, and efforts at intervention." *Psychology, health & medicine* 22.sup1 (2017): 224-239.
- Gershoff, Elizabeth, Kierra MP Sattler, and George W. Holden. "School corporal punishment and its associations with achievement and adjustment." *Journal of Applied Developmental Psychology* 63 (2019): 1-8.
- Kambuga, Yusuph Maulid, Patrick Rensus Manyengo, and Yazidu Saidi Mbalamula. "Corporal punishment as a strategic reprimand used by teachers to curb students' misbehaviours in secondary schools: Tanzanian case." *International Journal of Education and Research* 6.4 (2018): 183-194