

# MODES OF CORPORAL PUNISHMENT IN PERCEPTION OF ELEMENTARY SCHOOL TEACHERS AS A METHOD TO MAINTAIN DISCIPLINE

Misbah, Muhammad Arshad Dahar <sup>1</sup> and Riffat Tahira

<sup>1</sup>Department of Education, PMAS Arid Agriculture University, Rawalpindi, Pakistan

Corresponding Authors' Email: [drarshad1969@uaar.edu.pk](mailto:drarshad1969@uaar.edu.pk)

**ABSTRACT:** *This study investigated modes of corporal punishment in perception of elementary school teachers as a method to maintain discipline. Tools like punishment and reinforcement used to change the manners of children. Initially children start to learn in mother's lap learn. Personality of the child gender base classification of children may also impact on child attitude and behavior that the teachers want to change by the use of corporal punishment. Research objectives of this study were 1) to identify the modes of corporal punishment. 2) To identify the extent of corporal punishment 3) to find out the teachers perception about corporal punishment to maintain discipline with a mediating role of corporal punishment. The population of study was comprised of all teachers including male and female of elementary public schools of District Nankana Sahib. The data were collected from 120 teachers of elementary schools, in which 60 males and 60 females' teachers were included by using simple randomized sampling technique through proportional allocation method using questionnaire. Instrument for data collection was self-report questionnaire that was consisted four domains family background, informal education, students learning and corporal punishment. In order to achieve the objectives of the study, a self-administered and well-structured questionnaire was developed. The questionnaire was finalized after conducting a pilot study. Standard deviation, Mean and Percentage were applied accordingly for data analysis. The results of study indicated modes of corporal punishment, perception of elementary school teachers and punishment to maintain discipline. Recommendations were made for teachers, parents and also for students to reduce the corporal punishment in our education system*

**Keywords:** Corporal punishment, elementary school teachers, discipline.

## INTRODUCTION

The children are the future of any society because they are our future; they hold the key to change, and in turn a successful future, in their hands. Therefore, it is society's duty to provide them with a complete education that teaches them how to work together successfully, how to question what is in front of them, and how to be catalysts of change. This education starts with what children learn from their parents and from what they learn in the first few years of their lives.

This initial education impacts the rest of their lives, and inherently society's future. In his research, He concludes that "Home background plays a significant role in a young child's orientation to literacy and to education. But home background is a complex of economic, social, cultural, and even personal factors." According to him most research done on the parental involvement in their children's education; the most influential of these four interconnected elements described by him is the personal backgrounds and the economic backgrounds of parents. These two components also largely contribute to the home environment that they provide for their children. With this information, it is important to note that parents are one of the most influential yet significantly underrated factors in their children's education, and society should encourage more parental participation in public education. The education that children receive is very much dependent on the education that their parents received when they were children. Research shows that the role of family background strongly affects the education of their children [1].

Corporal punishment (CP) as the physical force applied on children by parents, guardians, teachers to control and discipline the child. Corporal punishment includes methods such as hitting, slapping, pinching, by using items such as belts, sticks, pins etc. Children are also made to remain in

painful body postures or prohibited to eliminate urine or stool or pencils are placed between student's fingers and pressed to create pain [2].

Still today, it is a common method of disciplining children around the globe and there is a very delicate line between physical abuse and disciplining a child. While disciplining we can use different method and activities but during punishment we mostly harsh the students that is not a good way for their grooming and learning [3].

Voices have been raised for diminishing domestic violence and mental illness stigma but still the issue of corporal punishment of children has been poorly tackled, especially in Pakistan, its effects on a child's personality and our role as a health professional in dealing with corporal punishment affected children in hospital and its prevention [4].

Pakistan is signatory to United Nations Convention on the child rights, which states that "States shall undertake all appropriate legislative, administrative, and other measures to ensure the legislation for protection of children and protect them from any harm" [5]. However, Pakistani children face corporal punishment in schools and madrassas. They face different forms of neglects, physical, emotional, and sometimes sexual abuse in their homes and workplaces that damage their personality and emotional grooming [6].

Corporal punishment is rooted in Pakistani society

The most common reason behind corporal punishment is the intention to discipline the child. Some studies show that mothers use higher level of punishment for boys than girls, whereas other studies suggest that there is no relation of gender and punishment. Furthermore, parents going through stressors such as financial issues, extended family issues, and lack of social support punish their children more [7].

A study determined misconduct and depression in adolescents of age 14-16, who were physically punished at

age of 12-14. Corporal punishment contributes to the loss of interest of students in education [8].

According to a research conducted in Khyber Pakhtunkhwa-Pakistan, there is an inverse relationship of corporal punishment with students' motivation and classroom learning. Parents and teachers think that they can motivate their children with punishment but punishment can not motivate the students [9].

They felt humiliated and helpless. Moreover a study found that corporal punishment and verbal abuse affect males and females differently; low self-control in males, and anger and frustration was found in females [10]. A study suggested a relationship between punitive parental style and law breaking in children in the later ages. They observed that harsh parenting led to the arrest of boys at the ages 17-45 [11].

Another study reported that corporal punishment was more experienced by drug addicts in their childhood. Children are sensitive, and if they are frequently punished they may create and face problems in future and show defiance to the disciplinary practices of adults at school or at home [12].

In terms of language development, there is no strong literature available to describe the impact of corporal punishment on child's communication. However, in my experience children verbally abused by their parents by the usage of inappropriate language with their peers and siblings [13].

According to Erikson's psychosocial theory, a child experiences characteristic dilemmas at different stages of life if their psycho-social needs are neglected, withheld, or they are treated with disrespect like punishment. In stage one (Birth to 1 year), the attitudes of trust or mistrust are developed. If the baby is neglected, rejected, or punished, in the later life, he would be an insecure and suspicious individual and will face difficulty in maintaining relationships with people. In the second stage (1-3 years), child will develop a sense of either autonomy or shame/doubt. Punishing children may decrease a child's curiosity to learn and he might doubt his inner potentials and will not be self-confident. In third stage (3-5 years), child develops courage to take initiative or suffers from guilt. Initiative is developed when a child participates in recreational activities through which he learns planning and management. But if the child is demotivated, punished, or criticized, he will develop a sense of guilt and will refrain from taking initiative in the later life. In stage four (6-12 years) of industry v/s inferiority.

If a child is appreciated on his positive and productive activities, such as painting, reading, and playing, he develops a sense of industry. On the contrary, criticism or punishment for not completing parent's expectations can lead to sense of inferiority. In fifth stage (12-19), the dilemma of identity vs. role confusion occurs in adolescents. A person tries to identify and build his own identity, which is associated with his abilities, and principles. Child suffering from CP may have role confusion [14].

#### Objectives of the study

1. To identify the modes of corporal punishment.
2. To identify the extent of corporal punishment

## MATERIALS AND METHODS

### Research Design

A quantitative descriptive survey approach was developed to collect and analyze the data to find out modes of corporal punishment in perception of elementary school teachers. The questionnaire was demonstrated that was constructed by the researcher. Questionnaire was used to measure modes of corporal punishment

### Population

Elementary school teachers both male and female of District Nankana Sahib Punjab Pakistan included in this population.

### Sampling procedure

From the above population sixty male teachers and sixty female teachers were selected as sample to collect data

### Instrument of the Study

Close ended questionnaire was used as the instrument of the study. Questionnaire was divided into twenty two statements. Three point Likert Scales were used to measure the modes of corporal punishment.

### Data Collection

The data were collected through self-constructed questionnaire from teachers of public schools at District Nankana Sahib. Researcher visited the sample personally from 60 female teachers and 60 male teachers.

### DATA ANALYSIS

SPSS (Statistical Package for Social Sciences), version 16 was used. Descriptive and percentage analysis was used to analyze the data.

### RESULTS

Data was collected and analyze to measures the modes of corporal punishment in perception of elementary school teachers.

**Table 1: Modes of Corporal Punishment In Perception of Elementary School Teachers**

Sr	Statements	Mean	SD	Yes	no	Not Know
1	Discipline	1.00	.00	70	25	5
2	Disruptive behavior	1.00	.00	85	14	1
3	listen the students with patience	1.30	.46	72	24	4
4	Guidance of students in their spare time	1.00	.00	80	15	5
5	Slapping	1.73	.44	60	36	4
6	Ear Pulling	1.00	.00	65	30	5
7	Hitting with a rod	1.00	.00	55	45	5
8	Battering	1.64	.48	40	50	10
9	Pushing	1.00	.00	70	25	5
10	Punching	1.63	.48	68	30	2
11	Hair Pulling	1.00	.00	55	45	5
12	Kicking	1.66	.47	73	25	7
13	Misbehavior of the students	1.00	.00	78	20	2
14	Language problems	1.00	.00	60	30	10

15	Low grades in exams	1.93	.25	80	18	2
16	Not doing home work	1.00	.00	81	15	4
17	Giving a wrong answer	1.85	.35	75	20	5
18	Disrupting the class by talking or playing	2.00	.00	70	20	10
19	Ignorant families	1.75	.43	68	30	2
20	Do again the same thing	1.00	.00	60	30	10
21	Medical treatment	2.00	.24	50	40	10
22	You think they deserve punishment	1.00	.00	85	10	5

First statement demonstrates majority respond that rules and regulations of school management affect the performance teacher. Mean with standard deviation shows that it is more than the midpoint of distribution and towards the right direction

Second statement shows that over whelming majority respond that teachers face disruptive behavior of students during class and very few respond that they don't feel so. Mean with standard deviation shows that it is more than the midpoint of distribution and towards the right direction

Third statement displays that majority of the respondents stated that they listen the students with patience and less than one fourth respondents stated that they become aggressive. Mean with standard deviation shows that it is more than the midpoint of distribution and towards the right direction

Fourth statement shows that over whelming majority respond that they guide the students in their spare time and suggest something useful to them for their best use of time. Mean with standard deviation shows that it is more than the midpoint of distribution and towards the right direction

Fifth statement shows that more than one-half respondents use slapping as a mode of punishment. Mean with standard deviation shows that it is more than the midpoint of distribution and towards the right direction

Sixth statement shows that more than one-half respondents use ear pulling as a mode of punishment. Mean with standard deviation shows that it is more than the midpoint of distribution and towards the right direction

Seventh statement displays that one-half respondents use rod as a mode of punishment. Mean with standard deviation shows that it is more than the midpoint of distribution and towards the right direction

Eighth statement shows that less than one-half respondents use battering as a mode of punishment. Mean with standard deviation shows that it is more than the midpoint of distribution and towards the right direction

Ninth statement shows that majority of the respondents use pushing as a mode of punishment. Mean with standard deviation shows that it is more than the midpoint of distribution and towards the right direction

Tenth statement shows that more than one-half respondents use punching as a mode of punishment. Mean with standard deviation shows that it is more than the midpoint of distribution and towards the right direction

Eleventh statement demonstrates that more than one-half respondents use hair pulling as a mode of punishment. Mean with standard deviation shows that it is more than the midpoint of distribution and towards the right direction

Twelfth statement shows that majority of the respondents use kicking as a mode of punishment. Mean with standard deviation shows that it is more than the midpoint of distribution and towards the right direction

Thirteenth statement displays that majority of the respondent beat the students due to misbehavior of the students. Mean with standard deviation shows that it is more than the midpoint of distribution and towards the right direction

Fourteenth statement shows that more than one-half respondents beat the students due to their language problem. Mean with standard deviation shows that it is more than the midpoint of distribution and towards the right direction

Fifteenth statement shows that over whelming majority of respondents beat the students due to their low grades in exams. Mean with standard deviation shows that it is more than the midpoint of distribution and towards the right direction

Sixteenth statement shows that over whelming majority of respondents beat the students due to not doing homework of school. Mean with standard deviation shows that it is more than the midpoint of distribution and towards the right direction.

Seventeenth statement shows that majority of the respondents beat the students due to giving wrong answer of the questions. Mean with standard deviation shows that it is more than the midpoint of distribution and towards the right direction.

Eighteenth statement shows that more than one-half respondents beat the students due to disrupting the class by talking or playing. Mean with standard deviation shows that it is more than the midpoint of distribution and towards the right direction.

Nineteenth statement shows that more than one-half respondents beat the students due to their ignorant families. Mean with standard deviation shows that it is more than the midpoint of distribution and towards the right direction.

Twentieth statement shows that more than one-half respondents said that students do again the same thing after receiving punishment and there is no change in their behavior. Mean with standard deviation shows that it is more than the midpoint of distribution and towards the right direction.

Twenty first statement displays that one-half respondents go for medical check up after receiving the punishment. Mean with standard deviation shows that it is more than the midpoint of distribution and towards the right direction.

Twenty second statements demonstrate that over whelming majority respond that students deserve punishment. Mean with standard deviation shows that it is more than the midpoint of distribution and towards the right direction.

## FINDINGS

It is founded that students at elementary level receive more punishment as compare to primary and higher level of education. Teachers use punishment to maintain the discipline inside and outside the class room to correct the behavior of students. Most of the teachers become aggressive and do not listen the student's problem with patience. Teachers use different modes of corporal punishment like slapping, ear pulling, hitting with rod, battering, pushing, punching, and hair pulling and kicking. Teacher beat the students due to the misbehavior of students, low grades in exams, language problems, not doing homework, giving a wrong answer and disrupting the class by talking and playing.

## CONCLUSIONS

Research concluded that most of the students receive punishment from their homes get punishment from schools. From the research it is concluded that punishment corrects the behavior only of those students who want to made change some stubborn students do not change their behavior after punishment. Parents are used to beat their children at home and children become habitual to receive punishment. Teachers mostly beat the students when they do some mistakes very rare teachers punish the students without any reason. Some teachers not beat the students physically but they mentally harass them to create the thread. It is concluded that mentally harassment is most severe type of punishment as compare to the physical punishment. Different types of punishment had different effect on student's behavior.

## REFERENCES

1. Teale, W.H. "Home background and young children's literacy development". *Emergent literacy: Writing and reading*, 173-206 (1986).
2. Hadi, H. "Corporal Punishment: Heraldng Discipline or Psychological Ill Health"? *JPMS Medical Blogs*. [jpmonline.com](http://blogs.jpmonline.com) (2015). Retrieved from <http://blogs.jpmonline.com/2014/10/28/corporal-punishment-heraldng-discipline-or-psychological-ill-health/>
3. Zolotor, A. "Corporal punishment." *Pediatric Clinics of North America*, 61(5), 971 (2014).
4. Rimal, H., & Pokharel, A. "Corporal punishment and its effects in children." *Journal of Kathmandu Medical College*, 2(3). doi:10.3126/jkmc.v2i3.9968 (2014).
5. Mubarak, I. "Corporal punishment: A curse. Pakistan Today English newspaper." Retrieved from <http://www.pakistantoday.com.pk/2014/09/21/comment/corporal-punishment-a-curse> (2014).
6. Solberg, K. "Protecting Pakistan's children." *The Lancet*, 374(9684), 106. doi:10.1016/s0140-6736(09)61270-8 (2009).
7. Clement, M., & Chamberland, C. "The Role of Parental Stress, Mother's Childhood Abuse and Perceived Consequences of Violence in Predicting Attitudes and Attribution in Favor of Corporal Punishment." *J Child Fam Stud*, 18(2), 163-171. doi:10.1007/s10826-008-9216-z (2008).
8. Whaley, L., & Wong, D. "Nursing care of infants and children." St. Louis: Mosby- Year Book (1991).
9. Ahmad, I., Said, H., & Khan, F. "Effect of Corporal Punishment on Students' Motivation and Classroom Learning." *RES*, 5(4) doi:10.5539/res.v5n4p130 (2013).
10. Crawford, A and Evans, K. "Crime Prevention and Community Safety." In Maguire, M, morgan, R and Reiner, R, Oxford Handbook of Criminology. Oxford University Press, 679-805 (2012).
11. Simons, D., & Wurtele, S. "Relationships between parents' use of corporal punishment and their children's endorsement of spanking and hitting other children." *Child Abuse & Neglect*, 34(9), 639-646 (2010). doi:10.1016/j.chiabu.2010.01.012 (2010).
12. Alyahri, A., & Goodman, R. "Harsh corporal punishment of Yemeni children: Occurrence, type and associations." *Child Abuse & Neglect*, 32(8) (2008). 766-773. doi:10.1016/j.chiabu.2008.01.001
13. Youssef, R., Attia, M., & Kamel, M. "Children experiencing violence I: parental use of corporal punishment." *Child Abuse & Neglect*, 22(10), 959-973. doi:10.1016/s0145-2134(98)00077-5 (1998).
14. Coon, D., & Mitterer, J.O. "Introduction to Psychology: Gateways to mind and (13 Ed.)". USA: Wadsworth/ Cengage Learning (2013).