

Comparative Study on the Corporal Punishment in Public and Private Girls Schools of District Haveli, Azad Jammu Kashmir

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Abstract

Corporal punishment is physical punishment in which the human body targeted through different means. The aim of the study was to get information about the use as well as the frequency of corporal punishment in girls' public and private schools of district haveli. The major objectives of the study were: to know about corporal punishment, to make a comparison of corporal punishment in both sectors schools, and to verify that corporal punishment is not an effective mean of discipline. The research questions were; what is corporal punishment? What is the impact of corporal punishment on students learning? What are the different modes of corporal punishment in both schools? What comparison existed between these schools? A sample of 50 teachers and 50 students was selected randomly from both sectors i.e., 25 from public and 25 from private. The study was descriptive and quantitative in nature. The tool of the study was a questionnaire with 5 points Likert scale. The collected data was analyzed through mean. Results showed that teachers exercised corporal punishment to improve students' behavior. It was concluded that teachers should use alternative ways to corporal punishment in order to suppress the feelings of aggression and hostility amongst students.

Keywords: Corporal Punishment, Teachers, Students, Comparison, Girls, Schools.

Introduction

Since the creation of this universe, the concept of right and wrong is prevalent with reward and punishment. Adam was expelled from Heaven on account of his disobedience to the divine commandment. Adam was the first man and Prophet in Paradise with full liberty and one restriction of that forbidden tree. The first disobedience invited the first punishment for the violation of Divine Law. Salama (2000) has stated that corporal punishment is considered

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as legitimate violence because it does not apply penalty or consequences on the punishers. With the passage of time as the population in Pakistan get doubled even in the last 45 years and people become socially mature. School is the place where the students get knowledge and become mannered. It is expected that every student should perform in an academic framework. There is always a wide variety of individuals based on scriptural concepts, cultural context, and social training. So alteration is natural and universal. There is a need for proper discipline to maintain social order. The school needs a discipline foundation to regulate the activities for the achievements of objectives. In general, the social order is regulated by the concept of discipline but some individuals display undesirable behavior which is beyond the moral bounds and discipline. Sameha (2004) has commented that corporal punishment is exercised in schools as a common tool for discipline. Corporal punishment was frequently used in schools during recent years. It was believed that corporal punishment could improve the behavior of the student. Recently corporal punishments have been banned considering it harmful to the students as it has an adverse effect on the learner. Zero corporal punishment was accepted and conducted in the schools as a policy matter. The purpose was to protect the student from physical and mental sufferings.

According to Nadia (2010), the student will be expelled instead of hitting him. We find that corporal punishment and expulsion are the only two methods that schools use for punishments. Corporal punishment means physical pain and it presents a variety of punishments e.g. hitting, slapping, punching and kicking. The majority of the children suffer from such punishment from time to time. Corporal punishments were even exercised in the United States. Moussa, Rashad, Al-Ayes, and Zeinab (2009) opined that corporal punishment used as an authority will teach students violence and it will increase the likely hood of future violence. It was considered as the only method to improve the behavior of the students. Every year a large number of students receive corporal punishment and many cases in school every year get medical treatment. It is a matter of fact that in rural schools the students get great violence from their teacher and they fall victim to corporal punishment. National Association of School Nurses (NASN) (2010) defines corporal punishment as physical pain, strict behavior, any form of hitting, punching and using a stick.

Such students are emotionally disturbed and feel unrest at night. They have feelings of sadness, anger, and aggression. In this way, their school achievement declines and they fall to antisocial behavior. WHO (2009) differentiate between the concept of violence and discipline. Punishment involves pain and frustration but discipline involves training and

helping the child to reach the required boundaries and practice of self-control. Feelings of aggression and tendency to avoid school may lead to drop out cases. So corporal punishment has a negative effect on the result that the student develops a tendency to drift out from the academic circle and they become rebellious with revengeful behavior against schools, teachers, and society.

Social Research Centre (2006), reports that the study is focused on physical punishment at home. Many educationists agree that corporal punishment is unproductive and the children receive undue punishment. Many students lose confidence in teachers who witness the exercise of punishment. The students are emotionally disturbed by the violent behavior of the teacher and they feel devaluating of their honor in society. The weak students are demoralized and have a negative influence. Violence is not accepted in educational learning.

The educationists have suggested alternatives to corporal punishment. The teachers must be trained enough to direct them in healthy and comfortable communications. It is a positive reciprocal relationship between teachers and students. The students will get a pleasant environment in academic settings. Learning is promoted in conversation and the students are revitalized. Mehwar Channel (2010) expressed that a female teacher working in the same school inform the police about her son suffering from cancer was punished by teachers who were hospitalized. The administration pressurized her to withdraw her complaint after getting a due salary. The positive exchange of educational ideals is focused on this activity. In this way, the students are motivated and their parents are satisfied. The discipline is automatically maintained and they receive their teachers' attention and they are involved in decision-making problems. They are satisfied as they receive the attention of their teacher. Consequently, they develop acceptable behavior. This approach includes discussion and conversation among the students under the guidance and supervision of their teacher.

In this process, the students are activated by pleasant ideas to participate in the discussion. So there is no room for violence and corporal punishment. It is a competitive and exciting occasion. So all schools must arrange activities including sports, games, debates and excursion tours so that the youth is busy and their mind is channelized in healthy and comfortable activities.

Jehle (2009) has supported corporal punishment as a common tradition accepting that corporal punishment to maintain the discipline of teachers beating their sons at school. It is

estimated that there are safe and comfortable alternatives to corporal punishment. Corporal punishment in school is dangerous and violent. Instead, therefore, there are healthy and comfortable channels to replace corporal punishments. It will promote educational achievements in the best interest of the learner. There is a need for teachers to educate and train them in alternative methods of discipline. Consequently, we will have a pleasant academic environment instead of violence and corporal punishment. It is evident that social wisdom has accepted punishment at school for their sons with a positive purpose and aim.

Social Research Centre (2006) indicates that previous studies about 96% of children are beaten in the school. The concept of corporal punishment is international. It is applied to different approaches and situations. The different instrument is also used including electric shocks. The majority of the students have experienced these physical punishments. They are punished to avoid any further misbehavior to maintain peace in the academic atmosphere of the school.

The supporter of the theory of corporal punishment indicates that it is the most effective approach and method of reforming the students' misbehavior, Githu (2008) has expressed different opinion indicating that corporal punishment is lesser in use as the parents of children are involved for the discipline of a child. The commentators have pointed out that corporal punishment is the most efficient method to maintain discipline. It is effective for physical improvement. The adolescents can be physically punished for his correction and those who witness it also improve. Sometimes medical complications are involved and the victims have to stay at home for recovery.

Psychologists have expressed their views that the students who receive severe punishment develop hate and revengeful passion with disorder stress and undue frustration against the authority. It also indicates symptoms of depression, anxiety and mental imbalance health which is unhealthy for mental health. They feel uneasy during sleeping, the passion of sadness and restlessness along with angry feelings of resentment with aggression towards school administration. Social Research Center (2006) indicates that the teacher's common tool to control the class is corporal punishment without any training during school and university education. He develops anti-social behavior, revengeful hate against authority. There is a tendency to avoid school attending leading to dropouts. This is a tendency to avoid school attending leading to dropouts. These evidences are negative with high-risk adolescents' behavior. It does not promote academic success in the school context. In this violent atmosphere, the adolescents learn negative message to escape from the school with

negative behavior. Absence from school and academic revocation invite further corporal punishment.

One of the key responsibilities of parents and teachers is to promote desired behaviors in children and to handle misbehaviors when they occur. Parents and teachers have many options for managing children's behaviors, ranging from proactive guidance aimed at preventing misbehavior in the first place to reactive methods that punish misbehavior after it occurs. But we know that corporal punishment is predicted in our schools. Commonwealth Magazine (2007) has pointed out that in general corporal punishment has been exercised in individual cases along with its general disadvantages. An unknown educationist has recorded his impressions "If a child is taught by using corporal punishments then he tends to be violent. So the study aims at findings of the ways and means for teachers to reach at Zero Punishment Policy. The research aim is also to view deep-rooted psychology for the betterment of the learner. The Ministry of Education was compelled to ban corporal punishment. Egypt was leading to accept and exercise the law in the state and accepted that the state will be responsible for childhood and motherhood protection. Children of less than eighteen years fall under this law. The state shall take the responsibility to look after the rights and eliminate the ill practices to the child's health with full protection of the child's rights.

Objectives of the Study

1. To know about corporal punishment.
2. To examine corporal punishment in both public and private schools
3. To make a comparative analysis of corporal punishment in public and private schools.

Research questions

1. What is corporal punishment?
2. What are the effects of corporal punishment?
3. What is the comparison of corporal punishment in public and private schools?

Literature review

The literature review provides a fertile foundation in the process of research focused on corporal punishment in schools. Zayed (2007) said that Egyptian families use corporal punishment as the only method of reforming children's behavior. According to the Global report (2008) that corporal punishment as a tool for reforming the children's misbehavior and to protect Human Rights. It was declared that corporal punishment on school children is

banned. All kinds of corporal punishments applied to the students are completely forbidden. Commonwealth Magazine (2007) has expressed that several research studies on corporal punishment indicated the disadvantages of corporal punishment. Efforts should be taken to replace corporal punishment because corporal punishment is not helping students in their learning but it can only develop a sense of discipline in them. Bryson (2004) expressed his views that implementation is the most important part of any policy. Effective implementation needs that the concerned teacher and family should be aware of the educational policies and its terms and conditions made by the learning organization.

UNICEF (2002) expresses that corporal punishment has a direct relation to escaped children and in this way, corporal punishment increases the school dropouts which is the unhealthiest for children. In this way, corporal punishment causes great damage to learner dignity and self-confidence. Ez-Elarab et, al. (2007) project started to protect children from irregularities. It was implemented in four public schools in Alexandria. It was a community-based children protection pilot project. The ultimate objectives were to investigate, prevent, report violations of child rights as in article 19. Social Research Center (2006) new Programme was started with the purpose to qualify the students with skills and working skills and habits to accept and to tolerate differences and avoid violence. It is estimated that many countries have followed the programs to eliminate corporal punishment against children in schools. The approach is to utilize various methods including public awareness to include public participation. In USA, corporal punishment was prevalent in schools.

It is a universal understanding that education is the most potent factor in the national life of any country. All nations have recognized the value of education in all the dimensions of practical life. It is a general observation that teaching has been accepted and recognized on a universal level throughout the world. It is pleasant to express that the teaching-learning process has universally generated the concept of punishment to the students. There is a desire that students must learn with better understanding. The truth is that many students are left behind on account of individual differences and that the teacher punishes them for improvement.

With the passage of time, the intensity of punishment increased to a high degree till that many nations felt that this punishment should be controlled. Ultimately there is an intensity for zero corporal punishment and many nations have forbidden corporal punishment to the students otherwise the teacher will be answerable legally.

Social Research Center (2006) recorded that during the academic year 2005, eighty teachers were removed from the service on the report of parent's complaint submitted through the Child Helpline 16000. Many cases were developed to the criminals' magnitude and captured by media and newspapers. The cases included serious injuries. Aziz, Abdel, and Safia (2005) express that in the absence of social worker the school administration is compelled to form students' behavior by providing them activities and looking after students' problems. These practices are damaging to youth. It invites and compels the youth to accept violence in studies. The weak students have a great negative effect to submit to cruelty and violence. Research Centre (2006) has expressed that the teachers are responsible for the reinforcement of behavior along with educating them. The students may earn some merit in games and sports by diverting corporal punishment into pleasant and encouraging satisfaction in the minds of students and parents.

It is advocated that corporal punishment is an effective method for correcting the child's misbehavior. In general, it is observed that corporal punishment is an ineffective method of maintaining discipline resulting in no improvement in behavior or academic performance. Social Research Center (2006) defines that corporal punishment is a type of physical maltreatment of children commonly used and accepted as a type of abuse. The concept of corporal punishment is very old in the modern age it has lost its utility and acceptance. The students may avoid attending the school for some days or weeks. There is no proof to prove that physical punishment is the basic requirement for better discipline. After physical punishment, there is no promotion of moral character with reference to teachers and authorities. Nasr (2002), states that corporal punishment is violence against the child freedom. It is to violate the children's sweet will. Furthermore, Moussa, Rashad, Al-Ayesh, and Zeinab (2009) concluded that verbal violence, shouting, insulting and rebuking are also a type of violence. Corporal punishment has no effect on school academic achievement. Severe punishment develops distress frustration, emotional disorder, and discontentment. There may be some depression and anxiety which has great significance.

Research methodology

Research Instruments

The most popular research instrument is a questionnaire which is included in this research. Demographic data is collected on a separate page which included Name, Child, Age, Gender,

and Name, of the schools, Class, Section, Public School or Private Schools. In this research, a questionnaire is developed and finalized for teachers and students.

Delimitation of Study

Keeping in view, academic studies and research, the researcher is compelled to delimit and conduct the research in a limited area to complete it within a limited time. The research was conducted in ten public and ten private schools within district Haveli.

Population

The total number of schools in public sectors is approximately eighteen in district Haveli out of which ten is randomly selected and included in research studies. In private sectors, there are 15 schools out of which ten schools were randomly selected and included in research studies.

Sample

The sample of the study is 50 teachers and 50 students of class 7th, who were selected randomly from both sectors with equal numbers both from public and private schools.

Validity and instruments

The instruments used in research have the validity for the achievement of exact results. Validity is the feature of the research tool in which it is used. This feature must have a high degree of perfection.

Analysis of the Data

No	Statement	SA	A	UD	DA	SDA	Mean Score
1	During your service period, most of the students were violent.	20	15	00	00	15	3.6
2	Students practices misbehaving with class fellows.	00	15	0	25	10	2.2
3	Suspension from the class is a means of correcting the behavior of the student.	00	10	00	15	25	1.9
4	Teachers exercise corporal punishment frequently.	10	05	00	10	25	2.3
5	I call parents to discuss the misbehavior of their kids.	10	35	00	00	05	3.9
6	The parent always reacts to the students' complaints.	05	30	00	10	05	3.4
7	The students Often complain against the teachers' violence.	10	10	05	05	20	2.7
8	The effective means of reforming student is corporal punishment.	00	20	00	30	00	2.5

9	A piece of advice is sufficient for students to improve their behavior.	15	20	05	00	10	3.4
10	The parents are satisfied when called for to discuss the important matter of their child.	30	15	00	00	05	4.3
11	The school student feels shame when the teacher is angry for reformation.	00	40	00	05	05	3.5
12	The teacher punishes for low grades.	05	15	25	05	00	3.6
13	Teacher maintained justice in corporal punishment.	05	25	05	10	05	3.2
14	Corporal punishment is the best method to maintain discipline in the class.	05	15	15	10	05	3.1
15	The students are often hostile to their teachers after corporal punishment.	05	40	00	05	00	3.9
16	The teacher uses different means to reform students.	15	35	00	00	00	3.6
17	Is corporal punishment be stopped?	05	35	05	05	00	3.6
18	Is a teacher needs training as an alternative to corporal punishment?	15	35	00	00	00	4.3
19	The teacher exercises corporal punishment when students disobey.	10	35	00	05	00	4.00
20	Sometimes the student gets physical punishment for not doing homework.	10	40	00	00	00	4.2
21	Students of higher grade receive no corporal punishment from their teacher.	05	40	00	05	00	3.9
22	The teacher claims that a special fine can improve students' performance.	10	20	10	10	00	3.6

Interpretation

Table data show that most of the students were violent in the class as indicated by the mean score of 3.6. Very few of the respondents were facing misbehaviors problems as the mean score was 2.2 which shows a low ratio. Minimum targeted people were stated that suspension of the student from the school could correct his behavior. Item 3 was about teacher exercise of corporal punishment in the class frequently and its mean score is 2.3 which indicated that less teachers were agreed. Mean score 3.9 of item 5 shows that many teachers called parents to discuss their kids' behavioral matters. it is observed from the table data that most of the parents were reacted to student complaints as the mean score value is 3.4. it is revealed from the item 7 result that some of the students made a complaint about teachers' violence as indicated by mean score 2.7. The statement that effective means of reforming kids is corporal punishment is supported by half of the respondents as the mean score 2.5 reflected in the table. Table data shows that a piece of advice is sufficient for the children to improve their behavior according to the Likert scale mean 3.4. The majority of the parents were satisfied when they called to discuss their kids' matter as it is obvious from the mean score of

4.3. It means that the teacher calls the parents to inform them about their kids' performance in the study. It is vivid from statement 11 that students feel shame when the teacher angry for reformation as it is obvious from the mean score of 3.5. Although the teacher may not punish the students for low grades after summative evaluation but 3.6 mean score shows that students were punished for low grades in formative evaluation. More than half of the respondents' results show that they agree that the teacher maintained justice in corporal punishment. Likert mean score 3.1 of item no 14 shows that corporal punishment is the best way to maintain the discipline in the school. 3.9 people from the targeted sample were agreed that after corporal punishment learners become hostile and aggressive to their teachers. As everyone needs to change the same as it is expected that teachers should adapt different other means to improve their behavior rather than corporal punishment. corporal punishment should be stopped by the modern instructors as supported in the table above as its mean score is 3.6 respondents which means that it must be stopped. 4.3 mean score shows that it is highly needed for teacher training programs alternating to corporal punishment. It is our prior obligation to respect our teachers although we can't take respect by rod result 4.00 shows that teachers punish the students for disobeying. 4.2 mean score of respondents claim that teachers give physical punishment for not doing homework. The statement that students of higher grade receive no punishment is supported by 3.9 mean score of the people which shows the majority of the agreed people. It is clear from the mean score 3.6 that a large number of respondents agreed that special fine can improve the behavior of the students as compared to corporal punishment.

Discussion

Corporal punishment is not encouraged by modern educationists. It is not only harmful but also discourages students' personalities because they feel ashamed in front of witnessed students. The responses from the table indicated that teachers exercise corporal punishment frequently as Nickerson and Spears (2007) reported that school personnel in rural areas and those having a greater percentage of poor students were more likely to use corporal punishment whereas Tao (2015) attributed it too overcrowded classrooms and lack of awareness in developing countries. Responses of the targeted people show that teachers suspend the students from the school to improve their behavior which is also a type of punishment and the same is stated by Global Report (2008) that Corporal punishment was used by the teachers to reform students' behaviors and to protect human rights. Awan (2011) pleads that the students could not be forced to improve their disobedience through physical

punishment and harsh behavior. Their performance can be enhanced through motivation and counseling. Commonwealth Magazine (2007) has expressed that several research studies on corporal punishment indicated the disadvantages of corporal punishment. The teacher at the public and private levels are trying their best to teach according to their best abilities, but due to their salary structure which is very meager, they punish the students. Similarly, they express their worries by giving corporal punishment to the students. Corporal punishment is due to domestic reasons that teachers get aggressive and punish the student when they are not in a happy mood. There are many other schools which are using motivational measures to improve academic performance. The schools using motivation measures and creating a competitive environment among students get better results and performance.

Recommendation

1. Teachers should not use corporal punishment for the students because it negatively affects students' academic performance.
2. Awareness about the negative impacts of corporal punishment should be conveyed to the teachers by conducting seminars, workshops and training sessions.
3. Corporal punishment may be minimized by using alternative ways like incentive or appreciation.
4. Parents should work as facilitators to create the best learning climate and minimize misbehavior complaints.
5. Teachers as well as parents both must provide the opportunity to the students at the early stages to take part in social activities so that they can become socialized and can adjust themselves in gathering.
6. Seminars and workshops may be conducted for teachers' in order to acknowledge the banishment of corporal punishment.
7. There should be some attractive activities like social gatherings and co-curricular to make the teaching-learning environment conducive.

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