

Relationship of Corporal Punishment and Student's Behavior of Secondary School

Students of Quetta City

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Abstract

Corporal/Physical punishment exercises in secondary level school students have negative associations with the behavior patterns of the students. Corporal punishment exercises not only affect the student's social life but also badly affect their professional life, these negative impacts on their behavior manage to the authorities whom the students are working outside the school and create hurdles in achieving their educational goals. For this purpose descriptive type of research was conducted. This research was correlational in nature. The population for this research study was taken from all the secondary boys' and girls' schools of Quetta city, Quetta District. A sample of 200 students was taken to find out the results of the study. A questionnaire was designed to collect data as a tool for the research study. There is a moderate negative relationship between Corporal/Physical punishment and students' behavior in secondary schools. The students who received corporal punishment had a negative impact on their behavior than those who didn't receive any type of punishment.

Keywords: Punishment, Quetta, Physical/Corporal, School, Relationship

Introduction

In the country of Pakistan corporal punishment is the most hazardous practice in secondary schools. Corporal punishment has been forbidden by Government in all public and private cadre schools where different instances were reported by Daily newspapers. Corporal Punishment is a toxin for the vision and willingness of the students which lays negative impacts on students' behavior. This study is intended to explore the "Relationship of Corporal/Physical punishment and the behavior of students of secondary schools students of Quetta city". "Corporal punishment" refers to those harmful patterns of behavior that causes no physical injury, it includes slapping, spanking, pulling hairs, etc." (Gershoff, 2002). Those students whom corporal punishment was given by their teachers had a disappointing nature and the same students showed less interest in academic activities in such students negative behavior was observed academic progress of the same students showed a gradual decrease."(Shahbaz, & Shaaban, 2007)". The study revealed that corporal punishment is the outcome of deviation from the real philosophy of the teachings of the religion Islam and the focus of Islam is on the virtues of love, affection, kindness, and mercy. While dealing the children whilst at the same time Islam also supports corporal punishment but under certain guidelines and restrictions. The study recommended providing proper training to teachers on the alternative method of behavior modification."(Khadija, 2021)". Effects of corporal punishment are given by "Morrel" such as "by corporal punishment student shows Dejection in studies, low interest in class work which are the clear symptoms of corporal punishment and also the student does not participate in learning teaching activities actively" (Morrel, 2000). "If we are legally prohibited from others adults, why is it okay to strike a child?" (Graziano, 1990). "If the parents or teachers have been punished in their childhood they are more supportive of punishment as compared to those who have not received any form of punishment" (Hyman, 1988). "Negative attitude towards learning is the cause of physical punishment. When such students develop into adults they have no soft corner for others, the researchers have shown that being beaten by the teacher the child learns aggression" (Friedman & Schonberg, 1996; Boser, 2001). "Corporal punishment is the

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use of physical pain intentionally for the modification and correction of behaviors” (Straus & Mouradian, 1998).

The given research study is prominent because it will help to know the current status of corporal punishment in secondary schools and its effects on students' behaviors. Most important this study will help to give suggestions regarding how to eliminate or manage to find alternate ways for students' interest in studies.

Problem statement

Today's students will have to perform the administrative affairs of the country in the future as a Doctor, Engineers, pilots, etc. It is there for mandatory that proper guidance may be provided to them to achieve the developmental goals of the country.

The importance of this study cannot be denied therefore it forces us to think utterly about the issues originating from the student's classroom environment. Corporal punishment is caused by many factors which cause the further destruction of the carrier and the behavior of the children. By overcoming the above-mentioned issues the children (students) can develop problems such as reluctance, low-class participation, class attendance, dropout rate, creativity, low self-confidence, and boldness in the classroom. Most teachers at secondary schools consider that their control over the classroom can be gained with the help of corporal punishment. This research study is intended at finding out the relationship between corporal punishment and its impact on the student's behavior, learning, and personality development.

Significance of the investigation

This research study is correlational. In our society especially in secondary schools, punishment is a curse which is a big hurdle between the students and the development of their behavior patterns. Corporal/Physical punishment is banned in the majority of the countries of the world because when a student is punished it lays long-lasting impacts on the student's behavior. This impact is mostly negative in nature by which the student will face the problems such as aggression, antisocial behavior, mental health, embarrassment, lack of class participation, creating impact, etc.

The justification of this study clarifies that class teachers must have awareness of the negative magnitudes of punishment. The cognitive development of the student is badly affected by the use of punishment tools i.e. sticks or body parts must not be used during the class which may result in to cease of the student's cognitive development.

This study helps maintain the behavior pattern of the students that is the teachers will become aware of the consequences of punishment to the students so it will help the teachers to shape their behavior.

Objectives of research

1. To explore the existing position of corporal punishment at the Secondary School level.
2. The effect of punishment on the behavior of students in Secondary class.
3. The role of corporal punishment on the development of personality traits of the students.

Literature Review

While numerous emerging studies used various statistical methods and analyses to show the mixed results of Corporal Punishment and student behavior. This paper is to discern corporal punishment and students' behavior. The gap in the literature by attempting to explore more multidimensional lasting impacts of corporal punishment on student's social, psychological, and emotional life. This portion of the research study will critically review and highlight multiple studies to display the association between corporal punishment and student behavior.

Corporal punishment is the speedy and prompt way through which the wants, wishes, and interests of the students/children are killed which is given by negative impact on their ultimate behavior (Shidler, 2001)”.

Corporal punishment and discipline are two different things that vary from discipline to discipline as torment, undesirable and dissatisfaction are punishments while helping and preparing the kid is referred to as discipline (WHO, 2009).

Graziano (1990) as our society doesn't allow us to beat or strike any type of human and animal so why is it good to beat a young one? This research study was conducted at the state university of New York buffalo. A total of 679 unmarried students were taken. 25 questions and 20 minutes questionnaire were distributed among the students. The results revealed that 93.2% of

students admitted that they have been spanked by their parents and they intended to continue spanking their children in the future.

Likewise, the social overflow hypothesis introduced by “(Rohner et al., 1991)” This study reveals that if a child is punished corporally it affects his/her mental health and the consequences seem to be very bad in the long run.

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The study revealed that corporal punishment is the outcome of deviation from the real philosophy of Islamic ideology as the Islamic teachings are based on the virtues of kindness, love and affection, and mercy while dealing with children whilst at the same time Islam also supports corporal punishment but under certain guidelines and restrictions. The study recommended providing proper training to teachers on the alternative method of behavior modification (Khadija, 2021).

Methodology

The nature of this research study is descriptive. The study was correlational in nature. The population of the study was the all-boys and girls' secondary schools of Quetta city. Of the population six (06) boys and four (04), girls' schools were selected as a sample. A random sampling technique was used. A total of 200 respondents were selected from all the schools in Quetta city. A self-administered questionnaire was designed to collect data for this purpose. The schools were visited with the permission of school heads and it was ensured that the data will be utilized only for research purposes. The questionnaire and interviews were administered personally by the researcher. The response to the questionnaire was 100%. A t-test analysis was applied to explore the difference in variables.

According to Dr. John Curry, professor of educational research when the population is more than 10 thousand then a minimum of 1% of the sample size is acceptable so for this purpose ten (10) different schools were selected by the use of simple random sampling out of the total 93 schools of Quetta city. However, in this regard, a sample of 200 students was taken as a respondent out of 13271 total students of secondary school students which are approximately 1.5% of it to record the apparent perceptions of corporal punishment in secondary schools of Quetta city. Data analysis is done through SPSS and coded to more processes. The analysis gave both qualitative and quantitative information.

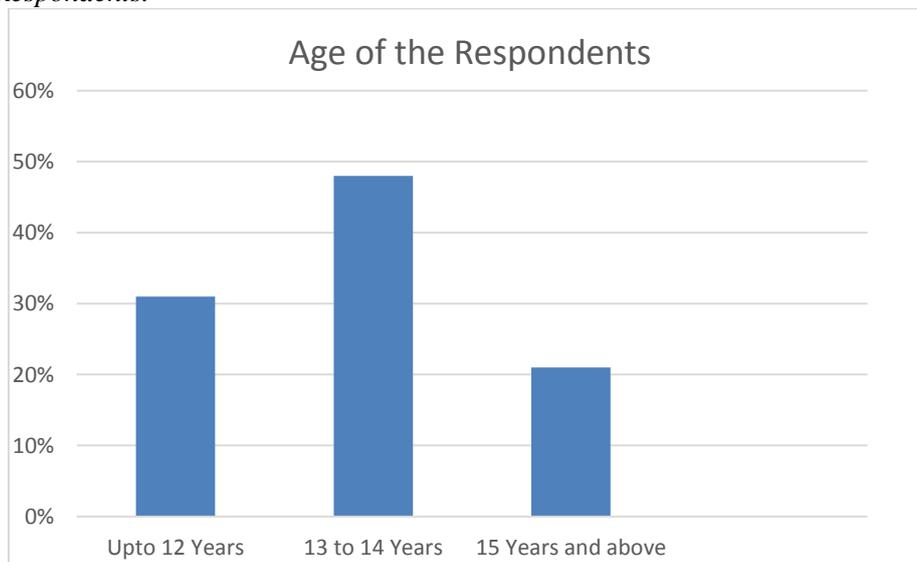
Results

Socio-economic profile of the respondents

The socio-economic summary for students of Secondary school students is an indispensable parameter of the research study given by the figure-1. For the above purpose summaries of respondents (students) were divided into the above-mentioned categories which are shown below.

Figure.1

Age of the Respondents.



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The age factor of respondents (students) of the research study reveals that 48% of respondents holding the age from 12 to 14 years. While 31% of respondents admitted that their ages are up to 12 years and 21% held the age of 15 years and above.

Table.1

Instrument Reliability

Cronbach's Alpha	No. of items
.723	24

The internal consistency reliability of value .723 is good for the scale with this sample consisting of 24 items. A value above .6 is acceptable however a value above .7 is preferable. in this case the value is .723 which is highly preferable. The total number of items is 24 it includes all items which make our scale.

Table.2

Gender of the Respondents.

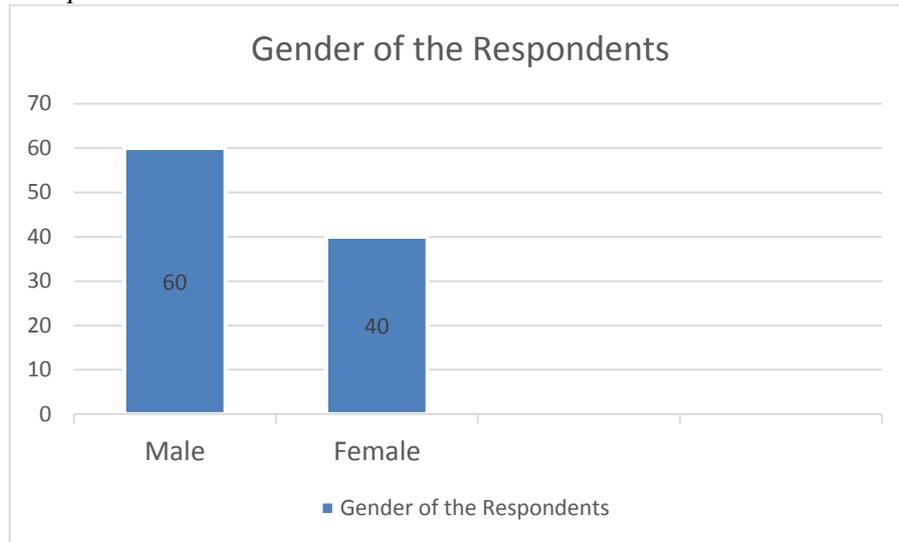


Table.2

Frequency and percentage of Gender

Male F	%	Female F	%	Mean	SD
138	60	92	40	1.41	.498

The table shows that by gender (60%) of the respondents 138 students were male and (40%) of the respondent 92 students by gender are female as given by the figure above. (Mean=1.41, SD=.498)

Figure 3.

Educational status of the Respondents.

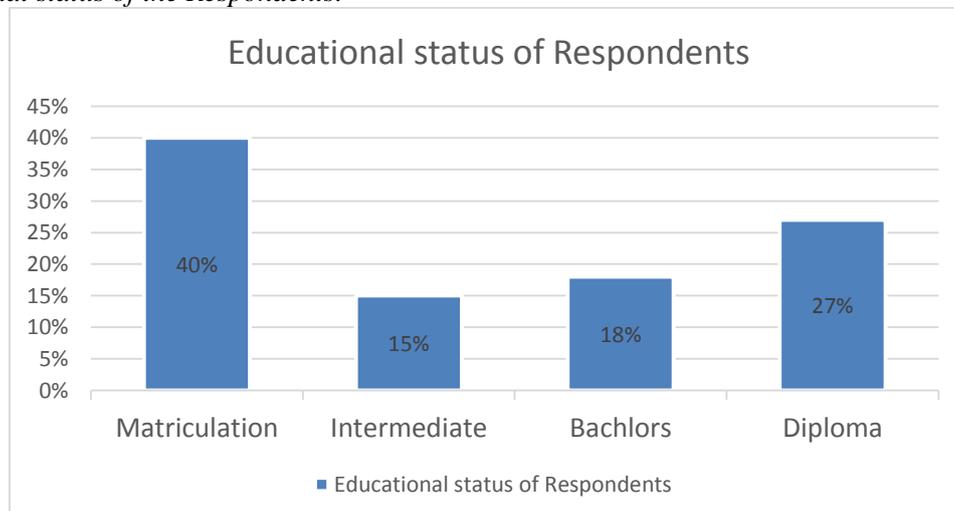


Table.3

Frequency and percentage of Educational status

Matriculation	%	Intermediate	%	Bachelors	%	Diploma	%
92	40	35	15	41	18	62	27

The table shows that the highest number of students 40% of respondents i.e. 92 respondents intended to do their matriculation after completion of the middle class. However, 15% of respondents 35 students intended to do their intermediate which is the lowest count.

Table.4

Correlation between student's behavior and corporal punishment

Variable	r	P-value
Percentage in last exams	-.0387	.000
Behavior of students		

The table shows that there is a moderate negative relationship between corporal punishment and student behavior of secondary school students ($r=-.387$). Since the p-value is .000 i.e. less than .5, so there is a statistically significant relationship between corporal punishment and students' behavior.

Table.5

Independent sample t-test to check the difference

Variable	CP	N	Mean	SD	df	t	P
Negative behavior	Yes	191	58.8541	8.8547	187	2.984	.003
	No	39	53.1247	9.5467			

An independent sample t-test is used when you want to compare the mean score, on some continuous variables, for two groups of subjects. The independent sample t-test will tell you whether there is a statistically significant difference in the mean score between the two groups. The above research study is looking at corporal punishment and student behavior of students. The sig, value is greater than 0.05 (.298) hence the upper value .003 is taken from the line. P value .003 shows that there is a significant difference between the behavior of those students who receive corporal punishment and those who do not receive corporal punishment in the class.

Recommendations

Corporal/physical punishment is becoming a serious consideration, some researchers or scholar's unpleasant picture towards Behavior of the students and this makes dread as well as detest the students of secondary level schools these false assumptions of the researchers and scholars make trouble in the route of the legislature in making policies but to limit the use of corporal/physical punishment to discipline children's at school's level give a negative impact over their behavior.

The following recommendations were suggested based on the results of this study which will be beneficial in the future.

1. The government of Baluchistan must make policies to overwhelm corporal/physical punishment at secondary level schools and strictly implement these policies to eradicate the curse of punishment from the face of our society. Corporal punishment lays long-lasting on the behavior of students making them distant from learning, embarrassing and psychological impacts. Good legislation can help to overcome these negative magnitudes of student behavior.
2. Secondly, it is recommended that teachers in the classroom should have awareness of the negative consequences of corporal punishment and engage the students in different activities rather than giving punishment.
3. Corporal punishment serves as a negative tool for the academic, social and mental behavior of the school students and corporal punishment gives a negative impact on their overall health, therefore, the parents must be InTouch with school staff so that they have information about what activities are going on in the institution.

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