

The Impacts of Corporal Punishment on Students in Schools: An investigation through Sindh Province

Syed Muhammad*¹, Muhammad Ali Panhyar², Abdul Rahim³

¹*Professor of Pakistan Studies, Government College for Men, Nazimabad, Karachi, Sindh, Pakistan.

Email: smsaeed@gmail.com

²Assistant Professor, Pakistan Studies, Aisha Bawany Government Commerce College (Evening), Karachi, Sindh, Pakistan.

³Assistant Professor, Benazir Bhutto Shaheed University, Lyari, Karachi, Sindh, Pakistan.

Corresponding author: smsaeed@gmail.com

Key words: Social, Corporal, Punishment, Schools, Hyderabad

DOI No:

<https://doi.org/10.56976/jsom.v3i3.106>

The purpose of the study was to determine the effects of corporal punishment on students, with a particular focus on students in grades 9 and 10 at the chosen boys' schools in the Hyderabad area. The study also aimed to determine the nature, sorts, and effects of corporal punishment on students. Finding the social and other effects of physical punishment on the pupils in the aforementioned classrooms was the main goal of the study. This study is the first of its kind in Hyderabad district. There were 500 parents, instructors, and students in the sample overall. It was shown that physical punishment remained a barrier to the development of positive teacher-student relationships, character development, a decrease in the rate of dropouts, a discouragement of the learning environment, a negative opinion of teachers, and a decrease in students' enthusiasm in their studies. Furthermore, pupils' hostile attitudes and anxiousness were primarily brought on by corporal punishment, which also reduced their academic performance and caused psychological damage. The analysis suggests that physical punishment be outlawed and that the current legal framework be strictly enforced. Through training programs, teachers must be made aware of the detrimental effects of corporal punishment. The study goes on to say that in order for children to engage in healthy extracurricular activities and create a learning environment for themselves, there needs to be a supportive school environment.



1. Introduction

This study's foundation is a critical examination of corporal punishment's effects on pupils' academic performance in public schools. "The use of physical force intended to cause pain, but not injury, for the purpose of correcting or controlling a child's behavior" is the definition of corporal punishment (Allison et al., 2023). It can take many different forms, including slapping, pinching, punching, smacking, kicking, shaking, and passing via various things like belts, pins, wooden sticks, and various painful positions. Punishments discussed here are also detrimental to children's physical, mental, and psychological development. It has an impact on their mindset (Cuartas et al., 2022).

It could have negative side effects, increasing the risk to a child's development in a school setting. They turn into a risk to the community. Children used to receive extremely cruel treatment, which had a terrible impact on their personalities. Their performance started to suffer. A youngster grows more in a pleasant atmosphere than in a cruel one, according to certain research. Therefore, some areas have outlawed corporal punishment in light of this (Penev, 2021). The current research project aims to shed light on the problem of how children enrolled in primary, middle, and secondary schools experience psychological trauma ((Lokot et al., 2020). They struggle to concentrate on their education. They behave offensively in the course of their regular lives in a society. Therefore, the current study provides guidance on how parents and instructors can embrace other methods to improve pupils' talents without resorting to physical punishment (Afifi et al., 2019).

According to Awan (2017), schools that use motivational methods and foster a competitive climate among their students get better performance and results. Their pupils were hired by Educational Boards and other organizations. One of the main tools utilized in schools to manage student behavior was corporal and non-corporal punishment (Gregory et al., 2017). Through surveying Bangladeshi schools, especially Primary and Secondary Schools, Kamal had seen the use of corporal punishment. He also determined which schools were mostly run by committees with a controlling and authoritative structure. Youngsters have been essential to the process of development. They are dealing with major issues around the globe, especially in developing nations. These issues include physical punishment, child labor, and child maltreatment. Among these, physical punishment is one of the biggest issues.

Examining the evidence, we find that corporal punishment has never been proactive in fostering a child's better personality development—rather, it has exacerbated the bad impacts on his personality. Almost everywhere in Pakistan, including public sector schools, corporal punishment is being utilized in its many forms despite a government ban that has resulted in significant losses for the country. However, despite launching many programs in this respect, governments and nongovernmental organizations failed to achieve the necessary outcomes. According to Stovall (2018) observations, children who receive corporal punishment experience detrimental psychological and physical impacts. Different techniques such as pinching, breaking fingers, slapping, shoving, tugging on ears, and wrestling holds can be used to administer corporal

punishment. Corporal punishment is a sort of physical punishment that may involve deliberate pain, possibly as retaliation for wrongdoing, or it may be used to chastise or transform a wrongdoer or to discourage actions deemed undesirable. In home, educational, or legal contexts, the basic idea behind this idea is to punish the wrongdoer with an open hand or an instrument. Corporal punishment is defined as "any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light" in the UN Convention on the Rights of the Child (2006).

The primary purpose of this study is to investigate the psychological, social, cultural, and economic effects of physical punishment. It is anticipated that it will reveal some of the hidden facts behind the problem, which the interested parties may then use to find a convincing solution. penalty Researchers and social scientists might use this study's insights to investigate related topics from many perspectives, adding to the body of information already available on the topic. The main topic of this study is how corporal punishment affects children in the classroom. It is important to emphasize that the study includes the opinions of kids, educators, and parents regarding the matter (Reyhner, 2018).

1.2 Objectives of the Study

- i) To look into the types, purposes, and nature of physical discipline used against students in a district Hyderabad.
- ii) To determine the multifaceted effects of physical punishment on the children who are impacted, taking into account social, cultural, educational, academic, and psychological factors.
- iii) To determine the socioeconomic status of the educators administering physical punishment to pupils in the selected schools.
- iv) To find out what parents and teachers think about kids being physically punished in schools
- v) to find out what victims of corporal punishment think about.

1.3 Research Questions

- i) What types, types of, and reasons are there for using physical punishment on pupils in the district Hyderabad under study?
- ii) What are the various effects that physical punishment has on pupils attending schools?
- iii) Are teachers who struggle academically and financially complicit in their kids' punishment?
- iv) Is there social acceptance for corporal punishment?
- v) What is the victim students' perspective on physical punishment?
- vi) Why do the pertinent policy and law remain silent regarding repeated violations involving corporal punishment?

2. Literature Review

Both corporal and non-corporal One of the main tools utilized in schools to manage student behavior was punishment (Russel & Crooker, 2016). Through surveying Bangladeshi schools,



especially Primary and Secondary Schools, Kamal had seen the use of corporal punishment. He also determined which schools were mostly run by committees with a controlling and authoritative structure. Because of factors including the absence of strategic guidelines, poor media representation, and disregard for legal authorizations, it had become largely dominant.

Despite the fact that physical punishment has been regarded as a social norm recognized by humanity and society, it is nevertheless not acceptable to utilize it as a means of punishment at educational institutions. However, it was briefly unfamiliar to Bangladeshi society (Kuiper, 2009). According to Pearlin (1989), the use of corporal punishment in Egyptian schools persisted at intolerable rates, which led to an increase in the rate of violence. Factors related to the family or the school may account for the discrepancy between the policy statement and the actual practices.

According to Cohen, the reciprocal model claims that punishment is linked to a child's conduct issues, which are linked to more ineffective parental discipline. Due to its dynamic nature, the reciprocal model necessitates taking into account the possibility that these effects may vary from early childhood to late adolescence and that changes in adolescent development result in modifications to the parent-child dynamic (Cohen, 1996).

It was found that administrators and teachers at primary schools were using physical punishment as a tactic to enforce discipline during the learning process. It was also regarded as a special way to keep order in the educational system. Physical punishment, often known as corporal punishment, is a common kind of discipline that involves applying physical force on a kid in an effort to regulate their behavior. Regardless of how slight, it is done to the child's body with the goal of producing pain or discomfort. Physical punishments include biting, kicking, shaking, and making a child remain in uncomfortable postures. The most prevalent types of physical punishments are hitting children with sticks and gas pipes, as well as hitting them with hands, belts, and cooking utensils (Rodriguez, 2010).

For the majority of people, the thought of physically punishing these people is now obviously unacceptable, if not shocking. Voices against domestic abuse have been raised by victims as well as by members of the general public. Children are the lone exception because they lack a voice of their own and are therefore extremely susceptible to corporal punishment in their homes, schools, and other places of residence. Adolescent mental health issues are significantly correlated with the issue of corporal punishment in schools. A strong investigation the study "Adopting the Rights of the Child: A study on intercountry adoption and its influence on child protection in Nepal" involved the interviewing of biological parents, staff members, focus groups, and children in 71 child facilities. It has been shown that prevalent forms of child punishment in Nepal included beatings with hard objects, seclusion, emotional abuse in the form of locking them in the bathroom, and coercing them into doing housework (Austen, 2022).

According to the United Nations Convention on the Rights of the Child, states are required to protect all children from physical abuse as well as other types of violence. This international norm is obviously broken when an adult uses physical punishment on a

youngster. The UN Committee that oversees nations' adherence to the Convention frequently suggests that governments change their legal frameworks to outlaw corporal punishment (Reyhner, 2018).

3. Methodology

The purpose of this study was to determine the overall effects of corporal punishment in Pakistani schools at district Hyderabad, with a particular emphasis on the Sindh province's this region. The nature of the research problem, the purpose, the audience, the constraints on resources, and the researcher's personal experiences all influence the research approach (Creswell, 2003). This implies that different research techniques could be applied to different social science disciplines. In this study, the researcher employed a quantitative methodology. Using a quantitative approach entail gathering numerical data in order to forecast, explain, and manage a phenomenon.

3.1 Methods of Data Collection

A questionnaire and interview schedule were created to collect information from respondents. The researcher chose a questionnaire for teachers and a schedule for interviews with parents and pupils. Parents and students who were illiterate or incapable of understanding the questionnaire were interviewed using the interview schedule tool. There were three sections to the questions. At first the survey asked questions about the respondents' gender, age, residence area, occupation, monthly income, and level of education. Secondly, questions about broad information about physical punishment were covered in interview sheet contained suggestions for ending corporal punishment in public schools.

3.2 Model of the Study

Dependent Variable Independent Variables

$$CP = SI + AE + EI + PI + LI + MI$$

Whereas,

CP = Corporal Punishment

SI = Social Impact

AI = Academic Impact

EI = Educational Impact

PI = Psychological Impact

LI= Legal Impact

MI = Medical Impact

3.4 Scheme of the Study

The current study was limited to boys in District Hyderabad who were enrolled in Government High/Higher Secondary Schools in grades 9 and 10. The district under study comprised 40 schools in total, of which 13 had more than 200 pupils enrolled in their 9th and 10th grade classes. Since it was challenging to contact all of the schools, 10 schools from the district were chosen at random to participate in the interview process. The age aspect was used as the justification for choosing secondary school kids since they could correctly recognize the questions and responses. In order to fully understand the impact and repercussions of corporal punishment, interviews with the parents of the students and the teachers were also conducted.

3.5 Sample Size of Study

The sample size of 327 students was determined using Sekaran's (2003) analogy, given the total number of 9th and 10th class students in the sampled schools of 2149. The sampled students were then selected and interviewed using the Proportional Allocation Method. Initially, the 9th and 10th grade pupils in the sampled schools were identified using the progressive sampling technique. Next, the stratified proportional allocation method was applied for the analysis of study. There were 190 teachers in the sampled schools overall, and 142 of them were chosen as respondents using the same Sekaran (2003) analogy. The same number of samples was also maintained for the purpose of conducting parent interviews with the pupils using the same methodology. Consequently, 500 became the composite sample size of the three stakeholders.

4. Results and Interpretation

Table No 1: Bivariate Analysis Based on Students Perception Regarding Social Impact of CP

Statement	Response	Agree	Disagree	Don't know	Total	Statistic
CP causes combative behavior to surface.	Yes	199 (93)	77(91)	21(70)	207(92.2)	$X^2 = 14.2$ P = 0.004
	No	5 (2.5)	2(2.3)	6 (1.6)	12 (2.1)	
	Don't know	2 (1.9)	1 (1.3)	2(1.2)	3 (1.3)	
As a result of talking or playing during class,	Yes	190(95)	67(71)	20(60)	209(91.2)	$X^2 = 7.9$ P = 0.003
	No	3(2.5)	4(1.3)	5(1.7)	10 (1.1)	
	Don't know	3 (1.7)	2 (2.3)	3(2.2)	2 (2.3)	
Because of the teachers' challenges and threats	Yes	189 (83)	77(91)	21(70)	207(92.2)	$X^2 = 10$ P = 0.002
	No	2(1.5)	2(2.3)	6 (1.6)	12 (2.1)	
	Don't know	3 (2.7)	1 (1.3)	2(1.2)	3 (1.3)	
As a result of disregarding discipline	Yes	170 (83)	77(91)	21(70)	207(92.2)	$X^2 = 11$ P = 0.000
	No	54(1.5)	2(2.3)	6 (1.6)	12 (2.1)	
	Don't know	3 (1.9)	1 (1.3)	2(1.2)	3 (1.3)	
Believing that CP is the cause of	Yes	205 (99)	77(91)	21(70)	207(92.2)	$X^2 = 13$ P = 0.006
	No	6 (1.5)	2(2.3)	6 (1.6)	12 (2.1)	
	Don't know	23(2.9)	1 (1.3)	2(1.2)	3 (1.3)	

disciplined
behavior

CP negatively impacts a child's morals	Yes	195(93)	78(91)	29(70)	201(91.2)	$X^2 = 10$
	No	5 (2.5)	2(2.3)	6 (1.6)	12 (2.1)	$P = 0.006$
	Don't know	2 (1.9)	1 (1.3)	2(1.2)	3 (1.3)	
Children with CP are more likely to use alcohol.	Yes	191 (93)	76(71)	28(70)	201(82.3)	$X^2 = 18$
	No	5 (2.5)	2(2.3)	6 (1.6)	12 (2.1)	$P = 0.004$
	Don't know	2 (1.9)	1 (1.3)	2(1.2)	3 (1.3)	
Children with CP are more susceptible to sexual abuse.	Yes	191 (99)	78(81)	23(80)	204(91.3)	$X^2 = 22$
	No	3 (2.5)	2(2.3)	6 (1.6)	12 (2.1)	$P = 0.004$
	Don't know	6 (2.6)	2(1.4)	3(1.3)	6 (1.4)	
CP aids in character development.	Yes	161 (88)	78(51)	27(70)	210(82.2)	$X^2 = 23$
	No	7(1.5)	2(2.3)	6 (1.6)	12 (2.1)	$P = 0.004$
	Don't know	8(1.6)	3 (1.4)	6(1.3)	4 (1.6)	

Note: Values in parenthesis indicate percentage.

Table No2: Bivariate Analysis on Students Perception Regarding Negative Educational Impact of CP

Statement	Response	Agree	Disagree	Don't know	Total	Statistic
CP hinders the environment for learning	Yes	205 (81)	71(81)	27(60)	233(81.1)	$X^2 = 21.1$
	No	4 (1.5)	3(1.3)	5(1.5)	10 (3.1)	$P = 0.002$
	Don't know	2 (1.9)	1 (1.3)	2(1.2)	3 (1.3)	
CP makes sure kids attend school on a regular basis.	Yes	180(91)	71(81)	27(70)	210(71.2)	$X^2 = 4.6$
	No	4(1.5)	3(3.3)	6(2.7)	13 (2.1)	$P = 0.004$
	Don't know	3 (1.7)	2 (2.3)	3(2.2)	2 (2.3)	
CP causes students to leave school early.	Yes	171 (91)	71(81)	22(90)	202(92.2)	$X^2 = 21$
	No	2(1.5)	2(2.3)	6 (1.6)	12 (2.1)	$P = 0.002$
	Don't know	3 (2.7)	1 (1.3)	2(1.2)	3 (1.3)	
CP causes students to leave school early.	Yes	180 (83)	88(81)	23(80)	107(91.2)	$X^2 = 12$
	No	54(1.5)	2(2.3)	6 (1.6)	12 (2.1)	$P = 0.001$
	Don't know	2(1.9)	4 (1.3)	3(1.2)	2 (1.3)	

Note: Values in the parenthesis indicate percentage form in the table.

The table no 1 was used to draw empirical conclusions about the variables that challenged the teachers, quarreled behavior emerged, and were perceived as a source of disciplined behavior. It was also found that corporal punishment (CP) had a negative impact on children's morality, made them more susceptible to sexual abuse, caused them to lose interest in school, and increased dropout rates. These findings were found to be significant at the 5% level of significance. Disrupting the class with talking or playing, as well as breaking rules, were found to be non-significant at the 5% significance level when physical punishment was used. Using physical punishment to challenge the teachers was found to be highly significant ($p=0.000$). However, it was not discovered that corporal punishment significantly changed the acrimonious behavior ($p=0.004$).

The aforementioned table No 2 demonstrated that negative learning environments, students quitting school early, children's decreased learning capacities, and a lack of enthusiasm in learning were all determined to be significantly significant at the 5% significance level when combined with corporal punishment. Nonetheless, CP guarantees that kids attend school on a regular basis and does not significantly lower absenteeism when combined with physical punishment. Physical punishment was found to have a significantly substantial ($p=0.000$) negative impact on the learning environment. It was discovered that receiving corporal punishment was very significant ($p=0.000$) when students left school early. It was shown that physical punishment significantly ($p=0.000$) reduced children's capacity to learn.

5. Conclusion and Recommendations

It is noticed that 66.3% of the respondents were enrolled in ninth grade, and the majority of the sampled kids (71%) were between the ages of 14 and 15. The majority of respondents (57.3%) stated that secondary education was where corporal punishment originated. Similarly, Giles and Starus (1997) came to the conclusion in their study that the purpose of physical punishment is to intentionally cause pain in order to discipline or control a kid who has misbehaved. Normally, secondary education is involved. The majority of respondents (61.2%) stated that they received penalty for acting in a disciplined manner. Kennedy (1995) stated that the use of physical punishment is necessary to elicit cooperation. the majority According to 41.3% of respondents, CP has a negative impact on children's morality. This outcome of the current study is consistent with the research done by Straus and Gimpel (1992).

Additionally, it has been observed that a youngster exposed to corporal punishment is more susceptible to deviant and embarrassing behavior. The majority of responders (71.2%) stated that CP caused youngsters to use drugs and alcohol. The current study's findings are consistent with those of Strauss and Gimple's (1992) investigation. the majority According to 66.3% percent of responders, CP puts kids at risk for sexual assault. According to Dopper & Bingus (2008), the cycle of child abuse is started by corporal punishment. The majority of respondents (66.4%) said that forcing kids to attend class regularly was not the best use of CP. The United States Development of Education study is against techniques that instill students with such dread that they find it difficult to express themselves in the classroom. However, it's critical to sustain positive relationships based on ethics and concern between educators and students (U.S. Department of



Education, 1993). Through seminars, workshops, interactive debates, and other thought-provoking activities, teachers at all levels—from basic to secondary classes—must be made aware of the detrimental effects of computer-mediated patient care (CP) so that they can choose to discontinue the practice on their own. Parent Teacher Councils (PTCs) have a moral responsibility to help teachers and kids develop a working relationship before moving on to address any other new concerns that arise in the classroom. Parent teacher councils must hold regular meetings, and proactive measures should be implemented to make sure that these meetings happen on a regular basis.

It is recommended that sociologists be hired to find the weaknesses in each district's education department by Govt: of Sindh in Hyderabad. aim to solve every issue or problem resulting from human conduct. In addition to kids' subpar academic achievement, other factors that contribute to the practice of CP include teachers' professional inefficiency, seductive behavior, unhappy or humiliated behavior, and conflict within the family. It is imperative that laws prohibiting physical punishment be put into effect right now. The "Prohibition of the Corporal Punishment Act 2013" mandates that the instructor who uses physical punishment be punished.

References

- Allison, M. A., Beers, N., Peterson J. W., & AAP Council on School Health. (2023). Corporal punishment in schools. *Pediatrics*, 152(3).
- Afifi, T. O., Fortier, J., Sareen, J., & Taillieu, T. (2019). Associations of harsh physical punishment and child maltreatment in childhood with antisocial behaviors in adulthood. *JAMA network open*, 2(1),
- Anyon, J. (1980). Social class and the hidden curriculum of work. *Journal of Education*, 162(1), 67–92.
- Awan, A.G. and Kashif Saeed (2014). Intellectual Capital and Research Performance of Universities in Southern Punjab-Pakistan. *European Journal of Business and Innovation Research*, 2(6), 21-39.
- Awan. A.G. (2017). Brazil's Innovative Anti-Poverty and Inequality Model. *American Journal of Trade and Policy*, 2(3), 7-12.
- Austen, I. (2022, March 28). How thousands of Indigenous children vanished in Canada. *The New York Times*.
- Carter Andrews, D. J., Brown, T., Castro, E., & Id-Deen, E. (2019). The impossibility of being 'perfect and White': Black girls' racialized and gendered schooling experiences. *American Educational Research Journal*, 56(6), 2531–2572.
- Cuartas, J. (2022). Corporal punishment and child development in low-and-middleincome countries: progress, challenges, and directions. *Child Psychiatry & Human Development*, 1-17.
- Cohen, S. (1996). Teachers and Pupils Attitudes and Practices Regarding the Abolition of Corporal Punishment in schools in the Gauteng Area. *Journal of Behavioural Education*, 14(2), 117-139.
- Fasching-Varner, K. J., Latrice Martin, L., Mitchell, R. W., Bennett-Haron, K. P., & Daneshzadeh, A. (2017). Understanding, dismantling, and disrupting the prison-to-school pipeline. Lanham: Lexington Books.



- Gregory, A., Skiba, R. J., & Mediratta, K. (2017). Eliminating disparities in school discipline: A framework work for intervention. *Review of Research in Education*, 41(1), 253–278.
- Kuiper, S. (2009). Contemporary business report writing. Australia, *Mson: South Western Cengage Learning*.
- Lokot, M., Bhatia, A., Kenny, L., & Cislighi, B. (2020). Corporal punishment, discipline and social norms: A systematic review in low-and middle-income countries. *Aggression and Violent Behavior*, 55, 101507.
- Pearlin, L. I. (1989). The Sociological Study of Stress. *J Health Soc Behav*, 30, 241- 256.
- Russell, S., & Crocker, D. (2016). The institutionalization of restorative justice in schools: A critical sensemaking account. *Restorative Justice*, 4(2), 195–213
- Reyhner, J. (2018). American Indian boarding schools: What went wrong? What is going right? *Journal of American Indian Education*, 57(1), 58–78.
- Rodriguez, D. (2010). The disorientation of the teaching act: Abolition as pedagogical position. *Radical Teacher*, 88(1), 7-19.
- Sexton, J. (2008). Amalgamation schemes: Antiblackness and the critique of multiracialism. *Minneapolis, MN: University of Minnesota*.
- Shange, S. (2019). Progressive dystopia: Abolition, antiblackness, and schooling in San Francisco. Durham: Duke University Press.
- Shedd, C. (2015). Unequal city: Race, schools, and perceptions of injustice. New York: Russell Sage Foundation.
- Sheils, M., & Boyd, F. (1977, May). Ruling on the rod. *Newsweek*, 65–67.
- Simpson, L. (2017). As we have always done: Indigenous freedom through radical resistance. Minneapolis: University of Minnesota Press.
- Skiba, R. J., Arredondo, M. I., & Rausch, M. K. (2014). New and developing research on disparities in discipline. *Discipline disparities: A research-to-practice collaborative*, 1–12. http://www.indiana.edu/~atlantic/wp-content/uploads/2014/03/Disparity_NewResearch_Full_031214.pdf
- Skiba, R. J., Michael, R. S., Nardo, A. C., & Peterson, R. L. (2002). The color of discipline: Sources of racial and gender disproportionality in school punishment. *Urban Review*, 34(4), 317–342.
- Stovall, D. (2018). Are we ready for ‘school’ abolition? Thoughts and practices of radical imaginary in education. *Taboo: The Journal of Culture and Education*, 17(1), 6.
- Ward, G., Petersen, N., Kupchik, A., & Pratt, J. (2021). Historic lynching and corporal punishment in contemporary Southern schools. *Social Problems*, 68(1), 41–62.
- Wynter, S. (2003). Unsettling the coloniality of being/power/truth/freedom. *CR: The New Centennial Review*, 3(3), 257–336.