



Impact of Corporal Punishment on the Student's Drop Out at Primary Level

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Abstract

The research is focused on students, covering aspects of social, cultural, educational, psychological, political and legal, and medical effects of corporal punishment implications. The research's main goal was to find out the impact of corporal punishment on the primary dropout point of the students. The research population included all of the primary schools of Gilgit Baltistan. The average sample size of the students was 100. The study participants were interviewed by questionnaire and interview scheduled for students, teachers and parents. The data were analyzed by calculating the frequency and percentage, respectively. Corporal punishment was found as an obstacle for the development of a healthy teacher-student relationship: it affects student character, increases dropout rate, hinder the learning environment, create frustration for teachers, decrease interest in research and encourage students to do so.

Key Words: Corporal Punishment, Drop Out, Primary Level

Introduction

In the cycle of growth, children played a key role. Particularly the developing countries throughout the world face severe problems. Those include exploitation of girls, child labor, and corporal punishment. The corporal punishment is such a severe issue, which has caused most of the children's discomforts. As we look around, Corporal Punishment is never effective in the development of a child's personality but it has had a destructive effect on his/her personality. Corporal punishment, although the government has banned it, has been practiced in different ways in schools almost in all parts of Pakistan; it has caused a great national loss. Nonetheless, various projects have been initiated by governmental and non-governmental organisations, but results have not been achieved successfully.

The use of corporal and non-corporal punishments at school is considered the primary means for regulating the discipline of students (Gershoff, 2002). Corp

oral punishment is one of the dangerous aspects of an adult / student's education that keeps vacating the roots of the student's personal and academic growth.

According to Coyne (2007), a corporal punishment has physical and psychological adverse effects on adolescents. Corporal punishment may be used in different forms such as kicking, smashing, scratching, pushing, ear pulling and wrestling. Corporal punishment can be referred to by Straus and Stewart (1999), as "The use of the physical force to produce pain, not hurt, to correct or regulate the conduct of a child."

Corporal Punishment

Corporal punishment is one of the main challenges faced by the fair access of primary and post-primary schools to quality education. There are already a large number of pupils dropping out of primary schooling. This adverse condition is due to many problems, including the common use in schools of corporal punishment. The high dropout rate presents a challenge not only to graduation rates but also to the schools' achievement of

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gender equality. while corporal punishment the girls suffer more from child neglect and harassment. " Any punishment used by the power to cause any pain or discomfort, while illuminated, is described as corporal punishment by the UN Committee on the Rights of the Children, 2006."

The term 'corporal' or 'physical punishment' means any punishment that might include a baby kicking, hitting, punching, spangling, a kid's hand or instrument (sticking, belting, shoe, wooden spoon etc.) that results in any degree of pain or discomfort. Corporal punishment allows for physical punishment like deliberate suffering and possible revenge for injustice or retribution or the transformation of wrongdoers or possession of unwelcoming behaviors. The word is usually meant to punish the wrongdoer in private, educational, or judicial settings with an open hand or an implement (Hyman, 1995).

Corporal punishment can be described as 'the use of physical force to correct or control a child's conduct to cause pain but not harm' (Straus and Donnellies 2005). Gershoff (2002) further elaborates that the body punishment is termed as actions that are not seriously damaged (e.g. spank, slap) are considered to be physical violence, contrasted with activities that cause harm (e.g. punching, burning). (Gershoff 2002). Punishment usually involves some form of pain, a disciplining technique in which, after a mistake, something unpleasant or constructive corrections are withheld, to Peterson (1982) so that they happen in the future with little incidence. All of those stringent disciplinary steps taken by authoritarian / repressive parents and children teachers lead to anti-social behaviour, to university failure and to social rejection. Both symptoms also decrease self-esteem and exacerbate depression, which in effect contributes to the risk of youth crime (Patterson 1982).

Corporal Punishment at School

Corporal punishment is subject to the statute that mandates a parent that a school is entitled to students in the same way as their parents. The official authorities have to clarify, in areas where corporal punishment is allowed, what can be used as a compliance action. Staff members are responsible for the strokes caused and it is decided whether they are contacted or notified to parents or guardians of the strokes. It depends on the careful planning of the laws and their strict implementation. This allows them to prosecute the law (Hyman, 1995)

Corporal punishment is the deliberate humiliation of an offending infant (Giles & Straus, 1997). Children may suffer from any illness, but this is a sort of non-physical punishment. Their health is significant. If a child is sore during a wound, the pain is not intentionally inflicted, but instead is applied to the healing and injury processes. Corporal punishment is directed simply at enforcing punishment (McCord, 1991).

Corporal punishment has been addressed and included in numerous research, which lead to illegal actions such as theft, truancy, escape and school conduct, as well as to social behavior such as deception, stealing and bullying. (Burt, 1925; Gove & Crutchfield, 1982; Hetherington, Stouwie, & Rii, 1997; McCord, 1997; McCord, W., & McCord, J. 1959) When teachers and parents seek to reduce their child's behaviour, corporal punishment appears to have a longer long-term effect (Straus, Sugarman & Giles-Sims 1997)

Soneson and Smith (2005) noted that there are claimants who think the importance of corporate punishment for education is significant and that the advantage for children is smacking and beating because the values of respect for parents and teachers cannot be achieved if it doesn't slap. The values are as follows: love of parents and teachers, sense of good and worst.

Moreover Andero and Stewart (2002), Benatar (2009) accept that the evidence that corporal punishment in schools contributes to better discipline, improves the creation of morality in children, or increases the esteem of teachers or other authority by the students, is not clear, since it does not educate a child in the right way and without the use of substitution acts.

Most educators face disciplinary challenges beyond their own knowledge and skills. Teachers have tried to find solutions to certain discipline issues in response to this need. For example, some schools will be subjected to alternatives other than corporal punishment which are beneficial for their society, such as the Saturday afternoon workgroup, safe drinking and parental advice, the transfer of the pupils to approve schools or the intervention of police in cases of extreme crime (Betz, 2005)

Rafferty and Griffins (1996) thought that the only remedy for a severe crime is therapy and not corporal punishment. Suspension can only be used if an attacker harasses or offers a negative example to other students. Tattum (1989) has put forward various approaches to destructive behaviour. Good behaviour, although bad

conduct, should be rewarded. Consulting can also be used by school administrators and pastoral services. Teachers act as mentors and counselors for students with difficulties. They are also disciplinaries of people who are worried about actions. Misconduct discipline may involve arrest or suspension.

Gichuru (2004) proposed that teachers seek a disciplinary tactic to revoke those privileges. Teachers can also select and take advantage of programs that are of benefit to students. Such events include a discussion group, participation of students in educational activities or poetry for educational purposes.

Statement of the Problem

In Pakistan, physical punishment is more commonly practiced in different ways, especially in the public sector, while in the country it is forbidden. The young generation experienced a great loss as a result of this exercise (disappearance, failure, and dropout). This repeatedly said that it was not compatible with the convention to require legal and social recognition of the physical punishment for children in and around the building. Tacite cultural approvals concerning the use of violence in disciplining children however permit and even promote the use of corporal punishment by parents, guardians and teachers. In 2019 there were a few cases of corporal punishment, resulting in psychological trauma, physical harm and even death, from various locations around the country.

The aim of this paper was to assess the impact of Corporal punishment in primary schools of Gilgit on academic performance of students. Three research goals were achieved in the analysis. The objectives was to identify various impacts on corporal punishment in Gilgit Baltistan primary schools of academic performance, to identify alternatives to primary school corporal punishment and to examine how the administration of penalties by the teachers affects the academic performance of students.

Objectives of the Study

The objectives of the study were as follows:

1. To identify multidimensional impacts of corporal punishment on the affected children, from educational, academic, social, cultural, and psychological aspects
2. To find out the impact of corporal punishment on the primary level dropout of the student.

Research Questions

For this purpose, the following research questions have been asked for answers;

1. What are the corporal punishment effects on children at primary level?
2. What are the causes of corporal punishment of students at primary level?
3. Is corporal punishment a means of wasting education (drop-out, over and over)?
4. Is corporal punishment rather than academic achievement an intellectual disaster?
5. Is the social reinforcement of corporal punishment?

Significance of the Study

The research first explores the consequences of corporal punishment from different social, economic, financial and psychological perspectives. By the end of the matter it is hoped that the quarters involved would reveal certain secret facts and that the cogent remedy will be used further. The politicians and other people concerned should contribute to the outcomes of this study by looking for acceptable ways to punish the students. This thesis provides an insight into common problems from various perspectives for researchers and social scientists to thesis and thus add to the established knowledge of the topic. In the schools where the teachers are doing their jobs well keep in view the psychological aspects in the studies may be awarded. This research focuses primarily on the influence of corporal punishment on school students in the broader region; it provides insight on the matters of the students, teachers and parents.

Delimitation of the Study

The present study was limited to the primary level of district Gilgit. This research work was delimited to the twenty (20) primary school students, teachers, and parents.

Material and Methods

Research Design

In order to properly investigate the project, twenty (20) schools in the local area have been selected and their staff, students and parents have been targeted for interviews. No questionnaire was communicated to any teacher, influential parent or student in order to have direct contact with the community and the teaching staff. The following methodology has been adopted: -

Research Methodology

This section of research design explains analysis for the thesis and the various components used in the design.

Nature of the Study

The study is entirely descriptive. Interviews were prepared to acknowledge the perception about Psychological Problems of the students and teachers.

Population

The research population contains all the primary schools of the state of Gilgit Baltistan.

Sample

Twenty primary schools were selected as sample of the study. Moreover 60 students selected from twenty primary schools

Tool for Collection of Data

Data collected through questionnaire and interview from students.

Interviews of Students

In all 20 schools in the area, 60 students from different classes who were able to analyze problems and situations were asked about the prevailing situation in their schools.

Data Collection

The researchers visited the sample schools personally and all these tasks were carried out by the students.

Data Analysis

The researchers then systematically organized the data and organized the data as a table. Data was gathered through tasks. Tasks and data were tabled and evaluated by methods of frequency and percentages.

Results

The collected data was presented in tabular form by applying descriptive statistics such as frequency score; and percentage for data analysis. Detailed descriptions of the results were presented in the following tables;

Table 1. Perception of Student Regarding Corporal Punishment

S. No	Question Description		SA	SDA	UN	Total
1.	Corporal punishment as controlled behavior source.	Freq	30	20	10	60

		%age	50	33	17	100
2.	Corporal punishment badly affects child's morality.	Freq	35	20	5	60
		%age	58	33	8	100
3.	Corporal punishment leads to children taking alcohol and other drugs	Freq	40	10	10	60
		%age	67	17	17	100
4.	Corporal punishment allows for student regularity	Freq	30	20	10	60
		%age	50	33	17	100
5.	Corporal punishment raises the number of people leave school before the day ends	Freq	25	20	15	60
		%age	42	33	25	100
6.	Corporal punishment decreases student's learning ability	Freq	30	20	10	60
		%age	50	33	17	100
7.	Corporal punishment leads to dropout	Freq	45	10	5	60
		%age	75	17	8	100
8.	Physical punishment helps child perform better in class and school	Freq	20	25	15	60
		%age	33	42	25	100
9.	Physical punishment leads to corrects students' behavior in class	Freq	15	30	15	60
		%age	25	50	25	100
10.	Physical punishment is a successful way to control the Class	Freq	10	45	5	60
		%age	17	75	8	100
11.	Corporal punishment remains a hurdle in maintaining the successful relationship of teacher students	Freq	28	22	10	60
		%age	47	37	17	100
12.	Corporal punishment leads to student depression	Freq	32	22	6	60
		%age	53	37	10	100

The following findings indicate that multiple factors are linked to students' understanding of corporal punishment. The first items demonstrate the findings that the majority of respondents who are 50% said that they earned punishment for disciplinary behaviour. For the second things, 58% of those interviewed said that corporal punishment influenced the morality of children seriously. In the third category, 66 % of respondents said children used alcohol and other substances under the body's punishment. Fourth point: almost fifty respondents said that corporal punishment does not make the students disciplined in school. Fifth, the majority, 40% of respondents, said that the bodily sanction rose by the end of the day. The sixth item showed that almost 50 % of respondents said that bodily abuse impaired student performance. The seventh item showed that 70 % of respondents said the death penalty was a significant cause of withdrawal. The eight-point showed that most of the participants did not believe that corporal punishment led to the success of children. In the ninth item majority, 50 % of participants said that student conduct was not punished by physical punishment. In the tenth item, 75 respondents said that corporal punishment is not a good way to regulate the class. The eleventh item showed that 47 percent of respondents said the students were not motivated by corporal punishment. The last point showed that the bulk of the respondents were 50%. Telling the body punishment was an obstacle in the development of a good relationship between teacher students.

Findings

The study's key results were; students' interpretation of bodily punishment. All schools have written rules and regulations that they do not understand, some rules and regulations require changes, while others lack continuity in enforcing them, which increases the frustration of the students that leads to abuse, strikes and aggression. In school, too, time is badly controlled where the timetables drawn up are not followed. Punishments that cause frustration, rage and thus encourage acts of indiscipline such as attacks, destruction of school property as well as aggression between students were found to be unfairly implemented.

Conclusions

It is concluded that corporal punishment has been found in all ways as an aid to primary education. The study found that primarily dropout, tensed relationships between students and teachers, impaired learning atmosphere, violent attitudes of the students, child indulgence in alcohol and other criminal actions, immorality, class absenteeism, low academic performance and threats to the teachers, are negative consequences of corporal punishment. The study shows that the majority of the parents are illiterate who consider corporal punishment beneficial for their children; according to them CP is an ideal strategy for developing character and guiding the students. Besides these effects, psychological concerns are also crippled by the self-esteem of the students and loss of trust. In short, corporal punishment has been observed as an adverse act of education development and the government of Pakistan has shown least consideration to take any clear legal measures for the prohibition of corporal punishment.

Recommendations

It is highly recommended that in future the teachers who are to become on Government pay roll must avoid corporal punishment. Within this study, some problems related to the use and impact on the social, economic, employment, psychological, legal and medical aspects of the student were found. The study investigated The government requires educational reforms to prioritize the abolition of corporal punishment through practical action in addition to other appropriate interventions in order to reduce the use of physical discipline in schools. If the traditional rules and regulations on education are replaced by the new one, the essence of modern education will be achieved.

Teachers at all levels, i.e. To order to willingly discourage the practice of corporal punishment, lectures, conferences, collaborative forums, and other thought-provoking programs, from primary to primary schools should be made aware of the negative effects of corporal punishment.

Parent Teacher Councils (PECs) play their part in developing working ties between teachers and students and make progress on resolving all new problems at schools. Parent Teacher Councils (PTCs) Daily meetings of the parent teacher committees are important and proactive steps must be taken to ensure regular meetings

Schools can be made more appealing by including a range of balanced extra curricula such as sports, workshops and conversations that gradually create a learning atmosphere. This is recommended that teachers should learn class-related skills, alternative forms of physical discipline and prevent the teachers to control the students with body penalties.

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