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Nexus of Students Behaviors and Teachers Attitudes with Corporal Punishment in Peshawar Schools

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ARTICLE DETAILS	ABSTRACT
History: Accepted 12 Nov 2020 Available Online 31 Dec 2020	<i>Throughout the world corporal punishment is seen as initial matter. In order to ensure discipline, institutes used corporal punishment as a tool. This study is undertaken in the background of emerging nations particularly Pakistan. It has been observed that on account of corporate punishment in Pakistan mostly students quit educational institutes. The current study discovers the occasion on teacher's perception regarding corporal punishment across various chosen institutes of KPK. This study targets several well educational institutes of Peshawar, utilizing a survey questionnaire as the data collection instrument. The results show that corporal punishment, as a tool leaves negative indelible imprints on the minds of students and needs to be discouraged. Several methods alternative to corporal punishment for controlling student's behavior are unknown to teacher. Further, this study exhumes alternative methods that helps teacher in controlling students' behavior in the schools.</i>
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1. Introduction

Corporal punishment, as a physical punishment involves usage of physical force to inflict pain and discomfort. This takes many forms such as hitting children with hand or a twig, lash, strap or with anything that can appear painful to the subject. Hitting also has many forms such as smacking, slapping, kicking, shaking, throwing kids and spanking, burning part of their skin, forced injection and scolding (UN committee, 2007). Morrow and Sing (2014) are of the view that the practice of physical sentence impact child's mind, academic performance badly, thus resulting in low level of class participation and interaction. The fear of corporal punishment makes a child to avoid and skip school.

Further, child loses self-worth and self-esteem through fear that rules his mind.

Straus (1998) succinctly summarizes different forms and methods of corporal punishment. These include shoving, hitting, punching, kicking, slapping and usage of sticks and belts. Besides these, child is forced to go through different postures such as raising hands in the air, stoppage of urine or stool elimination. Straus and Donnelly (2005) identified that child reading to adult loud has tasted some kind of physical punishment. Corporal punishment is limited only to some single purposes; to discipline child. Though the contention of compared punishment is not supported by several practitioners, yet most of them are in favor and considered it as an effective tool to induce discipline. Keeping in view the status of middle-income countries where education system is in fledgling state and class rooms are overcrowded, teachers view them-selves as disempowered and considered corporal punishment as an effective device to develop come over large number of students.

Though it is an established fact that corporal punishment is viewed as an uprising issue worldwide, yet the punishment has earned the negative responses during the past decade. It has greatly impacted the student's mind and leading to decline in their productivity and confidence. In many teachers' point of views, they are considering essential to have corporal punishment as a weapon against and they want that their morality should be in balance. The extant literature depicts that usage of corporal punishment as a device leads to lack of student's interest in their studies particularly in developing countries like Pakistan. The study adds knowledge to main body of corporal punishment through focusing on few selected schools in context of Peshawar, Pakistan.

The study focuses on two contrary perspectives on the issue of corporal punishment and those who favor and those who are against. This current study, through usage of statistical tool analyzes the responses gathered from teachers of KPK's top notch educational institutions like Peshawar model educational institute. In accordance to certify information collected the study explore whether corporal punishment as a tool ought to continue or should be discontinued in the selected schools. The debated with teachers to know the reflective relative issues about corporal punishment.

Research Questions

- What are empirical evidences regarding the relationships between teachers' view/perception as teachers' lack of knowledge, frustration, class control problems and home issues or domestic problems of teachers leading to corporal punishment?
- What relationship exists between students' behavior and corporal punishment?

Research Objectives

Our study attempts to achieve the following research objectives:

- To analyze and provide empirical evidences between the relationships between teachers' view/perception as teachers' lack of knowledge, frustration, class control problems and home issues or domestic problems of teachers leading to corporal punishment.
- To find out the relationship between student's behavior and corporal punishment.

2. Literature Review

Corporal punishment, according to Straus (2000) stands for usage of force meant for altering child's behavior, nor injuring him/her. Flynn (1994) stated that families in America expect and accept the physical punishment of children. A strong support on behalf of parents leads to strong observations. This makes the situation more serious as teacher starts playing role of parents. The corporal punishment negatively impacts the students if it crosses a threshold. It is considered as a threat to the

physical and mental condition of a child.

School greatly influences the child intellectual development. Teachers are taken upon as learning teacher and on position of discipline in charge this behavior changing into using corporal punishment as their last option (Yousaf, Attiya, & Kamil, 1998). It is established that many people show strong opposition to indicting corporal punishment; study reflects that many teachers and parents considered it as a potent tool to improve child's performance, in school and amending their misbehavior (Hang & Tom, 2013). It is observed that institutes rules and regulations keep students' behavior on track and force students to seriously follow them in true letter and spirit (Cameron, 2006). There are several reasons for inflicting physical punishment (PP). Students face punishment for not adhering to institutes codes of conduct or sometime teachers punish the students on base of unjustifiable grounds. It is important to look into more detail the impacts of these punishments (Science, 2015). Through certified information we gather an idea that there are various kinds of misbehavior discover in students (Atici, 2001). Atici and Mary (2007) stated that teachers apply strategies for averting misbehavior in students that have minimal negative effect.

It is found that most of teachers choose their behavior rather than corporal punishment (CP) as a weapon for reducing negative effect on children. They employed the strategy to carryout classroom atmospheres friendly. This study has out lined certain strategies employed by the teachers to stop use of the physical force. It is of utmost importance to streamline student's behavior, which will help them not only in their education, but also in their professional lives.

Some of the time moral problems could be identified with explicit settings; for instance, Pope et al. (2009) studied the qualities that conflict when instructors experience moral difficulties in making understudy evaluations. A few researchers allude to the significance of utilizing genuine good problems to improve a school staff's ethical thinking (Gunawan, Utanto & Adi Mareta, 2017; Hedayati et al., 2019).

Whipping (CP) at schools is one of the most frightful encounters that youngsters are looking in Iran. Lamentably, little consideration has been paid to it (Bazargan & Lavasani, 2003). Socially, training is one of the main needs in the Persian family. Oveisi et al. (2010) found that 80% of guardians have confidence in the need of discipline for instructive reasons. 20% of them applied extreme CP themselves at home (Jaghoory et al., 2015).

Bazargan and Lavasani (2003) found that Iranian young men showed a more serious hazard to be rebuffed to their instructor than young ladies. Most students accept that school specialists enable the instructors to rebuff them physically, and, besides, to rebuff them again on the off chance that they grumble (Jaghoory et al., 2015).

An examination by Sheikattari et al. (2006) additionally from Iran, demonstrated that 43% of understudies revealed having been physically rebuffed at school. Mother's habit, poor parental connections, and residency in rustic territories, were hazard factors for PP both at home and school. In a similar report, 54.4% of youngsters detailed encountering some sort of disregard at school (Jaghoory et al., 2015).

Kuhestani (1997) found that 47.8% of young men had encountered CP by school staff. There was a positive correlation between CP, discouragement, and scholastic disappointment (Jaghoory et al., 2015). Comparable discoveries have been made in different nations (Mahmoud et al., 2011; Jaghoory et

al., 2015).

Shidler (2001) considered discipline as an off shoot of exercise and evolving process through which students learn self-discipline proficiency and submission to define rules. Discipline is the process which makes an individual to submit all his wishes and desires and choose effective course of action. Study of Naz (2011) reflects a comment of Pakistani government school teacher that student cannot learn without use of stick. It is claimed that corporal punishment in Pakistani society constitutes an important tool, which forces 35000 students in Pakistan to quit their educational institute. The author further stated the overall four out of every five students in Pakistan found themselves under umbrella of corporal punishment. Discipline on the other hand is not concerning as sentence as it is devoid of force, pain and frustration. Through training children discipline their life to attain excellence (WHO, 2009). There were times that on account of lack experience to discipline students, teacher used corporal punishment as a last resort to discipline their students.

Pakistan is among those countries which has been the member of UNO in the category of children right protection particularly and has been getting expertly it's in the child betterment (Mubarak, 2014). In spite of inking UN convention regarding protection of children rights kids in schools and madrassas are facing corporal punishment. Those children who pass through physical and mental trauma lead to emotional disturbances. In some cases, they are sexually abused in homes and different work places (Solberg, 2009).

Addison (2015) finds that teacher in many cases apply corporal punishment to make students to behave in respective manner. Various opinions hover in researcher's circles about corporal punishment. Many opposed it while others speak in favor of it till the corporal punishment is inflicted at certain threshold level (Straus, 1991). Some studies reveal that infliction of corporal punishment leads to damaging of child's personality, thus causing problems like anxiety, depression whilst other consider it as a weapon to discipline students. A criticism is hurled regarding the current research methods for deserting positive effects of research methods for overlooking the positive effects of corporal punishment statement (Baumrind, 1996). Parents in order to correct mistakes of their children also use corporal punishment, but punishment commensurate with mistakes committed by child (Benatar, 2001).

Pate and Gould (2012) stated that in United States there is no law which prohibits the use of corporal punishment. 20 states in USA use it illegally. Even 88 of different Countries in the world got green signal to practice corporal punishment, whilst other 109 have banned it. Those regions which legalized its usage are alone and they are well aware of its positive effect in the context of discipline as its immediate consequence. Greydanus (2003) stated that usage of corporal punishment cannot make child to behave positively; however, it forces child to adopt opposite and aggressive behavior. Many studies reflect alarming figures regarding drop out of students due to corporal punishment. In Nepal 14% of drop-out are due to corporal punishment. This shows negative effects of corporal punishment and acting as a stumbling block in way of creating friendly learning environment (Pate & Gould, 2012).

Corporal punishment as a tool was also practiced by Romans, Greeks and Egyptians to discipline their school boys. Even in USA there is no existence of precise law that bans CP in schools (Hyman, Irwin & Lally, 1982). Beazley, Bessell, Ennew and Waterson (2009) stated that children never learn and behaved positively if CP is inflicted, on contrary it makes them sad and dishearten making their behavior more violent and less productive. Furthermore, research work of Gulec and Alkis (2004) reveals that teachers at primary level employee similar methods. In this regard the current study aims

at visualizing the use of CP by teachers to control student's behavior. This study in comparison to other studies not only focuses on problems caused by CP, but it appraises readers about many effective alternatives for controlling students' behavior and making them less aggressive in their attitude. Though study is limited to KPK, but it would guide those who want to pursue their topic of corporal punishment at regional and global level.

Khan, Khan and Gul (2020) narrated that the policies of government today has focused on education policy specifically from different perspectives and thus it has increased enrolment of students in variety of schools. Rafique, Tatlah and Shabbir (2020) argued that education institutions specifically the colleges and schools are the places where grooming of individual personalities takes place.

3. Conceptual Framework

Model 1

Independence variables

Dependent Variable

Model 2

Independent Variable

Dependent Variable

4. Hypotheses

Following are the hypotheses of this study:

- H1:** A significant relationship exists between teachers' view/perception as teachers' lack of knowledge, frustration, class control problems and home issues or domestic problems of teachers leading to corporal punishment.
- H2:** A significant relationship exists between student's behavior and corporal punishment.

5. Research Methodology

Faculty serving in Peshawar Model Educational Institutes in Peshawar is taken as target population. A sample of this study is made up of faculty including males and females serving in (PMEI) Peshawar Model Educational Institutes. To gather information regarding faculty and faculty attitude towards physical punishment samples in different schools have been taken gender wise from different areas, 80 participants were nominated. The sample comprises 80 instructors who represent the population of 410 instructors. Their ages fall in from 20 to 48 years. The first 43 teachers are from city and the rest of 37 teachers are from rural areas. These teachers conduct their classes from grade 1 to grade 10th.

The group of 47 teachers in the sample can be categorized as female while 33 of them were male teachers. A survey is conducted and data is collected through Comprehensive questionnaire containing open-ended questions are used to collect the data. Each survey was composed of 20 questions. The survey was short enough to keep the concentration/focus of the applicants.

3.1 Analysis

After collecting the questionnaires back from participants, the questionnaire was keenly investigated to find out the answer to research questions mentioned above. for the answers to the research questions. Statistical Package for Social Sciences (SPSS) is run for data analysis and used linear regressions.

Model 1

$$CP = \beta_0 - \beta_1 L_K + \beta_2 F_R + \beta_3 D_P + \beta_4 C_{CP} + \mu_1$$

$$CP = 1.434 - 0.165 L_K + 0.038 F_R + 0.406 D_P + 0.183 C_{CP} + \mu_1$$

Model 2

$$CP = \beta_0 + \beta_1 SB + \mu_1$$

$$CP = 1.893 + (-.393) + \mu_1$$

3.1.1 Regression 1:

<i>Model summary</i>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.855 ^a	.731	.726	0.0954

Predictors: (Constant), Class Control Problem, Lack of Knowledge, Frustration, Home Issues.

Dependent Variable: Corporal Punishment

<i>ANOVA</i>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.238	4	1.060	5.078	.000 ^b
	Residual	15.649	75	.209		
	Total	19.887	79			

a. Dependent Variable: Corporal Punishment

b. Predictors: (Constant), Class Control Problem, Lack of Knowledge, Frustration, Home Issues

<i>Coefficient a</i>							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	1.434	.310		4.622	.000	.816	2.052
Lack of Knowledge	-.165	.109	-.160	-1.520	.003	-.381	.051
Frustration	.038	.108	-.036	.349	.002	-.252	.177
Home Issues	.406	.112	.385	3.613	.001	.182	.629
Class Control Problem	.183	.116	-.166	1.574	.002	-.414	.049

3.1.2 Regression 2:

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.390 ^a	.152	.141	.44834

a. Predictors: (Constant), student Behavior

The value of R (.390^a) and Adjusted R Square for CP is (.141). It shows that model is good fit and having strong relationship between independent and dependent variables

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.809	1	2.809	13.974	.000b
	Residual	15.679	78	.201		
	Total	18.488	79			

a. Dependent Variable: corporal Punishment

b. Predictors: (Constant), student Behavior

Coefficient							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1Constant	1.893	.150		12.580	.000	1.593	2.192
student Behavior	-.393	.105	-.390	-3.738	.000	-.602	-.184

Dependent Variable: corporal Punishment

The alpha values appeared above 0.70. The analysis of data for model 1 showed that there exists a strong relationship between independent and dependent variables used in our study. R in model summary shows the strength of association. The value of R was 0.85 which shows that the strength of predictors constituting lack of knowledge, frustration, home issues and classroom problems and dependent variable corporal punishment. R square gives us the idea about variance explained in the dependent variable due to variation in the independent variable. The value of R square was 0.73, which means that independent variables causes 73 % variation in dependent variable which is corporal punishment. The coefficients table reflects the results of varying co-efficient of four independent variables as teachers' lack of knowledge, frustration, class control problems and home issues or domestic problems of teachers leading and dependent variable corporal punishment. Taking into account the results, the value of β for Lack of knowledge was - 0.165 which means that one unit increase in lack of knowledge will results in .165 decreases in corporal punishment with p value as 0.003.

Similarly, through results, we found that positive relationship exists among the three remaining predictors as frustration, home issues and classroom problems. Their β values as 0.038, 0.406 and 0.183 which shows that one unit increase in these predictors will bring 0.038, 0.406 and 0.183 degrees increase in corporal punishment with p values as 0.002, 0.001 and 0.002 respectively. The reflection of

p values of above-mentioned independent variables is less than 0.05 showing that these co-efficient are having significant impact on dependent variable which is corporal punishment. This factual information supported our hypothesis 1.

Further-more, the analysis of data for model 2 showed that value of R was 0.390 which shows that the strength of predictor variable which is student's behavior and dependent variable which is corporal punishment is 39 %. The value of R square was 0.152 which means that independent variables causes 15.2 % variation in dependent variable which is corporal punishment. Taking into account the results, the value of β for student's behavior was 0.393 which means that one unit increase in student's behavior results in 0.393 degrees decrease in corporal punishment with p value 0.000. This factual information supported our hypothesis 2 and confirms that there exists strong relationship between independent variable which is student's behavior and dependent variable as corporal punishment.

4. Discussions and Conclusions

The following conclusion is gathered through analysis:

A significant relationship exists between teachers' view/perception as teachers' lack of knowledge, frustration, class control problems and home issues or domestic problems of teachers leading to corporal punishment.

A significant relationship exists between student's behavior and corporal punishment. CP as a matter of fact is considering one of the most lethal procure to maintain balance in out society further reflective considering best for child behavior. It is found to be an inefficacious way to discipline students in educational institutes. It is noticed that those faculty members do not have strong foundation of teaching methods and lack command over their subject matter are prone to apply corporal punishment. CP, as tool leaves drastic effects on the mind of students, therefore it is pertinent for faculty to show great aversion to the use of CP. Those teachers who lack experience and knowledge about class management techniques need to go through training sessions during training sessions they need to be apprised of drastic consequences of CP.

The current study revealed certain causes such as control problem, domestic issue and frustration which makes teacher's mind to apply CP. Teacher's temperament should not such that leads to strangulation of student's mind and develops anxiety and personality problems. CP as a social evil flourish due to lack of awareness on part of society as a whole.it is turn into a social dilemma. There was no clear evidence which support the contention that application of CP help to bring out good in class control as below.

- It leads to severe consequences on student's physical mental and conscience attitude.
- It does not lead to student's academic success in institute.
- Continual and consistent usage of CP leads to offend and violence in schools and society.
- Teachers need to rely more on application of alternative ways to discipline their students and to keep in-order to utilize other optional ways of discipline, developing a strong control in classroom rather than applying CP.

It is important for any educational institute to create such environment in classroom that helps in maintaining control and allow smooth flow of communication between teacher, parents and students. This will enhance positive and fruitful relationship between these three actors. In order to allow such environment to flourish faculty needs to develop requisite skills to ensure creation of supportive and conducive environment. The faculty needs to depict the following pertinent qualities as.

- Developing knowledge and expertise in growth of fledgling minds
- They need to be interactional with students during whole academic sitting.
- They need to develop passions to make young generation to learn.
- Their knowledge to create health and friendly atmosphere will help in ensuring student's respect and self-esteem.

Teachers need to focus on scholastic arguments with students without involving in loose-win contest. Teacher should involve parents' involvement in any decision affecting their child be given high priority. Inputs from faculty will help to derive support from teachers regarding implementation of development strategy, modification in educational targets, and enactment of brand will prepare developed disciplinary codes.

It is pertinent on part of educational institutes to lend resources to their faculty for helping them to develop control over students. Their proper training before and during service needs to be pursued. This will divert their mind in applying any aggressive mode of punishment as will help them in getting knowledge about short- and long-term aggressive effects of corporal punishment on student's concentration.

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