Forms Of Corporal Punishment (Cp) Infliction, Its Causes And Impact On Academic Performance And Personality Of Elementary Students

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Abstract

Corporal punishment (CP) is reported as a brutal act of teachers which vacates the roots of students’ personality and has adversely negative effect on their academic life. This study aimed at exploring the prevalent forms of CP infliction on elementary students of District Lahore, to find out the causes of CP infliction, and to know its impact on their academic performance and personality. For this purpose a descriptive survey study was conducted. The data was collected from 1000 elementary students and 200 Elementary School Teachers/Educators (ESTs/ESEs) from public schools of District Lahore. Three different questionnaires: “Forms of CP Questionnaire” (FCPQ), “Impacts of Corporal Punishment Questionnaire” (ICPQ) and “Causes of Corporal Punishment Questionnaire” (CCPQ) were used to collect the data. The data was analyzed through calculating percentages and frequencies. The results showed that most of the elementary students are corporally punished by their teachers in the form of beating with sticks, cock positioning and slapping. CP is usually imposed in order to maintain classroom rules, make the students attentive in class and to improve their grades. CP was found to have negative impacts on elementary student’s academic performance and personality. Majority of the students agreed that CP decrease their concentration to learn the lesson, cause discontinuation of the study, lower their learning and decrease their motivation to learn. Also, most of them agreed that CP increases depression, lessens their self-esteem, heightens anger and enhances the feeling of loneliness in them. This study recommends to sensitize ESTs/ESEs about the adverse impacts of CP infliction on students and to train them to use alternative ways in order to eliminate CP in the schools.

Keywords: Corporal punishment (CP), Academic performance, Personality.

INTRODUCTION

Literature reveals that Corporal punishment (CP) infliction is deeply rooted in schools over thousand years (Ali, 2012). Corporal punishment is defined as deliberate application of physical force to cause bodily pain or discomfort to students in order to control, punish or correct their
undesired behaviors (Yaworski, 2012). It involves different forms i.e., “slapping, kicking, hitting, biting, scratching, spanking, smacking, pinching, punching, choking, shaking, shoving; using belts, sticks, wooden paddles, pins etc., making students to stay in painful body postures such as placing in closed places, pulling hair or boxing ears, doing excessive exercises like sit-stand, running etc., forcing children to stay in uncomfortable positions such as leaning over a chair or desk while punishing them on back” (Oteri, & Oteri, 2018, p. 125; Sofi, Najar, Dar, & Yousuf, 2017, p. 370).

In recent times, the debate on CP infliction has been almost settled down and numbers of educationists have agreed on negative impacts of CP infliction. As a result, CP due to its brutal consequences has been banned almost all over the world. But yet on operational basis, it has been considered as a necessary evil by most of the teachers. They impose CP on their students and believe that despite its negative effects, it is an obligation. Therefore, they inflict CP as part of instructional process in many schools all over the world (UNICEF 2001) despite of heavy legal restrictions (UNICEF 2005). In South Asian countries, school students are reported to be corporally punished as a routine practice (Ali, 2012; Ali, Mirza, & Rauf, nd).

Literature shows that CP is inflicted on students mainly for maintaining discipline, correcting misbehavior (Shah, 2006) and improving learning (Boser, 2001; Suleman, Aslam & Singh, 2014). Students are reported to be punished for creating disciplinary problems ranging from “minor infractions such as chewing gum, talking back to the teacher, or violating the dress code to more serious transgressions such as fighting” (Yaworski, 2012, p. 1038). Moreover, teachers’ excessive work load in understaffed schools is also a potential cause of CP infliction. Like other South Asian countries, In Pakistan, at many schools, a teacher has to teach large classes (over 100 students/class) and has to take two or three classes at a time (Save the Children & UNICEF, 2005). This over workload adds to teachers’ frustration and thus, leads to CP. Other factors that cause CP include like teachers’ habit, tradition, familiarity, faith, lack of knowledge and stress. CP is also inflicted when teachers get frustrated on their students’ poor performance (Middleton, 2008) and lack in strategies and skills to improve them. Advocates of CP believe that it is obligatory for avoiding students’ undesirable behavior and positive behavior modification.

CP is reported to be an inappropriate, deceitful, and dangerous practice as it construct uncreative, suppressing and punitive environment which put negative effects on students mentally, psychologically and academically. Therefore, CP is advocated to be planned meticulously and executed with great sensitivity only a last resort (Pandey, 2001; Yaworski, 2012). A number of studies revealed damaging effects of CP on social, psychological and moral aspects of students’ personality (Cox, 2013). Corporal punishment is reported to decrease students’ self-esteem and self-confidence, heightens anxiety level, aggression and destruction (Sofi, Najar, Dar, & Yousuf, 2017). It is also described to cause mental harassment, nervousness, sense of helplessness, sadness, inferiority complex, violent behavior, strictness, self-doubt, social withdrawal thus reducing students’ personality (Pandey, 2001). Morrow and Singh (2014) reported that CP deteriorates the personality of students by shaking their self-esteem, self-worth and making them afraid, depressed
and confused. CP also leads to violence and aggressive behaviors in students as it justifies that conflicts and unwanted behaviors of others can be dealt with physical torture and aggression (Gudyanga, Mbengo, Wadesango, 2014; Muhammad & Ismail, 2001). Students who receive long term CP are found to become physically aggressive. Thus, CP strengthens negative behaviors of students and made them violent (Olusegun, Olusegun, & Adelayo, 2017).

Corporal punishment is also found to lower down the students’ academic performance (Sofi, Najar, Dar, & Yousuf, 2017; Olusegun, Olusegun, & Adelayo, 2017; UNICEF, 2015) and academic achievement (Suleman, Aslam, & Singh, 2014). Morrow and Singh (2014) reported that CP renders severe detrimental effects on students’ academic performance and the related aspects such as low class participation, school fear, school hatred and school absence. Moreover, cognitive development of the students who are corporally punished is deterred by fear (Gudyanga, Mbengo, Wadesango, 2014). Ahmad, Said, and Khan (2013) reported that the students, who receive CP can’t actively participate in teaching learning process and show lack of interest in studies. Furthermore, CP decreases the students’ attention span (Najar, Dar, & Yousuf, 2017), interest, gradually deteriorates academic progress and lowers down grades. (Olusegun, Olusegun, & Adelayo, 2017). CP makes them to feel school environment unsafe and they hate to come to school, thus, leads to high dropout (UNICEF, 2015). CP is also described to inhibit learning and interfere with the accomplishment important developmental tasks (Sofi, Najar, Dar, & Yousuf, 2017). Olusegun, Olusegun, and Adelayo (2017) found that students who are corporally punished show negative behavior and a gradual regression in their academic progress. Government of Pakistan (2006) reported that students who never got punished by their teachers were found to perform significantly better than those who were inflicted by CP.

In spite of vast and frequent CP infliction in schools of Pakistan, the related studies are rare (Ali, Mirza, & Rauf, nd). Few researches conducted so far regarding the effect of CP on students’ academic performance at schools show contradictory results: some in favor (Suleman, Aslam, & Singh, 2014) and some in contradiction (Naz, Khan, Daraz, Hussain, & Khan, 2011; Ali, 2014; Ahmad, Said & Khan, 2013). Furthermore, there is hardly any study about currently prevalent forms of CP in Pakistani schools and its impacts on school students’ personality. Therefore, it was imperative to carry out present study. The main purpose of this study was to know the prevalent forms of CP infliction, its causes and impacts on academic performance and personality of elementary students of District Lahore.

Context of the Study

In Pakistan, CP is socially acceptable and has been testified to be often practiced in schools (Ali, 2012; UNICEF, 2001) regardless of strict ban by Government (Ali, Mirza, & Rauf, nd). Human Rights Commission of Pakistan (2005) and Ali (2012) reported that CP is frequently imposed on students in Pakistani schools for disciplining students. Pakistani teachers are reported to strongly believe that CP is an effective and compulsory way to correct the children’s’ behavior, disciplining them and to facilitate the learning process (Save the Children & UNICEF, 2005). As a matter of
fact, Pakistani teachers and parents believe that most children need to be corporally beaten (Aroosa, 2013). CP infliction is a routine practice in schools of Pakistan and most of the teachers punish their students almost daily (Ali, 2012; Ali, Mirza, & Rauf, nd). In the schools of Pakistan, a number of CP infliction cases have been reported by news channels, newspapers, and police stations. Due to its vast spread, all CP infliction cases neither can’t be informed nor are reported. Due to social acceptability factor, most parents don’t complain about CP infliction on their children or are locally settled by school administration. The school administration even mostly denies its application despite the vast use of CP in their schools. Therefore, only few of the cases get reported. Some of the reported cases are as under:

Muhammad and Ismail (2001) reported that the teacher broke the teeth of a girl by severely blowing on her face at Charsadda. Similarly, at Mardan the arm of another child was fractured when his teacher spanked him. They also documented that “A child was corporally punished, fell unconscious and was hospitalized for three days” (p.15). They further reported that a student in Haripur School after brutally punished by his class teacher got six stitches on eye. Pakistan Pediatrics Association found that 88 percent students of Karachi schools were receiving physical abuse (IRIN, 2008, May 22). Similarly, male students were hit with sticks and imposed to stand in “cock positioning” for coming late in class (Lahore news, 2017; 25-10-2017). A six-year-old was heartlessly spanked with a cane at a school in Attock for not recalling his assigned lesson (The Express Tribune, April 24, 2022). A Student of UP’s Allahabad lost his eyesight due to brutally thrashed by Vice-Principal. A nine class student of Karachi lost his hearing power due to CP at school (SAMAA, on Wednesday, 2017). Muhammad and Ismail (2001) stated that in a study conducted on 630 parents, seventy four said that their children were physically abused in schools which resulted in serious injuries. Torture by teacher in Larkana left student mute and paralyzed. It was found that all the 3,582 children were imposed CP in schools, seven percent suffered serious injury (Save the Children & UNICEF, 2005).

Unfortunately, a number of CP infliction cases have been reported in which teachers’ brutal act of CP caused the death of school students. Some of recent years cases include: “In January 2008, a 14 year old student at Government school in Hyderabad who was corporally punished by his teacher for not doing his homework, died after having three operations for abdominal injury” (IRIN, 2008, May 22, p.52 & 53). Similarly, an 11-year-old student of a public school at Lahore was corporally punished to death by his class teacher (World ASIA, September 12, 2006 by Amir Mir). According to Geo TV News, a total of 26 CP cases had been reported in police stations in 2006 which included death of two students and severe injury of eighteen (Cheema, 2007). In June 2017, another 11-year-old female student of a public school got hospitalized and died due to bone infection after being repetitively struck by with an iron rod by her teacher in Gilgit (Dawn, JUNE 02, 2022). Moreover, In January 2018, a nine-year-old student of a school in Karachi was reported to death due brutal act of his teacher as he hit him with a blunt object. On 5th September, 2019, Hunain Bilal, a 17-year-old student was “punched him repeatedly, grabbed his hair and hit his head against the wall, by his teacher because of not memorizing his lesson at school in Lahore. Hunain
died later that day (Ijaz, September 16, 2019 8:00 PM). Recently, Daily Pakistan (12:56 PM | 15 Nov, 2021) reported that a 14-year-old boy Hamza Wajid, a resident of the Millat Park Lahore, died after being subjected to CP by two of his teachers. Similarly, in Taxila, an eighth grade student died after being severely beaten by his teacher with a stick for being late to school. For one late attendance, the student’s time on earth was cut short (The Express Tribune, April 24, 2022).

The researcher in 2020 witnessed 8th class Math teacher of a public school punishing his students in cock positioning and beating them with the trunk of tree for failing in the test. The researcher in 2017 personally reported a public school teacher of 7th class of District Lahore, badly beating his students with sticks for not memorizing their lesson. Each student received three sticks on their backs. One of them on saying “Sir, I have pain on my back, you can hit me on hands”, received twelve sticks on his hands. In the reply of written explanation for this cruel act the teacher just wrote, “I didn’t beat any student, it was a misunderstanding”. Unfortunately, a number of students’ deaths have been reported as a result of brutally punished by their teachers. Other than the reported cases, many more remain hidden behind the curtains and as a matter of fact such statistics are endless.

Above data shows that in spite of strict official and legal ban, CP is still being inflicted vastly in schools of Pakistan. Research shows that the school teachers use CP in order to maintain discipline and enhance the learning of academically weak students. But, the current unsatisfactory academic performance and behavioral problems of the school students depict that CP infliction is not the solution of these problems. Numerical data shows that every year 35000 children are dropped out of schools in Pakistan. It is also reported that in Pakistan almost 50 per cent of the school students leave their schools due to CP infliction (PPI, 2009). This situation demands research in this area. In Pakistan, although, few important researches have been recently conducted regarding the impact of CP infliction on students’ academic performance (Anwar, Zeeshan, Gill, Raza, & Naqvi, 2021; Yousuf & Saboor, 2019), and personality (Munir, & Hussain, 2019), yet there is a gap as these studies are limited and no study encompasses all the aspects of CP like forms of CP infliction, its causes and impacts on students altogether. Moreover, these studies are inadequate to inform the School Education Department and related higher official administrative bodies about current CP infliction. Also, in order to convince and sensitize the teachers regarding negative impacts of CP on students, there was an urgent need to conduct more studies in this regard.

Population and Sample

The sample of the study included 1000 elementary students (male and female students of 6th to 8th grades) and 200 Elementary School Educators/Teachers (ESEs/ESTs) from twenty public schools: 10 Govt. Girls Elementary/High Schools & 10 Govt. Boys Elementary/High Schools of District Lahore. These schools were selected through Simple Random Sampling. Total of 1000 elementary students (500 males & 500 females) from grades 6th to 8th who were corporally punished by their teachers were identified from the selected public schools through the application of ICPRQ. Fifty identified victims of CP infliction were randomly selected from each school,
making a total of 1000 students. Also, 10 ESEs/ESTs who were teaching to these identified victims were selected from each of the school, making a total of 200 teachers.

**Research Instruments**

Data was collected through three different questionnaires; two for the students and one for the ESTs/ESEs. These questionnaires were developed by the researcher based on five point Likert scale type. These were dual language (English & Urdu) questionnaires in order to get valid data. The questionnaires were rated as Strongly Agree (SA=5), Agree (A=4), Undecided (UN=3), Disagree (DA=2), Strongly Disagree (SDA=1). The rating for negative statements was reversed. The detail of each questionnaire is as under:

1. Questionnaire-I: “Forms of CP Questionnaire” (FCPQ) was constructed to identify the elementary students who were victims of CP infliction and to identify the forms of CP inflicted to them. This Questionnaire included a total of 10 statements.

2. Questionnaire-II: “Impacts of Corporal Punishment Questionnaire” (ICPQ) was constructed to explore the impacts of CP on elementary students’ academic performance and personality. This Questionnaire included two parts: Part I was comprised of 15 statements about the impacts of CP on elementary students’ academic performance whereas; Part II was consisted of 10 statements regarding impacts of CP on elementary students’ personality.

3. Questionnaire-III: “Causes of Corporal Punishment Questionnaire” (CCPQ) was constructed by the researcher to find out the causes of CP infliction by ESTs/ESEs. This questionnaire was consisted of seven statements.

Both FCPQ and ICPQ were pilot tested on 30 elementary students which were not included in the subjects the study but exhibiting similar characteristics to them such as they were male and female students of 6th to 8th grades studying in the public schools of Lahore. Cronbach alpha reliability for these questionnaires were .87, .85 & .86 respectively. Questionnaire CCPQ was pilot tested on 30 ESEs/ESTs of public schools of Lahore. The Cronbach alpha reliability for this questionnaire was .79. All the questionnaires were validated by two of the field experts.

**Methodology**

This was a descriptive survey study. The data was collected from a total of 20 public schools: 10 Govt. Girls Elementary/High Schools & 10 Govt. Boys Elementary/High Schools of District Lahore. The researcher visited each school thrice to collect the data. The data was collected by the researcher herself within ten weeks. Researcher visited the selected schools and met the school heads, ESTs/ESEs and students to share about the purpose of the study and took their written permission for collecting the data. The researcher took the students in confidence that the data will be remained confidential and will only be used for the research purpose. The data was collected step by step.
During first visit to each selected school, in order to identify the elementary students who were victims of CP infliction and to identify the forms of CP inflicted to them., the researcher selected 100 students randomly from 6th to 8th grades and gave them FCPQ. Before filling the questionnaire, detailed instructions were given to these students. Based on the data analysis, fifty CP victims were identified. During second visit to each school, the researcher gave ICPQ to these victims in order to explore the impacts of CP on their academic performance and personality. The detailed instructions were delivered again about filling the questionnaires. During third visit, the researcher met 10 ESEs/ESTs, teaching to the identified CP victims. The research got filled CCPQ from them to find out the causes of CP infliction by them.

Results of the Study

Table 1: Percentages of Students’ Responses on FCP Showing Prevalent forms of CP Infliction

<table>
<thead>
<tr>
<th>Item #</th>
<th>Statements</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Abusing</td>
<td>54%</td>
</tr>
<tr>
<td>2</td>
<td>Beating with stick</td>
<td>83%</td>
</tr>
<tr>
<td>3</td>
<td>Pulling hair</td>
<td>40%</td>
</tr>
<tr>
<td>4</td>
<td>Standing in sun</td>
<td>48%</td>
</tr>
<tr>
<td>5</td>
<td>Shaking</td>
<td>52%</td>
</tr>
<tr>
<td>6</td>
<td>Twisting the ear</td>
<td>40%</td>
</tr>
<tr>
<td>7</td>
<td>Cock positioning</td>
<td>74%</td>
</tr>
<tr>
<td>8</td>
<td>Kicking</td>
<td>41%</td>
</tr>
<tr>
<td>9</td>
<td>Slapping</td>
<td>56%</td>
</tr>
<tr>
<td>10</td>
<td>Standing on chair for longer period</td>
<td>55%</td>
</tr>
</tbody>
</table>

Table 1 reveals that most frequent form of CP infliction to the elementary students by their teachers (ESTs/ESEs) was, beating with stick (83%) and cock positioning (74%). Slapping (56%), standing on chair for longer period (55%), abusing (54%) and shaking (52%) were also frequently used whereas, standing in sun (48%), kicking (41%), pulling hair (40%) and twisting the ear (40%) were used at minimum.
Fig.1: Percentages of Students’ Responses on FCPQ Showing Prevalent forms of CP Infliction

**Impact of Corporal Punishment on Students’ Academic Performance**

**Table 2:** Percentage of Students’ Responses on ICPQ (Part-I) Showing Impact of CP on their Academic Performance

<table>
<thead>
<tr>
<th>Item. #</th>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hinders class participation</td>
<td>30%</td>
<td>27%</td>
<td>12%</td>
<td>18%</td>
<td>13%</td>
</tr>
<tr>
<td>2</td>
<td>Helps to complete the home work</td>
<td>20%</td>
<td>10%</td>
<td>8%</td>
<td>30%</td>
<td>32%</td>
</tr>
<tr>
<td>3</td>
<td>Lowers the students learning</td>
<td>22%</td>
<td>29%</td>
<td>9%</td>
<td>30%</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>Forces to learn the lesson</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
<td>35%</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>Cause discontinuation of the study</td>
<td>36%</td>
<td>25%</td>
<td>11%</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td>6</td>
<td>Develop hatred towards the study</td>
<td>30%</td>
<td>25%</td>
<td>15%</td>
<td>16%</td>
<td>14%</td>
</tr>
<tr>
<td>7</td>
<td>Increase hesitation to get academic help from teacher</td>
<td>27%</td>
<td>30%</td>
<td>12%</td>
<td>13%</td>
<td>18%</td>
</tr>
<tr>
<td>8</td>
<td>Cause loss of interest in studies</td>
<td>35%</td>
<td>25%</td>
<td>10%</td>
<td>13%</td>
<td>17%</td>
</tr>
<tr>
<td>9</td>
<td>Enhance pressure to prepare the test</td>
<td>20%</td>
<td>18%</td>
<td>12%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>10</td>
<td>Cause low scores in test</td>
<td>20%</td>
<td>25%</td>
<td>16%</td>
<td>27%</td>
<td>12%</td>
</tr>
<tr>
<td>11</td>
<td>Enhance absenteeism</td>
<td>29%</td>
<td>21%</td>
<td>10%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>12</td>
<td>Lowers the students motivation towards learning</td>
<td>30%</td>
<td>30%</td>
<td>12%</td>
<td>10%</td>
<td>18%</td>
</tr>
<tr>
<td>13</td>
<td>Decrease concentrate on lesson</td>
<td>53%</td>
<td>30%</td>
<td>4%</td>
<td>4%</td>
<td>9%</td>
</tr>
</tbody>
</table>

According to Table 2, most of the elementary students agreed that CP decrease their concentration to learn the lesson (83%), cause discontinuation of the study (61%), lowers their motivation to learn (60%), cause loss of interest in studies (60%), hinders their class participation (57%),
increase hesitation to get academic help from teacher (57%), develop hatred towards the study (55%), lowers students learning (51%) and enhance absenteeism (50%). Majority of the students also agreed that CP neither help to complete the home work (62%) nor enhance pressure to prepare the test (50%). It is revealed that CP infliction put extremely negative impact on the academic performance of these students.

Fig.2: Percentages of Students’ Responses on ICPQ (Part-I) Showing Impact of CP on their Academic Performance

**Impact of Corporal Punishment on Personality Development**

**Table 3**: Percentage of Students’ Responses on ICPQ (Part-II) Showing Impact of CP on their Personality

<table>
<thead>
<tr>
<th>Item. #</th>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lowers self-esteem</td>
<td>35%</td>
<td>31%</td>
<td>14%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>Develop feeling of shame</td>
<td>18%</td>
<td>32%</td>
<td>20%</td>
<td>16%</td>
<td>14%</td>
</tr>
<tr>
<td>3</td>
<td>Enhance aggressive behavior/fight with fellows</td>
<td>19%</td>
<td>35%</td>
<td>15%</td>
<td>20%</td>
<td>11%</td>
</tr>
<tr>
<td>4</td>
<td>Increase depression</td>
<td>35%</td>
<td>40%</td>
<td>5%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>5</td>
<td>Heighten anger</td>
<td>31%</td>
<td>35%</td>
<td>14%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>6</td>
<td>Enhance feeling of loneliness</td>
<td>30%</td>
<td>32%</td>
<td>18%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>7</td>
<td>Increase fear</td>
<td>35%</td>
<td>20%</td>
<td>19%</td>
<td>16%</td>
<td>10%</td>
</tr>
<tr>
<td>8</td>
<td>Increase use of abusive language</td>
<td>25%</td>
<td>28%</td>
<td>17%</td>
<td>12%</td>
<td>18%</td>
</tr>
</tbody>
</table>
Table 3 depicts that CP put negative impact on the personality of elementary students as most of them agreed that CP infliction leads to increase their depression (75%), lowered their self-esteem (66%), heightened their anger (66%) and enhanced the feeling of loneliness in them (62%). More than half of the elementary students also agreed that CP enhanced fear, aggressive behavior, and use of abusive language in them (55%, 54% & 53% respectively). A reasonable number of elementary students also agreed that CP developed the feeling of shame in them (50%), caused physical injury to them (46%) and decreased their sharing with peers (35%).

![Fig.3: Percentages of Students’ Responses on ICPQ (Part-II) Showing Impact of CP on their Personality](image)

**Causes of CP Infliction by Elementary Teachers**

**Table 4: Percentage of Teachers’ Responses on CCPQ Showing Causes of CP Infliction**

<table>
<thead>
<tr>
<th>Sr.#</th>
<th>Statements</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To cater students’ absenteeism</td>
<td>48%</td>
</tr>
<tr>
<td>2</td>
<td>To make students regular</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>To control students’ noise in classroom</td>
<td>50%</td>
</tr>
<tr>
<td>4</td>
<td>To decrease student’s disruptive behaviors (fighting, use of abusive language)</td>
<td>56%</td>
</tr>
</tbody>
</table>
To enhance the achievement of low achievers/improve grades and result (68%)
To make non-serious students attentive in class (74%)
To maintain classroom rules (74%)

The data from Table 4 reveals that the most potential cause of CP use by ESTs/ESEs was to maintain classroom rules and to make non-serious students attentive in class (74% each). The second reason of CP infliction was to improve the result and grades of students and to enhance the achievement of low achievers (68%). The third cause was to decrease students’ disruptive behaviors (56%). A reasonable number of teachers also agreed that they have to use CP for controlling of classroom noise, decreasing students’ absenteeism and enhancing their regularity (50%, 48% and 30%).

Fig.4: Percentage of Students’ Responses on CCPQ Showing Causes of CP Infliction

Discussion

The results showed that elementary students of public schools of District Lahore receive CP extensively. Most of these students are corporally punished by their teachers in the form of beating with sticks, cock positioning and slapping. The findings of this study were aligned with the study of Ali (2014). The study also concludes that CP is usually imposed by ESTs/ESEs in order to maintain classroom rules, make the students attentive in class and to improve their grades.

The results also depicted that CP infliction renders adversely negative impact on elementary students’ academic performance. These results are aligned with previous studies so far conducted in Pakistan (Anwar, Zeeshan, Gill, Raza, & Naqvi, 2021; Naz, Khan, Daraz, Hussain, & Khan, 2011; Yousuf & Saboor, 2019). CP was also found to render negative impact on elementary students’ personality. Same results were reported in related studies (Hussain &
Muhammad, 2017; Munir & Hussain, 2019). Majority of the students agreed that CP decrease their concentration to learn the lesson, cause discontinuation of the study, lower their learning and decrease their motivation to learn. Also, most of them agreed that CP increases depression, lessens their self-esteem, heightens anger and enhances the feeling of loneliness in them. Same results were concluded by Naz, Khan, Daraz, Hussain, & Khan (2011).

Keeping in view the adverse negative impact of CP on students’ academic performance and personality, it is recommended that the ESTs/ESEs should avoid CP infliction to in order to maintain classroom rules, make the students attentive in class and to improve their grades. Instead they may look for other positive alternatives such as student engagement, field work, case study method and project based activities through creating a supportive learning environment as proposed by Ahmad, Said, and Khan (2013). The ESTs/ESEs must know and must be sensitive about the harms of CP infliction (Batool, Ali, & Mehmood, 2017) and they must also be trained regarding the use of other alternatives (Ali, 2012).

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