

## **Strategies Other Than Corporal Punishment And Learning Environment: The Case Of District Mirpur, AJ&K**

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### **Abstract**

Government of Azad Jammu and Kashmir has been making efforts to develop awareness in teachers to control the corporal punishment in the school which has been banned around the world for decades. This survey aimed to access the level of awareness of teachers about the ban on corporal punishment and methods of discipline they see as effective by applying the stratified sampling technique to select 400 respondents. The data was collected through questionnaire that was analyzed by employing Independent Sample Mann-Whitney U Test and one-sample Kolmogorov- Simonov test in SPSS. The study found that abolition of corporal punishment creates environment of learning and positive relationship between student and teacher. The study recommended to add ban on Corporal Punishment in Dastur-e-Amal, a training guide to teachers and available in every school by Boards of Education.

**Key Words:** corporal punishment, alternative strategies.

### **Introduction**

Research findings have revealed that a vital role has been played by teachers in influencing successful education (Hattie, 2009). Efficient teaching and learning process is unable to occur in an inadequately managed classrooms (Jones & Jones, et al (2003-2012) whereas effective classroom management usually riding on the rules, associated with building a constructive classroom situation including productive teacher-student relationship (Wubbels, Brekelmans, Tartwijk, & Admiraal, 1999).

Evertson and Weinstein (2006) have described that the procedures teachers take to establish an environment that encourages and helps both educational and social-emotional learning are considered as classroom management. Likewise, Sanjaya (2007) has indicated six roles teachers play for managing the class during the learning process, a) resource person b) facilitators c) managers, d) demonstrators, e) guide and f) motivator. Teachers switch among

these roles to motivate students for participation in learning process and avoiding punishments for less motivated students.

Different styles of corporal punishment have been used in schools to manage the classrooms and continue teaching process in around the world (Cheruvath and Tripathi, 2015) but as a result of these punishments learning process always suffered. Laing (2015) has highlighted that maximum countries of Europe, Australia, South Africa, and Canada recently banned the corporal punishments but, it is still used in many Asian, African countries and the United States. Indiscipline is a common challenge faced by teachers throughout the world (Kagoiya, et al (2017) and Hoover & Patton, 2005 have stated that one reality keeps on demanding even the most skilled teachers, the way one can handle constant behavior concerns in the classroom.

Punishment is deliberately presenting an unpleasant stimulus or taking something positive away (Jadoon et al., (2022; Ndemdu, 2013). The Republic of Uganda MoE and Sports May,2017 has explicitly highlighted the various categories of corporal punishment in use around the world such as hitting like slapping, spanking and smacking, children with hand or with an tool like stick or shoes, kicking, shaking or throwing children, scrabbling, pinching, burning, blistering, or compelling children to swallow something, ear twisting, standing on seat, and standing while at the same time keeping hands up and standing on one leg. In addition, there are other non-physical forms of punishment which are also brutal and humiliating and thus contradictory with the convention. These involve, threatens, scares, or ridicules the child.

Additionally, Roussow, (2003) argues that pupils who received corporal punishment show frustration in studies and poor performance therefore, they did not contribute willingly to the education. Similarly, Morrel, (2000) has found that the use of physical punishment negatively impacts on children's school attendance. Likewise, Boser, (2001) elaborated that students remained absent from class and this situation led to a long absence and learn aggression.

In a nutshell, Gracia and Herrero, (2006) have stated that the attitudes and beliefs of teachers influence students' attitudes toward learning therefore, physical punishment causes students' mental activity to reduce, irregularities in school, lack of participation and cooperation is lacking in co-curricular activities.

As discussed earlier, the ban on corporal punishment is strictly implemented in most of the countries where some countries still struggle to employ it completely in the classroom and Pakistan is one of them. Daily Times, (2005) measures have been introduced to stop the teachers to make use of corporal penalty in Pakistan. Education Department of Punjab has declared under the Punjab Removal from Office Ordinance 2000 that the occurrence of corporal punishment in schools will not be accepted and stringent action would be undertaken against teachers who violate the rule (as cited in Jyoti and Neetu 2013)

In October 2003, it was reported that Pakistan need to ban entirely all types of corporal punishment. For this purpose, UNICEF (2001) & Save the Children (2005) mentioned, it is needed to give knowledge among the individuals on the adverse effects of corporal punishment on pupils and provide teachers and parents training on non-violent forms of discipline as to prevent corporal penalty (as cited in Mirza and Ali 2014). The Government of Pakistan has also banned corporal punishment in December 2003 and the teachers have been well-ordered

to prevent brutal treatment with pupils. So also, the Government of North West Frontier Province (NWFP) now Khyber Pakhtunkhwa (KPK) has restricted corporal punishment in schools and instructed them to utilize unconventional strategies for educating students (Ullah et al., 2022). Tungata, (2006) has stated that corporal punishment replaced by discipline strategies which are called alternatives to corporal punishment. Further, it has been added as teachers preferred positive alternative methods to corporal punishment such as contribution of parents, head teachers, send report to guardians and guiding.

The present study accesses the level of awareness of teachers about alternative methods of discipline adopted. A discussion of the effects of physical punishment in Pakistan and abroad generally have been reviewed by the investigators. However, the ban on corporal punishment and alternative techniques for students still in the research. The present study will fill the gap in literature regarding teachers' perceptives towards new slogan as ban on corporal punishment.

## **Literature Review**

Charles, 1989 stated that the majority of people consider discipline as punishment activities utilized against children's in the time of conflict or misbehavior. Kids also structure stereotyped thoughts regarding discipline. Mostly, they consider discipline as self-confident rules build by adults to indicate who is in control. Many consider it to be a punishment granted without any justification. However, good discipline can be maintained without punishment because discipline only needs opportunity of decision and the understanding of outcomes.

Ginott (1972) describes in his model of discipline as, it is a series of little successes and victories. It is a slightly advance, continuing, and endless. At the point when done legitimately, it at last creates student's self-direction, duty, and concerns for other people. According to Ginott, 1972 the most important element of discipline is simply the teachers own, self-discipline. The reason for control in school is fundamentally to make and keep up conditions good to learn and teach. Sanderson, B. 1996 clarifies that the punishment is just a single strategy for discipline. According to Charles, 1989 punishment should comprise of planned unpleasant results, the motivation behind which is to change behavior in positive directions. Punishment should not be physical, nor should it include angry outburst that shows absence of self-control on part of the teacher.

Discipline is the key indicators of an effective school. Without good discipline there cannot be effective teaching and learning (Lock, Du Plessis and Mestry, 2009). Oosthuizen, (2011) has argued that discipline must create order to ensure the fairness and to protect the learner. Discipline needs to be retained in the school and classroom settings as a result the training of students grows without disturbing behavior.

Okumbe, (2007) has recognized two categories of discipline: Preventive discipline and corrective discipline. Preventive discipline is very important since it is only after students understand what is expected of them will they strive to do so. To make students own the rules and regulations of the school. It is very important to involve them in formulating and even revising the rules and regulations. On the other hand, corrective discipline is the action taken following an infringement of a rule. It is designed at preventing additional violation of the

rules. Preventive discipline is preferred to corrective discipline. This is because discipline is supposed to reform offenders, discourage others from parallel actions, and keep reliable effective group benchmarks.

The Republic of Uganda Ministry of Education and Sport, (2017 p16) has presented some positive discipline techniques to develop positive discipline in the classroom. 1) The proper behavior is defined and supported. 2) Unambiguous rules and reasons are presented. 3) Acknowledgement is demanded. 4) Appropriate behavior is rewarded while inappropriate behavior is examined and refused with reasons.

There is a quantity of components that contribute towards discipline issues experienced in schools. According to Pienaar, (2003) research has claimed that the poor parent control and absence of parental cordiality, sympathy, and consideration because of variables, for example, separation or employment duties have overseen the event of constant trouble making. Marais & Marais, (2010) expressed that there is a quantity of factor that may lead to disruptive behavior in schools. These elements are referred to as hazard factors and incorporate.

Coetzee(2008) recommended four essential obstructions to parent's contribution, which can prompt poor correspondence between the home and school. a) time b) uncertainty c) cultural barriers and d) lack of supportive environment. Advancing a positive behavior in schools is an essential factor. Harper k., et al 2005 emphasize key issues in advancing positive order in schools.

Porter, (2004) perceived two undertakings to motivate students. First is to make them additionally eager to put effort to learn and second is to structure your teaching so it is less demanding for them to learn. Teachers should praise students for work done well as a reward for exceptional academic achievements (Le Roux, 2005). It is a positive method to motivate a youngster.

The behavior of instructor is the most essential deciding element in student behavior. If the educators act aggressively or insufficiently, student will not react productively. According to Soneson, (2005) great control which should at last act naturally discipline relies upon self-discipline demonstrating and clarifying positive behavior.

Porter (2007) expressed that an educational program is stimulating testing and includes students will urge them to carry on well and adapt even more effectively. A decent educational program is vital to maintain order. Rogers (2002) expressed that instructors should demonstrate some respect for their students by treating them in a neighborly and polite way.

These are the various strategies that a teacher can apply to maintain a good classroom environment and positive discipline inside the classroom and school. The positive discipline in learners will help them to excel in practical life as well. The current study has explored several strategies used by teachers in schools of Mirpur district to maintain discipline and accelerate the learning process of the pupils.

## **Material and Methods**

The current study has been descriptive in nature in which the researchers had adopted cross-sectional survey design. A close ended questionnaire designed by Shyral Cohen (1996) has been employed to collect the current views of teachers on the prohibition of corporal punishment and alternative methods of discipline used by teachers and testing designed hypotheses. 400 teachers as research respondents were selected by stratified sampling technique out of 902 of target population and delimited to Government Middle Schools of Mirpur Azad Jammu and Kashmir. The following table explains it further.

**Table1:** Teachers' population in Mirpur AJ&K

<b>Population</b>	29123	Teachers of AJK
<b>Population Target</b>	902	Junior Teachers of District Mirpur
<b>Sample</b>	400	44.0% of target population

To enhance validity, a pilot study was done by the researchers to identify research instrument might be unclear in producing relevant information and result of Cronbach Alpha was 0.87. The instrument was modified accordingly.

The first-hand data from respondents was collected through questionnaire that two different section. First section was to inquire biographical information of the participant which was analyzed by frequencies that informed the researchers about gender, qualification and experience of the respondents whereas the other section was based on respondents' effective discipline strategies used to maintain classroom discipline and management. This section consists of 19 close ended statements to test hypothesis on 5-point Likert scale from 1 as strongly disagree to 5 as strongly agree. Statements determine teachers' views regarding alternative strategies they are using to maintain classroom discipline.

## Results and Discussion

Data was analyzed by using statistically Statistical Package for Social Sciences (SPSS) for research work. Inferential statistic as t test (Independent Sample Mann-Whitney U Test and one sample Kolmogorov Simirnov Test) was to find out the score of two groups of male and female respondent.

**H<sub>0</sub>: There is no relationship between alternative strategies and classroom management.**

As it is discussed earlier, the 2<sup>nd</sup> section of data collection questionnaire consists of 19 statements that elaborate the alternative strategies use by the teachers to maintain the positive discipline inside the classroom. the given table explains the inferential values of the statements which shows that the null hypothesis has been rejected which means that there is a relationship between alternative strategies applied by teachers to create a learning environment in the classroom.

**Table 2:** Alternative Strategies used by Teachers for Classroom Discipline

<b>Sr no</b>	<b>Statement</b>	<b>Significance value</b>	<b>Decision</b>
1	Send student for punishment is effective way of classroom management	.000	Reject the null hypothesis
2	Send learners to headmaster is effective way to maintain classroom	.000	Reject the null hypothesis
3	Sending unfavorable report home is effective way to maintain discipline in the classroom	.000	Reject the null hypothesis
4	Send student out of the classroom maintain discipline	.000	Reject the null hypothesis
5	Creating different reasoning with students during lesson to learn something	.000	Reject the null hypothesis
6	Consulting with parents and telephone them on discipline issues	.000	Reject the null hypothesis
7	Good talk in private with students	.000	Reject the null hypothesis
8	Teacher ask to students hit yourself as punishment	.000	Reject the null hypothesis
9	Send students to headmasters for punishment as discipline approach	.000	Reject the null hypothesis
10	Approach school counsellor to resolve conflicts between students and teachers is effective	.000	Reject the null hypothesis
11	Use a contract system	.000	Reject the null hypothesis
12	Give positive reinforcement to students	.000	Reject the null hypothesis
13	Give extra homework	.000	Reject the null hypothesis
14	Clean the trash as punishment	.000	Reject the null hypothesis
15	Stay in the classroom during break	.000	Reject the null hypothesis
16	Deprive student of enjoyable activity during class	.000	Reject the null hypothesis
17	Make learner to look foolish during the lesson	.000	Reject the null hypothesis
18	Slap or hit in passion	.000	Reject the null hypothesis
19	Daily report of behavior to parents	.000	Reject the null hypothesis

**\*Significant**

**Table value at .05 level = .000**

The above table has shown that all significance values are less than the table value which is .05. These inferential values have elaborated that there is a strong relationship between use of various strategies other than corporal punishment to motivate and encourage students to participate in the classroom and learn the taught concepts in a better way.

The results of quantitative data show that the teachers do not see corporal punishment as maintaining discipline because the teachers have disagreed with a statement that a good teacher uses corporal punishment. The teachers were of the opinion that corporal punishment is unnecessary for maintaining discipline in class because it creates sense of worthlessness among the students and other methods of maintaining class other than corporal punishment can easily be employed.

Furthermore, it was also found out that innovative methods of maintain discipline like reasoning with the students in the classroom, good talk in the private, approaching the school counselor using contract system and positive reinforcement are effective in maintaining classroom discipline.

Abolition of corporal punishment creates environment of learning and a positive relationship between student and teacher. Therefore, it was found that sending learner out of the class take away the problems, but it is not the solution. On the other hand, teachers thinking about the punishment is an effective way of preventing from misbehavior.

Moreover, it was found that a trained teacher never uses corporal punishment to solve discipline problems. Organized teachers have less classroom discipline problems and favorite teacher never get any classroom management problem.

It was also found that by using alternative strategies for classroom management students' class participation has been improved. The teacher student relationships, academic performance, punctuality, doing of assignment and homework, student neatness in the classroom has been enhanced.

Lastly, it was found that the corporal punishment only makes environment of class fearful and it only suppressed students' creativity and motivation towards learning and excelling in life.

### **Conclusion and Recommendations**

The aim of this study was to find out Strategies other than corporal punishment and learning environment: the case of Mirpur Azad Jammu and Kashmir. The study was delimited to Middle School Teachers specifically at District Mirpur Azad Jammu and Kashmir. The study also required to propose solutions to the associated problems. The research study has provided the deep understanding on the abolition of corporal punishment and alternative methods of discipline adopted by teachers to reduce classroom management problems. The research data and its analysis has shown that the teachers are adopting alternative methods of maintaining classroom management. The research study has identified that the teachers who contributed to this study indicated that corporal punishment is no longer observed in schools. Study confirms

that the abolition of corporal punishment is an effective way to enhance teaching learning process in the classroom.

This study spreads and suggests that the teachers shall be persuaded to avoid corporal punishment and use methods of classroom management to discipline students. Other recommendations are as given below.

- Elementary and Secondary Education Board need to add ban on Corporal Punishment in Dastur-e-Amal which is a training guide to teachers and is available in every school.
- Teachers may possibly be trained in their methodological approaches of improving discipline among students.
- Parents can be engaged to consult with the teachers and ask for their children progress and performance in curricular and cocurricular school activities.
- Non-Governmental Organizations (NGO) in education sector, may be involved in creating awareness on the impacts of the corporal punishment through arrangements of seminars, campaigns, workshops.
- Seminars, workshops to understand their children for the sake of enhancing self-perception, good behavior, and attitudes towards society.
- The government through the Policy of Education may clearly define the alternative strategies for stress management for teachers and students.

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