

Corporal Punishment: Parents Social Perception in District Malakand, Khyber Pakhtunkhwa, Pakistan

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Abstract: This paper shed light on parent's social aspect of children corporal punishment in District Malakand, Khyber Pakhtunkhwa, Pakistan. Data was collected randomly form 202 parents. Statistical tests, Chi-square, and Gamma statistics were used to determine the level of association and strength and direction of the relationship between children social life and corporal punishment. The majority, 76.2% of the respondents opined that corporal punishment badly effects child morality, 66.3% of the respondents believed that from corporal punishment children learn that violence is the best method to resolve the conflict. At Bi-Variate level a positive ($r = .903$) with significant relationship ($P < 0.05$) was discovered between corporal punishment slow down the learning capability of children. A positive ($r = .972$) with significant relationship ($P < 0.05$) was discovered between from corporal punishment children learn that violence is the best method to resolve conflict with corporal punishment. Similarly, a positive and significant relationship was discovered between corporal punishment and delinquent behavior.

Key words: Children; Corporal Punishment; Parent's Perception; Social Attributes; Measurement; Malakand KPK Pakistan.

Introduction:

The problem of corporal punishment is present in the whole world. There is no society in the world in which children are free from the experience of corporal punishment (Plan International, 2006). Children experience corporal punishment in different places like in the learning institutions, neighborhood and also in the homes. The use of bodily punishment over children is accepted all over the world (Gopika and Sharon, 2008). Children are physically punished so as to socialize them. Children are hit by a stick on their hands because they are not according to the demand of their parents, and to make them obedient to the norms of the society (Elizabeth et al., 2007).

Historical Analysis of Corporal Punishment

Neal (1720) highlighted that corporal punishment is practiced from ancient times, its history can be traced back from the period of barbarians and the Greeks and Romans in that time peoples considered the use of corporal punishment as a usual routine. In that time the physical punishment was applicable on all ages people as it was found that in ancient time corporal punishment was not only limited to children but it was applicable for adults also (Lambert, 2010). In the past the saying of Solomon was very common which contributes to the exercise of corporal punishment i.e. according to him "child life is full of mistakes and misbehaviors but the rod of modification shall protect children from wrong doing". An example of usual corporal punishment was that in Puritan churches when the child violate the accepted norms they were mostly hit by a stick as well as adults would be evenly tickled with a spine for their reformation (Fall, 1841). The Christians posses the idea that corporal punishment results in unending hurt. Highly religious minded people believed that if children disobey had to face torture in the response to their misbehavior. In this time the common idea expressed in schools was that who don't obey the writings of Bible were believed offender so they will be punished (Rockwell and Churchill, 1871). The medieval church in

Europe also favored physical punishment over human due to which self-punishment is a common means of obedience. As in that time educational institutions were closely associated with medieval churches, therefore, it has direct influence on the use of corporal punishment in schools, it was found that Saint Anselm, was the first one who for the first time in the eleventh century oppose the excessive use of corporal punishment for correcting of child behavior (Wicksteed and Joseph, 1936).

After the 16th century new ideas emerged regarding physical punishment, the number of people who oppose the use of corporal punishment increased with the passage of time, In this period Roger Ascham, also wrote against the illogical mode in which children were punished (Ascham, 1571). In the 17th century writing of Locke's were extremely important, his writing influence peoples too much and the result was in the prohibition of physical punishment of children from Poland's schools in 1783 (Newell, 1972). In the 18th century the use of corporal punishment for the purpose of restoring discipline was considered incompetent, but its implication is only for a limited time not for a long period. In that time peoples feel that the function of punishment should be an improvement, not taking revenge from some one. Also in that time prisoners were controlled and regularly surveyed, this type of practice is beneficial because this system evidently leads to the elimination of physical punishment (Bentham, 1983). The period of the nineteenth century is the era of decline of corporal punishment. Due to efforts and influential writings of Roger Ascham, Saint Anselm, and Locke's peoples are aware of the worse effects of corporal punishment and as a result in Europe and North America the use of corporal punishment fall down to a great extent. More over in the 19th century various nations encouraged the abolition of corporal punishment because some cases of bodily punishment reported in critically damages and deaths of children (Middleton, 2005).

Meaning and Definition of Corporal Punishment

The word corporal punishment may be stated as "Hurt given to someone consciously in order to end or modify bad actions" (Hyman & Perone, 1998). It can also be defined as the infliction of bodily pain deliberately for the purpose of altering misbehavior. There are various methods used for it like beating, pushing by hand, kick by foot, pinching, corporal punishment is applied by using a variety of substance such as sticks made of wood, belts, brushwood, giving electric shock (Bauer et al., 1990). According to Committee on the Rights of the Child corporal punishment may be defined as "the intentional infliction of power to produce harm" (CRC, 2006). The word physical punishment can also be defined as "the use of physical force with the objective to cause pain, not wound, for the reason of improvement or to organize child activities" (Straus, 2009). Gershoff and Bitensky (2007) argue that "the application of force in order to produce pain for the purpose of discipline the child's actions is called corporal punishment". Different methods are used for the application of physical punishment as children are beat by hands, hit by wooden stick, belt, kicking by foot, slapping, flaming, pulling hair, not allowed someone to go to latrine, stands students in heat, force students to clean their mouths with soap (Salim, 2005). According to Eggleton "The process of giving instruction to someone to correct his/her intellectual faculty, also it carries out the purpose to taught conformity to power or rules, retribution to correct bad habits. On the other hand, obedience does not essentially obtain by giving physical punishment. People consider Corporal Punishment as a vital tool to restore obedience but it is challenging and has a lot of bad impacts for all parts of schooling i.e. teachers, students and administrators" (Eggleton, 2001).

Research Objectives:

1. To probe the social impacts on children corporal punishment
2. To produce suggestion how to eliminate the problem of children corporal punishment

Literature Review

From long-ago corporal punishment is used as one of the best methods to discipline children, both educated and uneducated peoples support corporal punishment as it was found by Kennedy (1995) that parents, as well as teachers, apply corporal punishment to produced discipline. Various studies concluded that children are corporally punished in both homes and schools. There is not a single and appropriate definition of the term discipline. The reality is that even Encyclopedia of Applied Developmental Science remains unsuccessful to define the term discipline (Fisher & Learner, 2005). Discipline means to bring social control which can be achieved through the use of physical punishment, guidance and execution of rules and regulations. Discipline is achieved through both corrective and teaching method (Plan International, 2006). Children can be disciplined both positively and negatively; positive discipline is that to direct children towards good actions, rewarding and to discipline children through love and affection, ignoring, avoiding shopping, praising children for their good behaviors, etc. Moreover, negative techniques are to physically punish children for their misbehavior (Parenting, 2009). However the negative disciplinary techniques is to hit children by stick, pulling hair and ears of children, forced children to stand in hot sun, giving children nothing to eat, kick them, tying children with different objects like chair, poles etc through rope, them and do more works on children etc (Plan International, 2006).

In every society all over the world culture and religious values also play greater role in the use of corporal punishment. A supporter of corporal punishment posses the idea that God also wants to use corporal punishment they strengthen their idea by giving this example that corporal punishment was also used by Christ as a method to restore discipline and due to this belief system corporal punishment is still practiced. They present some proverbs to strengthen their beliefs, meaning of Proverb 13:24 is that children can be disciplined if the rod of correction is hung them. According to Proverbs 23:13-14, don't away stick of discipline from the child, beat them for the purpose of correction they shall not die by this but through this, they get a chance to protect his spirit from hell (Jenny, 2009). It was revealed that corporal punishment is a controversial phenomenon because some peoples are for it while others oppose it (Fritz, 2008). Some studies show that corporal punishment is a suitable way to bring social control needed by society (Baumrind, 1996). Those who oppose physical punishment support their views by saying that the use of corporal punishment is the destruction of the specified basic human rights such as the right to self-respect and honor. It was cleared by many pieces of evidence that corporal punishment remains dangerous for a healthy environment needed for the good growth of children and also for the betterment of their societies, and not a good method to bring obedience. Child discipline is needed in such a way that it is better for them and not harmful (UNESCO, 2005).

It was concluded from different research studies that corporal punishment promotes psychological problem, such as it leads to symptoms of depression and associated with pain in youngsters (McLoyd et al, 1994).

In all over the world Sweden was the first country to ban corporal punishment (Durrant, 1996). In one of the survey it was found that in Sweden between the year 1965 and 1968, the number of supporters decreased from 53% to 42%, it was further pointed out that in 1971 their percentage declined to 35%. It was also illustrated that peoples who opposed corporal punishment by saying that children may also be developed without the implementation of physical punishment there percentage increased from 35% to 60% respectively (SIFO, 1981). Due to efforts of peoples against the use of corporal punishment internationally till 1977, corporal punishment was considered illegal by over all 29 states and 106 countries world wide (Vivian, 2008). It was assumed that in China after the communist revolution corporal punishment was prohibited in 1949 but still there is some form of corporal punishment is still practiced like canning or paddling (Wiseman, 2005). In French schools the practice of corporal punishment was abolished in the 19th

century (Arnold, 1861). It was discovered that in 2008 a teacher hit a student and for this action the teacher is fined (Time New York, 2008). The practice of corporal punishment in Germany by a teacher is considered as against the law since 1993. In 1998 corporal punishment was excluded from primary schools in Greece, as well as along with this, it was also outlawed from secondary schools in the year 2005 (Greece State Report, 2006). Austrian Schools disqualified the exercise of corporal punishment in 1974 (<http://www.endcorporalpunishment.org>).

The number of teachers supporting to prohibit of corporal punishment in schools is increasing day by day. But even now some teachers had the idea that those teachers who corporally punished students should not be fine, because children may not be disciplined without the use of corporal punishment. It was pointed out that those teachers, who oppose corporal punishment argue that children can be organized without it (Iqbal, 2003). According to the report by Javed (2008) in Pakistan too efforts have been done to abolish the problem of corporal punishment in schools. But it was not possible to achieve this task without a proper campaign by governmental institutions and efforts by NGOs to raise awareness in peoples about the harmful impacts of corporal punishment. In 1999 The North West Frontier Province became the first province in Pakistan that prohibit corporal punishment in primary schools, followed by the governments of Balochistan and Punjab that passed the same order a year later after it, the government of Sindh also banned the practice of corporal punishment in schools in 2007. The reality is that these order has been passed only in theory because no practical implementation at all, and still a huge number of student experience corporal punishment in schools, both girls and boys are corporally punished across the country.

Materials and Methods: Area selected for this study was Union Council Bandajat of Town Thana, District Malakand. This area was selected purposively as a number of educational institutions in this area is greater than other regions of the District; also this area is most literate region throughout the whole District Malakand (District Census Report, 1998). The population was further divided into literate and illiterate to make strata. As it was cleared by the population census report that literacy ratio of the area is 42% and illiteracy ratio is 58%, so the number of literate household heads in the study area was 336 and illiterate was 464 respectively. As it was pointed out that for 800 population the sample size would be 202 (www.wessa.net/rwasp_sample.wasp). So 202, family heads was selected through simple random sample methods/procedure. By proportionate sample distribution the sample size for literate persons was 85 and 117 for illiterate respectively. Data was collected through well structured/scale interview schedule. The collected data was analyzed by using uni-variate and bi-variate analysis respectively. At uni-variate level percentages and frequencies were used to know about the phenomena of corporal punishment in the study area. At bivariate level chi-square (χ^2) test was applied to the determined relationship between (Social Aspect) on the phenomena of corporal punishment. The Chi-square χ^2 was using while adopting the procedure outlined by Mac Call, (1975). Gamma was used by applying the procedures applied by Nachmias and Nachmias (1981) to determine the strength and direction between independent and dependent variable.

Results and Discussion

Simple Frequency Distribution: The results of the study showed that out of 100% respondents, 74.3% believed that corporal punishment retards the learning capability of children. 53% of the respondents indicated that corporal punishment leads to the use of alcohol and other drugs. 81.7% of the respondents opined that corporal punishment disgrace children. 66.3% of the respondents believed that from corporal punishment children learn that violence is the best method to resolve the conflict. Similarly, 76.2% of the

respondents believed that corporal punishment badly effects child morality. Furthermore, 74.8% of the respondents believed that corporal punishment results in delinquent or criminal behavior.

Analysis through chi-square and gamma test: Human beings had different perception about things and situation. The following lines show people perception about the social aspect of children corporal punishment. A high positive ($r = 0.903$), and significant ($P < 0.05$) relationship detected between learning capabilities of children and perception on corporal punishment. EPOCH (2007) also support the findings that corporal punishment slows down the learning process capabilities of children. Ralph (2001) also shared that it is a hindrance in promoting learning environment which then results into violating social norms and values of society. UNICEF (2001) findings are in disagreement with the above findings, where in South Asian countries corporal punishment has been considered a vital tool for ensuring discipline amongst the students for producing maximum learning environments.

Similarly, Gamma ($r = .640$) discovered a positive, and a significant ($P < 0.05$) relationship between alcohol and other drugs and perception on corporal punishment. Gershoff (2002) and Smith et al (2004) reached the similar end as corporal punishment affects health conditions of children severely and also makes children addicts of alcohol and other drugs. The study further revealed respondent's perception on corporal punishment and disgrace in children. Gamma ($r = .948$), showed a positive and significant ($P < 0.05$) relationship between children disgrace with respondents perception regarding corporal punishment. These findings are in consonance with Baumrind & Black (1967) and Lasky (1993) who reported that corporal punishment results in lack of self-reliance, self-esteem, feelings of shame and disgrace. Upon the relationship between corporal punishment and exposure to violence, ($r = .860$), indicated a positive and significant ($P < 0.05$) relationship detected child was learning towards violence and corporal punishment. It was argued by respondents that when children are corporally punished in response it is internalized regarding traits that corporal punishment is the best method to resolve conflict or to correct bad behavior and they also apply to their youngster when they grow into adulthood. These findings are supported by Hyman; and Wise (1979), Berkowitz (1983) and Vygotsky (1978) that those children who experienced corporal punishment then tends to use it as the alternative to the solution of problems.

Furthermore, a significant ($r = 0.894$) and positive ($P < 0.05$) relationship was detected between child morality with respondents perception on corporal punishment. This result shows that corporal punishment badly affects child morality as it is often observed that children's who are regularly punished they say that hit me i couldn't hurt and i didn't cry. These findings are in line with the results of different researchers where in due to corporal punishment the tendencies of idleness, feelings of hate from others, speaking lie, damages morality of child (Baumrind et al, 2002) failure to promote morality and a sense of living under the umbrella of ethics, (Hoffman, 1983:, and Lepper, 1983) in early childhood damage morality (Gershoff, 2002a). The study further explored respondent's perception of corporal punishment and its bad effects on communication skills of children. ($r = .944$), indicated a positive and a significant ($P < 0.05$) relationship detected between communication skills and corporal punishment. These findings are supported by Youssef et al (1998) that corporal punishment brings so many problems, one of them is its effects on communication skills of a child which stops its upward mobility on the educational ladder. U.S. Department of Education (1993) suggested that there is a need of fearless environment so that a student may express his/her feelings effectively and properly communicate with teachers and class fellows.

The study further examined the respondent's perception of corporal punishment and its outcome as delinquent or criminal behavior on children. Gamma ($r = 0.899$), showed a positive and a significant ($P < 0.05$) relationship between the corporal punishment and delinquent or criminal behavior in children. These findings are in consonance to the study findings of Vygotsky (1978) that corporal punishment ends

up in promoting delinquent tendencies and aggression in children. Gershoff (2002a) brings negative effects in adulthood and then they become more abusive to their children. Straus (2001) and Thomas et al (1976) depicted misbehaviors tendencies are more in those children who experienced more corporal punishment as compared to less punished children. Straus (1994) concluded that those children who received corporal punishment from their parents would be more prone to delinquent acts. Kenneth (1976) observed that those schools where strict discipline is maintained, students then often feel tense, intellectually stressed, suffer from high suspension which then resulting in high dropout ratio.

Table-: Shows relationship between the social aspect of children corporal punishment and parents perception.

Attributes		Perception on Corporal punishment			Total	Statistics
		Yes	No	Don't know		
Corporal punishment slow down the learning capability of children	Yes	141(69.8)	8(4.0)	1(0.5)	50(74.3)	$X^2=116.119(0.000)$ =.903
	No	9(4.5)	26 (12.9)	6 (3.0)	41(20.3)	
	Don't Know	4 (2.0)	3(1.5)	4(2.0)	11(5.4)	
Corporal punishment leads to use of alcohol and other drugs	Yes	99(49.9)	7(3.5)	1(0.5)	107(53.0)	$X^2=38.327(0.000)$ =.640
	No	37(18.3)	23(11.4)	5(2.5)	65(32.2)	
	Don't Know	18(8.9)	7(3.5)	5(2.5)	30(14.9)	
Corporal punishment disgrace children	Yes	151(74.8)	12(5.9)	2(1.0)	165(81.7)	$X^2=118.086(0.000)$ =.948
	No	3(1.5)	18(8.9)	7(3.5)	28(13.9)	
	Don't Know	0(0.0)	7(3.5)	2(1.0)	9(4.5)	
From corporal punishment children learn that violence is the best method to resolve conflict	Yes	125(61.9)	8(4.0)	1(0.5)	134(66.3)	$X^2=70.525(0.000)$ =.860
	No	27(13.4)	22(10.9)	7(3.5)	56(27.7)	
	Don't Know	2(1.0)	7(3.5)	3(1.5)	12(5.9)	
Corporal punishment badly effects child morality	Yes	143(70.8)	10(5.0)	1(0.5)	154(76.2)	$X^2=101.748(0.000)$ =.894
	No	7(3.5)	22(10.9)	8(4.0)	37(18.3)	
	Don't Know	4(2.0)	5(2.5)	2(1.0)	11(5.4)	
Corporal punishment badly effects communication skills	Yes	147(72.8)	12(5.9)	1(0.5)	160(79.2)	$X^2=108.091(0.000)$ =.905
	No	3(1.5)	17(8.4)	7(3.5)	27(13.4)	
	Don't Know	4(2.0)	8(4.0)	3(1.5)	15(7.4)	
Corporal punishment results in delinquent or criminal behavior	Yes	140(69.3)	10(5.0)	1(0.5)	151(74.8)	$X^2=97.227(0.000)$ =.899
	No	11(5.4)	19(9.4)	5(2.5)	35(17.3)	
	Don't Know	3(1.5)	8(4.0)	5(2.5)	16(7.9)	

Number in table represent frequencies and number in parenthesis represent percentage proportion of respondents

Conclusions and Recommendations: This research article explored parent's social perception about children corporal punishment in District Malakand, Khyber Pakhtunkhwa, Pakistan. By the findings of this study, it is concluded that as social aspect show a positive and highly significant relationship between corporal punishment and alcohol and other drugs, disgrace children, imitate that violence is the best method to resolve conflict, affects communication skills, delinquent or criminal behavior, etc. The awareness campaign is the "cry of the day". Special seminars, symposium and talk shows should be arranged both on print and electric media to highlight the gruesome picture of corporal punishment. Also, regular periodic refreshers courses need to be arranged by the education department to emphasize the worse effects of corporal punishment and certain psychological assessment tests of children at school by medical officers to mitigate the social and psychological distress, as resulted from the use of corporal punishment. Also, it was found that Corporal punishment slows down the learning capability of children.

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