

# Corporal Punishment & Discipline in Higher Secondary School

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**Abstract:** This study examined the corporal punishment and discipline in higher secondary schools. The subjects consisted of 100 teachers from two government and two private schools of the Nadia district at the higher secondary level. The principle purpose of the study is to find out attitude of teachers (Govt. and private) towards Corporal Punishment as a means of discipline in the higher secondary schools. In this study opinion of the school teachers on Corporal punishment as a means of discipline has been studied in relation to gender and management variation. It is an Expost- facto type as the Current status of phenomena what exist at present as been considered. In this study a standardized tool of structured questionnaire was used. This tool have five dimension-classroom condition, Corporal Punishment as a means of discipline maintenance, use of corporal punishment to male and female child, Role of home and Society, and impact of Corporal punishment on children. The scale was used in this study is the five point rating scale. The data were analyzed with the help of t-test. The result shows that there is no significant difference of views regarding Corporal punishment and discipline between the higher secondary school teachers due to gender variation, but there exist significant difference of views regarding corporal punishment and discipline between the higher secondary school teachers due to management variation.

**Keywords:** Corporal punishment, Discipline, Violence, Child Maltreatment and Child Abuse, The Zero Tolerance.

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## 1. INTRODUCTION

In India and also all over the world the children are being punished in their school to maintain discipline in classroom as well as in the school but sometimes Corporal punishment continues to be Practiced at unacceptable rates in different Indian Schools at the Same time that violence rates are rising Corporal punishment in School reflects a large gap between current education policy that bans corporal punishment and actual implementation of this policy. According to the teachers of Govt. & private schools some children's are always being involve in the group whose attitude to disturb the other learners of the class and break the rules & regulations of the class as well as in the school because sometimes they are Coming from the breaking family. The gap between policy statement and actual practice could be attributed to family based or school based factors. First, family-based factors are represented by family acceptance to corporal punishment, lack of awareness of current policy and what course of action to be taken to protect their children, or family conviction that their input would not make any difference with the school practices. Second, School based factors are represented by the school failure to enforce policy effectively, lack of Communication with parents, and inability to find out the solution of the problem.

### 1.1 Corporal punishment:

It is defined as Causing physical pain deliberately to change behavior that could be in the form of hitting, punching, spanking, slapping and pinching using objects such as sticks, belts, and paddles. Geoffrey Scarre (2003) defines the word "corporal" to refer to any punishment applied on body including assault or any means that are meant to cause physical pain or humiliation. From pedagogical perspective, Ritchie (1981) claimed that "corporal punishment is an assault on the dignity of individual and offensive act against the dignity of the teaching profession". Further, McGrath (1999) proposed that corporal punishment reflects a failure on the part of the teachers.

### 1.2 Discipline:

The process of subordinating immediate wishes, desires, impulses and interests for the sake of more effective and dependable action (Shidler, 2001). It differs from punishment in the sense that punishment is accompanied with force, pain and frustration while discipline implies training and helping the child reach required outcomes, Set boundaries for behavior, and practice Self-Control (WHO, 2009).

### 1.3 Violence:

Violence is defined as an act carried out with the intention, or perceived intention in order to cause physical pain to another person or harm to his possessions or intervention in somebody's freedom. Nasr states that the word "Violence" is derived from the verb "to violate" which means to break privacy or exceed boundaries and implies using force also. Other than physical violence, there is also verbal violence, which entails yelling, shouting, rebuking, and insulting others.

### 1.4 Child Maltreatment and Child Abuse:

Child Maltreatment is a behavior towards another person which contains emotional and physical harm and it includes physical abuse, sexual or emotional abuse and neglect. Corporal punishment is a kind of physical maltreatment of the children and is considered the most prevalent and accepted type of child abuse. Child abuse is the same as Child Maltreatment except that we use the term "child maltreatment" to refer to violence acts while we use the term "child abuse" to refer to the outcome of violence acts.

### 1.5 The Zero Tolerance:

Punishment focus is commonly part of evidence based programs for character education and for social and emotional learning. Such programs include the following strategies; Implement curriculum activities that teach social, emotional and behavioral Competencies. Multiple evidence based packaged programs exist for teaching social, emotional and behavioral competencies. In addition to or as should consider the Zero-tolerance approach to non-compliance and misbehavior exclusively an alternative to adopting a packaged program, School infusing lessons and activities for developing Self-discipline throughout the existing curriculum such as in Social studies, literacy, and health education.

## 2. REVIEW OF RELATED LITERATURE

Review of the related literatures is divided into two categories –

### 2.1 Studies Conducted in India:-

Cherian V.I (1980) Conducted a study on Relationship between punishment of pupils and their academic achievement." Where he collected data from 1021 Students (369 boys, 652 Girls) by using sample random basis. He used a Standardized tool, questionnaire for data collection. On the objectives, reason of corporal punishment and corporal punishment due to gender and management variation. In his study he found that corporal punishment may effect on the educational achievement of the learners and impact on their accessibility and improvement.

Ganguly. G (2005) conducted a Study on "The attitude of students towards punishment". Where he collected data from some boys and girls of some secondary schools using random basis. He used standardized tool, structured questionnaire for data collection, on the objectives, reason of corporal punishment and corporal punishment due to gender and management variation. In his study he found that there is no difference between the attitude of boys and girls about corporal punishment before and after adolescent stage.

- They feel weakness in the stage of corporal punishment.
- All students favor other punishment than Corporal punishment.

Ahlowalia. S.P (2008) conducted a study on "Teacher attitude Inventory (manual)" where he collected data from some teachers, students, parents with the help of structured standardized tool, questionnaire on the objectives, reason of corporal punishment and corporal punishment due to gender and management variation. In his study he found that

- The attitude towards corporal punishment of the learners are negative.
- Teachers and students should have changed their tendency on interdependence on Corporal punishment.

## 2.2 Studies Conducted in Abroad:

Anderson (1969) defines that it is interesting to learn that assault or physical violence is another problem faced by educators and learner in schools. He claimed assault as a demonstration of an unlawful intention by one person to inflict immediate injury on the person of another. Assault is one of the most common forms of violence experienced in school.

Barry Maley (2001) "Corporal punishment amounts to a total lack of respect for the human being; it therefore cannot depend on the age of the human being" recommended that the use of corporal punishment be discouraged in the school system and there is need for principles to employ better disciplinary techniques that would yield better results.

Regina Slaa Yoghambé (2013), The study was conducted in 10 secondary schools accounting for 50 teachers and 104 students. A descriptive qualitative methodological approach was largely followed, using semi structured questionnaire, interviews and observations to collect data. Quantitative tabulation of some data was only used prior to further qualitative exploration. He found that the use of physical and corporal punishment method was often degrading to student's but less effective. A wide range of abuses of students' rights was noted, a feature which is anathema to the convention on the Rights of a child (CRC) and the African Human and people's Rights charter on human rights.

## 3. SIGNIFICANCE OF THE STUDY

If the classes are overcrowded lack, of ventilation in the classroom, wrong methodology is followed by the teacher, it is impossible to maintain discipline in the classroom. Keeping in mind the above mentioned problem formulated to know the views of higher secondary school teachers of Nadia district in West Bengal regarding interdependence between corporal punishments and maintaining discipline among schools children.

Such type single study never conducted in this region considering any variable as Corporal Punishment. Hence it is a unique effort to the researcher as a highly researchable area.

## 4. THE PROBLEM

Here, the investigator decides to do a short study about corporal punishment and discipline in higher secondary school".

## 5. OBJECTIVES OF THE STUDY

The objectives are

- 1) To find out the views of teachers regarding corporal punishment and discipline due to gender, Management and item wise.
- 2) To find out the views of teachers regarding corporal punishment and discipline among boys and girls.
- 3) To find out views of teachers regarding the role of home and society this may pursue in discipline and leads to corporal punishment.
- 4) To find out the views of teachers regarding impact of corporal punishment on children to maintain discipline in the school.

## 6. HYPOTHESIS OF THE STUDY

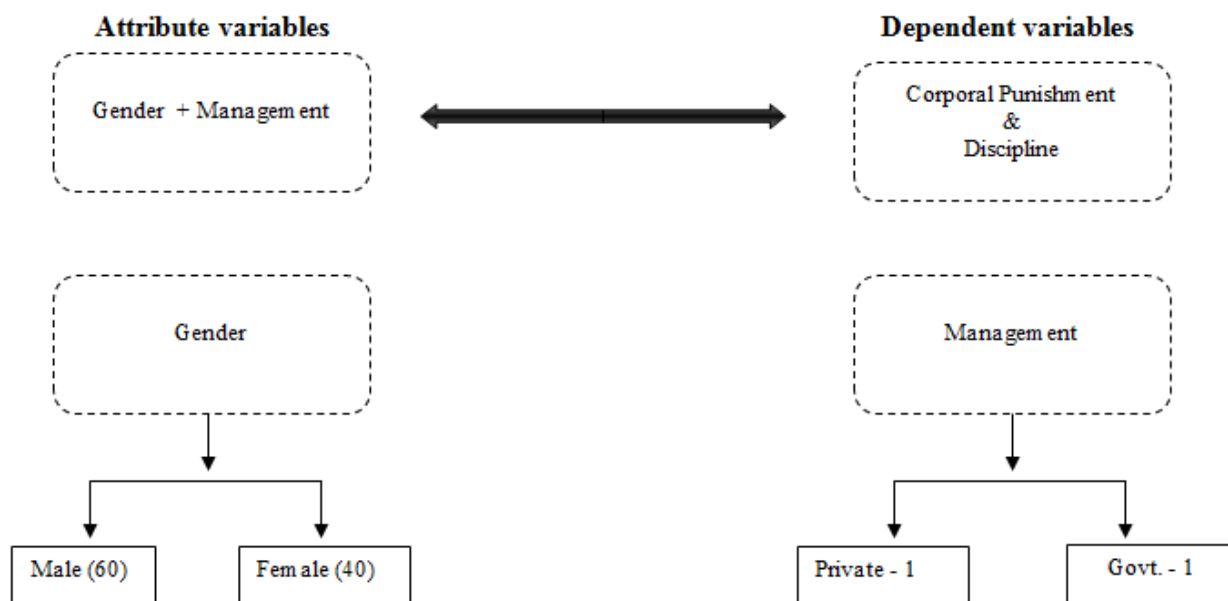
Ho<sub>1</sub> . There exist no significant differences of view regarding corporal punishment and discipline between the higher secondary school teachers due to gender variation.

Ho<sub>2</sub> - There exist no significant differences of view regarding corporal punishment and discipline between the higher secondary school teachers due to management variation.

## 7. METHODOLOGY

### 7.1 Design:

The principle purpose of the study is to find out the attitude of teachers (Govt. & private) towards Corporal Punishment as a means of discipline in the higher secondary schools. In this study opinion of the School teachers on corporal punishment as a means of discipline has been studied in relation to gender, management variation. It is an ex-post-facto type as the current status of phenomena what exist at present has been considered.



**Figure No. 1 Design of the present Study**

### 7.2 Sample:

In the present study sample consisted of 100 higher secondary school teachers taken from the four schools of Nadia District in West Bengal. Simple random Sampling technique was adopted in this study. The Selected Schools are two type, out of which 2are Govt. Schools and 2are private Schools.

**Table 1: Selection of Sample on the basis of variable**

Variation	Sub Sample	Total Number
Gender	Male	55
	Female	45
Management	Government	50
	Private	50

### 7.3 Tools:

A Standardized tool of structured questionnaire prepared considering five dimensions :

- a) Classroom condition
- b) Corporal punishment as a means of discipline maintenance.
- c) Use of corporal punishment to male and female child.
- d) Role of home and Society.
- e) Impact of Corporal punishment on children.

Every dimension comprise of five relevant questions having 5 categories of options to respond. Respondent has to answer in five point scale which has options like: SA - Strongly Agree, A – Agree, Un – undecided, DA – Disagree, SDA – Strongly disagree.

## 8. ANALYSIS & INTERPRETATION

Descriptive Statistics have been used here to check the position of the sample and significant mean differences and found the result by using calculation of t-test between two contrasting sub samples.

### 8.1 Testing Hypothesis:

Ho<sub>1</sub> – There exist no significant differences of view regarding corporal punishment and discipline between the higher secondary school teachers due to gender variation.

**Table 2: Showing the “t” value between Male and Female School teachers in corporal punishment and discipline.**

Variation	Sub Sample	N	M	SD	“t”	Significance level
Corporal Punishment & Discipline of the higher Secondary School	Male	60	73.34	8.8	0.25	Not Significant
	Female	40	73.75	7.8		

df=98

It is seen from the table that the calculated ‘t’ value (0.25) of gender is smaller than the critical ‘t’ value (2.626) at 0.01 level of significance. So, the result is insignificant. The Null hypothesis is retained. i.e. There exist no significant difference of view regarding corporal punishment and discipline between the higher secondary school teachers due to gender variation.

Ho<sub>2</sub> – There exist no significant differences of views regarding corporal punishment and discipline between the higher Secondary School teachers due to management variation.

**Table 3: Showing the ‘t’ value between Govt. and private management towards Corporal punishment and discipline.**

Variation	Sub Sample	N	M	SD	“t”	Significance level
Corporal Punishment And Discipline in higher Secondary School	Govt. School teachers	50	71.1	7.45	2.98	Significant 0.01 level
	Private School teachers	50	75.9	8.65		

df=98

It is seen from the table that the calculated ‘t’ value (2.98) of management is greater than the critical ‘t’ value (2.626) at 0.01 level of significance. So, the result is significant. The Null hypothesis is rejected i.e. There exist significance difference of views regarding corporal punishment and discipline between the higher secondary school teachers due to management variation.

## 9. FINDINGS

The following findings have been obtained on the analysis of data –

- a) There exist no significant differences between male and female teachers towards corporal punishment and discipline in higher secondary school.
- b) There exist significant differences between Govt. and private school teachers towards corporal punishment and discipline.
- c) Specially, male teachers are in favor of corporal punishment in schools for sometimes because to maintain the discipline in classroom as well as in the school.
- d) Some female teachers are also in favor of corporal punishment due to lack of indiscipline in the classroom.
- e) Attitude towards Corporal punishment of Govt. and Private school teachers are nearby same.

## 10. LIMITATION OF THE STUDY

The limitation is:

- a) In choosing the sample the investigator selected only 100 higher secondary school teachers as the sample of his study. They were far from representative of population.
- b) The study is restricted to higher secondary school teachers only.

- c) It is combined about the role of Corporal punishment in the area of discipline.
- d) It is restricted in Government and Private Schools in Nadia district.

### **11. RECOMMENDATION**

The following recommendations have been made accordingly based upon the findings of the study.

- a) In Indian context, Corporal punishment is one of the most frequently used means to maintain discipline in Schools, Although most of the teachers are not in favor of using it, they usually come across such situation where they are compelled to use it. Though such situation should be overcome.
- b) Teachers should have well behaved first next students will follow them properly. Also wrong methodology should be ignored as soon as possible.
- c) School building, Specially, Classroom should be well decorated space should be available. Class size will not be over 40 students.
- d) Conducive and well played atmosphere should be kept in the school.

### **12. SUGGESTIONS FOR FURTHER RESEARCH**

- a) A study may be conducted by considering other variables like experience, interest, age etc.
- b) Similar studies can be conducted on primary and nursery teachers.
- c) A comparative study of corporal punishment and discipline in different states can be undertaken.
- d) The present study could analyzed from few more different statistical perspectives to prove its validity.
- e) The researcher in this study had taken only five components to assess the teachers attitude toward corporal unishment on children but in future more components can be taken as the research concern.

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