



Corporal Punishment and Discipline in Secondary School

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Abstract: *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 schools 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 involved in the group whose attitude to disturb the other learners of the class and break the rules& regulations of the classes as well as in the school because sometimes they are coming from the breaking family. This hole between strategy proclamation and real practices could be credited to family-based or school-based factors. In the first place, family-based factors are addressed by family acknowledgment to flogging, absence of consciousness of current approach and what game-plan to be taken to safeguard their kids, or family conviction that their feedback wouldn't have any effect with the school rehearses 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*

Key Words: *Corporal Punishment, Teachers, Children, Other learners, Gender, Boys and Girls, Home and Society.*

1. INTRODUCTION:

In India and furthermore all around the world the kids are being rebuffed in their school to keep up with discipline in study hall as well as in the school yet in some cases whipping keeps on being drilled at unsuitable rates in various Indian schools, while brutality rates are increasing. According to the teachers of Govt. & private schools some children's are always being involved 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 has been introduced to challenge old dependence on corporal punishment as a tool for reforming children's misbehaviour. Current policy prohibits the use of corporal punishment in school both from the teachers and the students. Since execution is the main piece of any strategy, an approach that needs execution is viewed as futile. According to American educators have had two distinct aims: (a) to help create and maintain a safe, orderly, and positive learning environment, which often requires the use of discipline to correct misbehaviour; and. (b) To teach or develop self-discipline...Schools and other institutions that are effective in establishing and maintaining order and safety are not necessarily effective in developing self-discipline or in preventing future behaviour problems. This is most apparent when grown-up oversight, precise prizes, clear standards and assumptions, and ramifications for rowdiness are the essential procedures used to oversee conduct. The Delhi High Court prohibited its utilization in Delhi schools in 2000. Corporal punishment remains a widely used discipline technique in most American families, but it has also been a subject of controversy within the child development and psychological communities According to the teachers of Govt. & private schools some children's are always being involved 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 has been introduced to challenge old dependence on corporal punishment as a tool for reforming children's misbehaviour (Global Report, 2008). This tendency is highly supported by the contemporary call for protecting human rights including the right in security and human treatment (articles 3 and 5, the Universal Declaration of Human Rights) and child rights in physical protection (Article 19, Convention on the Rights of the Child, 1990).Although India has achieved noticeable progress in this area, research data denotes a lot of work still needs to be achieved in the sphere of child protection against violence (UNICEF, 2009). While the first is for the most part seen as a quick plan (to stop trouble making and achieve consistence), the second, is seen as long haul (to foster independence



and dependable citizenship). The two points are equally related in that each advances the other. Both likewise serve a preventive capability. That is, by revising trouble making and creating self-restraint, schools assist with forestalling the future event of conduct issues. Teachers should receive training on alternative pattern of discipline.

2. OBJECTIVES OF THE STUDY:

- To find out the views of teachers regarding corporal punishment and discipline in accordance to Gender, and Management.
- To find out the views of teachers regarding corporal punishment and discipline among boys and girls.
- To find out the views of teachers regarding the role of home and society this may pursue indiscipline and leads to corporal punishment.
- To find out the views of teachers regarding impact of corporal punishment on children to maintain discipline in the school.

2.1. FORMULATION OF THE HYPOTHESES:

The following null hypotheses were framed for statistical interpretation.

Ho1 The score on corporal punishment and discipline of secondary school teachers are not equally distributed.

Ho2 There doesn't exist any significant difference of view regarding corporal punishment and discipline of the secondary school teacher due to gender variation.

Ho3 There doesn't exist any significant differences of views regarding corporal punishment and discipline of the secondary school teachers due to management variable.

3. METHOD: The investigator applied Simple Random Sampling Method to collect 100 samples for the study. The schools were also selected randomly. Two Governmental schools and two Private schools were selected randomly. A standardized questionnaire developed by Naba Kumar Mandal and Sunayna Prasad in 2012 was used to collect the samples. The investigator used both the Descriptive Statistics and Inferential Statistics to analysis the collected data of samples. The measures of descriptive statistics used for analysis in the study are Mean, Median, Mode, SD, Quartile, Skewness, Kurtosis, Bar-Graph, Ogive etc. The measures of inferential statistics used in the study is the 't'-test.

THE DESIGN

The principal purpose of the study is to find out the attitude of teachers (Govt. & private) towards corporal punishment as a means of discipline in the 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 exists at present has been considered.

THE SAMPLE

The sample for the study comprises of 100 secondary school teachers drawn from the four schools of Domkal Block of Murshidabad district in West Bengal. Simple random sampling method has been adopted for the selection of sample. The selected schools are of different type, out of which 2 are Govt. schools and 2 are private schools. The sample consists of 100 teachers from secondary school. In this study only Domkal Block of Murshidabad district has been taken into consideration while other blocks have not been covered due to lack of time.

THE TOOL USED IN THE STUDY

As a whole, tool consists of 26 questions which were put before each respondent who were different subject teachers belonging to different school, age and sex. So these were total 26 questions belonging to five dimensions where each dimension consisted five relevant questions expect dimension five which carried six questions Respondent needs to reply in five point scale which has choices like:

SA- Strongly Agree, A -Agree, N- Neutral, DA -Disagree, SDA- Strong

4. ANALYSIS: 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. In this chapter attempts have been made to make differential analysis due to the impact of the variable in the sample. For this, the sample has been split into two categories of sub samples. They are

- Male vs. Female Teachers.
- Govt. vs. Private school teachers.

TESTING OF HYPOTHESES

It was hypothesized that (Ho2) There doesn't exist any significant differences of view regarding corporal punishment and discipline of the secondary school teacher due to gender variation.



Table 1: Summary of the “t” ratio between Male and Female school teachers in corporal punishment and discipline.

Variation	Sub sample	N	M	SD	“t”	Sig. level
Corporal punishment & discipline of the sec. school	Male	60	73.34	8.8	0.25	Not Significant
	Female	40	73.75	7.8		

Table shows that the result is not significant. So there doesn't exist significant difference of views regarding corporal punishment and discipline of male and female secondary school teachers. That is why the Ho2 “There doesn't exist any significant differences of view regarding corporal punishment and discipline of the secondary school teacher due to gender variation” is accepted. It was hypothesized that (Ho3) “There doesn't exist any significant differences of views regarding corporal punishment and discipline of the secondary school teachers due to management variable.”

Table-2: Showing mean differences of management towards corporal punishment & discipline

Variation	Sub sample	N	M	SD	‘t’	Sig. level
Corporal Punishment and discipline in secondary school	Govt. school teachers	50	71.1	7.45	2.98	Significant 0.01 level.
	Private school teachers	50	75.9	8.65		

Table shows that the result is significant at the 0.01 level. So there exists significant difference of views regarding corporal punishment and discipline of Govt. and Private secondary school teachers. That is why (Ho3) “There doesn't exist any significant differences of views regarding corporal punishment and discipline of the secondary school teachers due to management variable.” is rejected. On perusal of the above table, it revealed that the modal interval is 75-79 and there has been gradual tapering of frequencies both towards the upper and lower ends. The same is also observed in case of all the sub samples. Such a distribution gives an impression of scores falling into a normal distribution.

5. RECOMMENDATIONS: The Research entitled “corporal punishment and discipline in secondary school” highlights the negative approach towards corporal punishment on boys and girls in the classroom as well as in the school from the teachers, educators, education policy maker's end. The following recommendations have been made accordingly based upon the findings of the study.

- Teachers are considered as nation builder. A teacher should be well behaved in the classroom as well as in the professional field. They only can bring healthy and cordial atmosphere in the schools without imposing corporal punishment on students.
- 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.
- Present status regarding corporal punishment in the secondary schools of West Bengal is that it is totally banned by law and no teacher is supposed to use any physical or psychological punishment to the child. But we come to know from the present study it has come up that some teachers prefer to retain it. So it can be recommended that there should be not corporal punishment in true sense instead we need to have pedagogy suited to the learning needs of children which keep them engaged and inculcate among them self-discipline. This phenomena should be created by the honorable teachers in every sphere.
- A cordial and co-operative relationship among the teachers, students is pre requisite for the proper discipline of the classroom as well as school. Further atmosphere among children should be peaceful and should facilitate development of creativity among student.
- Teachers should have well behaved first next students will follow them properly. Also wrong methodology should be ignored as soon as possible.
- School building, specially, classroom should be well decorated .Space should be available. Class sizes will not be over 40 student

Implication for the Further Research: Research works never ends. There is always scope for further research in same field and it leads to the increase of knowledge. The present study was conducted on random sampling of 100 secondary school teachers. The study gives rise to various problems for further research, such as



- The same study can be conducted on large sample by including more districts so as to present clear picture of the studies.
- A study may be conducted by considering other variables like experience, interest, age etc.
- Similar studies can be conducted on primary and nursery teachers.
- A comparative study of corporal punishment and discipline in different states can be undertaken.
- The researcher in this study had taken only five components to assess the teachers attitude towards corporal punishment on children but in future more components can be taken as the research concern.

6. CONCLUSION:

Current policy prohibits the use of corporal punishment in school both from the teachers and the students. The policy states that all kinds of corporal punishment applied on students are completely forbidden otherwise the teacher should be answerable legally. The law ensures that the state shall take all effective measures to eliminate harmful practices to the child's health and proper action should be taken for the child care. This includes his right in the legal discipline without exposing to intentionally physical injury, or harmful or illegal practices. As per the law, no one including guardians and educators is qualified for corporally rebuff any youngster in light of the fact that the law doesn't give special case for guardians to beat their kids at home nor instructors to paddle understudies in school. Because implementation is the most important part of any policy, a policy that lacks implementation is considered useless. Effective implementation requires that both teachers and family should be aware of current education policies to ensure transparency and accountability.

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