

**THE IMPACTS OF CORPORAL PUNISHMENT ON STUDENTS' ACADEMIC PERFORMANCE/CAREER AND PERSONALITY DEVELOPMENT UP-TO SECONDARY LEVEL EDUCATION IN KHYBER PAKHTUNKHWA PAKISTAN**

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**Abstract**

*Corporal punishment is one of the hazardous aspects in educational course of an individual/student that is persevering to vacate the roots of personality development and academic career of the subject students. This study describes The Impacts of Corporal Punishment on Students' Academic Career and Personality Development up-to Secondary Level Education. The study was conducted in Chakdara town and adjacent areas of District Dir (Lower), Khyber Pakhtunkhwa, Pakistan. Data was collected from 360 respondents of primary and high schools' students using stratified random sampling technique through proportional allocation method using interview schedule. The data was analyzed by applying Chi-square test and processed in the form of tables, while discussions have been made on the basis of findings and results. The results show that corporal punishment has multidimensional impacts upon students' academic performance/career, psyche and personality development. The study suggests that teachers' education, training and awareness regarding curbing ways of corporal punishment and adopting alternative ways to correct students' misbehavior is inevitable.*

**Key Words:** Corporal punishment, Secondary education, Academic performance, Personality development.

**BACKGROUND OF THE STUDY**

Corporal punishment can be defined as "The use of physical force intended to cause pain, but not injury, for the purpose of correcting or controlling a child's behavior" (Straus and Donnelly, 2005: 3-7). The concept is further elaborated by Gershoff (2002) that corporal punishment are; behaviors, which do not result in significant physical injury (e.g., spank, slap) are considered corporal punishment, whereas behaviors that risk injury (e.g., punching, kicking, burning) are considered physical abuse (Gershoff, 2002: 539-579). Frequency and severity of corporal punishment are inconsistently defined and measured and these vary from culture to culture, nation to nation and situation to situation (ibid). Punishing means subjecting a penalty for an offense and usually includes inflicting some kind of hurt; in this regard, to Thomas and Peterson (1986), a practice of disciplining in which, something unpleasant is present or positive reinforces are removed following a behavior so that it happens less often in future. All these harsh disciplinary measures adopted by authoritarian/totalitarian parents and teachers to discipline children lead to anti-social behavior, contribute to academic failure and social rejection. These conditions further reduce self-esteem and create depressed mood, which in turn add to the likelihood of delinquency in adolescents (Patterson, 1982).

Many countries such as Norway, Denmark and Finland have banned corporal punishment in schools, considering it as a source of school violence (Larzelere, 1999:15-16). Most of the child welfare organizations have policies opposing the use of corporal punishment. Many educationists are against corporal punishment because of the affront to the child's dignity. Graziano (1990: 43-50) stated that if we are legally prohibited from striking other adults, why is it okay to strike a child? Corporal punishment is being used as a means of disciplining action against children and students worldwide but as catalytic action of education, it needs to be planned meticulously and executed with great sensitivity (Pandey 2001). Previous researches pointed out those adults (parents and teachers), who were physically punished in their childhood, are more supportive of corporal punishment than those who were not subjected to physical punishment (Hyman, 1988: 110-115). However, in contrast, a majority of family physicians and pediatricians argue that corporal punishment does not work to correct negative behavior permanently (Bauman, 1998). One explanation is that after living with violence that is considered 'legitimate', people expand this to accept violence that is not considered legitimate.

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For example, violent acts that are considered legitimate include maintaining order in schools by punishing children, deterring criminals and defending one's country against foreign enemies.

The "Cultural Spillover" theory presented by Rohner (1991: 40-45) proposes that the more a society uses force for socially legitimate ends, the greater the tendency for those who are involved in illegitimate behaviors to use force to attain their own ends. Discipline in rising and teaching of children is necessary if they are to become social, productive and responsible adults. Punishment is only a method of disciplining and corporal punishment is only one aspect of punishment (Sanderson 2003). Parents, guardians and teachers, who use harsh and punitive practices to discipline their children, may succeed in making the child conform to their standards but resentment will be reflected by the child's behavior sooner or later. A frequently punished child will be a problematic person tomorrow because the child being sensitive reacts to the behavior and disciplinary practices of adults either at school or at home (Kaur, 2005). Corporal punishment, if very frequent, may become an on going hardship for children and it has greater potential for producing negative effects (Pearlin 1989). The long-term use of corporal punishment tends to increase the probability of deviant and antisocial behaviors, such as aggression; adolescent delinquency and violent acts inside and outside the school (Straus, 1991: 205-206).

Inconsistent or overuse of punishment in harsh and unskilled ways can have very undesirable, dangerous and long lasting effects on the children who may develop negative personality traits such as disliking the punishing person, developing strong fears and anxieties, obstacles with learning, learning to escape and avoid people, places and things associated with harsh punishment which stimulates aggression and they imitate the methods of punishment used by their parents and teachers (Mawhinney and Peterson 1986). Corporal punishment is physiologically as well as psychologically damaging children's lives. Since it affects child by not only inflicting physical pain but also mental harassment, feeling of helplessness, worthlessness, depression, inhibition, aggression, shame and self-doubt, guilt, social withdrawal, feeling of inferiority, rigidity, lowered self-esteem, stress and heightened anxiety which may reduce his/her self confidence (Pandey 2001). Corporal punishment has been associated with a variety of psychological and behavioral disorders in children and adults, including anxiety, depression, withdrawal, low self-esteem, impulsiveness, delinquency and substance abuse (McCord, 1991: 190-200). It has been concluded from several literature reviews that corporal punishment is associated with increased aggression in children (Radke-Yarrow, Campbell & Burton, 1968; Steinmetz, 1979; Becker, 1964; Patterson, 1982). Adolescents who have experienced corporal punishment show higher levels of depression and feelings of hopelessness as well as an increased propensity to use violence (DuRant et al., 1994). Harsh punishment, including corporal punishment, has been associated significantly with adolescent depression and distress (McLoyd, Jayaratne, Ceballo, & Borquez, 1994). Children with behavior, anxiety, or disruptive disorders are more likely to report previous harsh physical punishment (Goodman et al., 1998).

Corporal punishment has been discussed and implicated in a variety of studies as a factor, contributing in delinquent behaviors such as theft, truancy, running away and school behavior problems and as a factor in antisocial behaviors such as lying, cheating and bullying (Straus, Sugarman, & Giles-Sims, 1997; McCord and McCord, 1959; Burt, 1925; Gove & Crutchfield, 1982; Hetherington, Stouwie, & Ridberg, 1971; West & Farrington, 1973; Glueck & Glueck, 1964). When teachers and parents use corporal punishment as an attempt to reduce antisocial behaviors in their child, the long-term effect tends to be a further increase in antisocial behaviors (Straus, Sugarman, & Giles-Sims, 1997). The best predictor of adult aggression is childhood aggression as longitudinal studies show that, by the time a child is six years old, if patterns of aggressive behavior have been established, they usually persist into adulthood (Eron, Huesmann, & Zelli, 1991). Children exposed to a high degree of physical punishment are more likely to be physically aggressive as adults (Carroll, 1977). In one longitudinal study regarding delinquency, boys' experiences of a harsh parental discipline style predicted their arrest rates at ages 17 through 45 (Laub & Sampson, 1995). Another longitudinal study found physical punishment during childhood to be significantly more prevalent among drug addicts (Baer & Corrado, 1974).

There is a lack of theoretical works to help identify the processes by which corporal punishment may affect mental health, but coercive discipline techniques have been associated with decreased confidence and assertiveness in children and increased feelings of humiliation and helplessness (Baumrind & Black, 1967). In Pakistan, steps have been initiated to discourage teacher against the use of corporal punishment. The Punjab Education Department announced that incidents of corporal punishment in schools would not be tolerated and stern action would be taken against teachers who indulge in it under the Punjab Removal from Service Ordinance 2000 (Daily Times, 2005).

**STATEMENT OF THE PROBLEM**

Children are regarded as the milestone and future of a nation. Without giving proper attention to children; it remains impossible to get the desired and dreamt goals of development as intended development can be obtained through qualified people and quality education. For the overall development of a child; there is a need of cooperative and expressive family environment, productive peer group's environment as well as effective school and classroom environment. School experience after family has remarkable effects on emotional, personal and social development of children. It's school or classroom that is considered as a place of learning, socialization, self expression and development for children (students). At this point teachers seem to have utmost importance to play their role positively in the development of a nation or country by producing quality students and that of quality education.

Keeping in view the mentioned reality, this research study focuses on the numerous impacts drawn by corporal punishment on the subject person (students). In this context effective results can be achieved about the development of children (students) through combating various factors, which badly affect the above mentioned environments. Corporal Punishment, given by the teachers to students in classrooms is one of these threatening factors, which affect students psychologically, socially and in long term their academic career and performance is affected as well. As a matter of concern; long term results of this kind of punishment are to react against or to surrender. Corporal punishment causes students' mental activities to reduce, play truant from school, increase in reacting against to existing social system, loss of self confidence and boldness, creates cramming qualities in students overturn to aggression, mal-showement of respect towards teachers and elders. Furthermore, after punishment; the students feel humiliation and impinge in inferiority complex that causes less intelligence. Teachers who see corporal punishment as a mean of establishing discipline in classroom management, actually they ignore the destructive effects of corporal punishment, as for a loving, respectful, self-disciplined child, harsh and cruel punishment is not the only resolution. Corporal punishment is harming part of body and inflicting pain to a person because of the offence he has committed. Mostly teachers think that they do well by punishing students. They also believe that it is the best way to motivate students in order to behave more properly. Teachers and even children do not know the consequences of corporal punishment. They just imitate all these from their teachers in schools and classrooms that give a hidden and long lasting message to them and they consider it is alright to beat others. Similarly, when the teachers slap them, pinch them, twist their ears, the teachers indirectly teach them that violence and anger are the preferred ways to solve problems. This paper is an attempt to investigate the impacts of corporal punishment on students' academic performance/career, psyche and personality development in long terms.

**OBJECTIVES**

- To identify and record various impacts of corporal punishment on students' academic performance/career
- To explore various psychological impacts of corporal punishment on students' personality development

**HYPOTHESES**

**H1:** There is a strong association between corporal punishment and students' academic performance/career

**H2:** Corporal punishment affects students' psychology and creates irregularities in students' personality development

**CONCEPTUAL FRAMEWORK**

Different concepts related to corporal punishment have been defined in relation to the current study. They are given as:

**Secondary School Level**

Secondary school describes an educational level where education up-to ten grade (class) is given. It is the outcome of elementary or primary education, and may leads to award of degree or University (tertiary) education. There are many different types of secondary schools, where the terminology used varies around the world. Although children usually transfer to secondary school between the ages of 10 and 16 years and finish between the ages of 16 and 18 years, which is the focus of this study, yet there is considerable variation from country to country.

## Education

Education is a learning process and the term “to Educate” refers to “the development of knowledge, skill, or character of...” Thus, it might be assumed that the purpose of education is to build the capacity and develop the faculty of student in respect of knowledge, skill, or character.

## Corporal Punishment

Corporal punishment in the context of criminology refers to some manner of physical punishment inflicted by judicial order on the body of an offender. The term generally refers to flogging, branding, or mutilation as punishment for a crime (Encarta, 2009). In educational context the term corporal or physical punishment is the use of physical force intended to cause some degree of pain or discomfort for discipline, correction, and control, changing behavior or in the belief of educating/bringing up the child. Physical pain can be caused by different means such as hitting the child with a hand or other objects, kicking, shaking or throwing the child, pinching or pulling the hair, caning or whipping etc.

## Mild and Severe Corporal Punishment

This research study focuses on two mainstreams of punishment i.e. mild and severe corporal punishment, where mild corporal punishment has been regarded as hitting or slapping students with a bare hand, hitting or slapping with hand, arm or leg, spanking and shaking, pushing and pulling. On the contrary, severe corporal punishment is understood as hitting or slapping students on head, beating the buttocks with stick, hitting or slapping students on the face, pulling ears and hairs, and making the students sit-stand etc.

## METHODS AND PROCEDURES

The purpose of this research study is to find out the multidimensional impacts of corporal punishment on students’ academic performance/career and personality development up-to secondary level education. In addition, the research activity is an attempt to know the relationship of corporal punishment with increase in students’ drop-out level upto secondary level.

The study was undertaken in Chakdara Town and adjacent areas of District Dir (Lower), Khyber Pakhtunkhwa province of Pakistan. According to District Survey Report (2010), the total population of Chakdara is 58920. Data has been collected from three high schools and five primary schools consisting 3030 population, which were selected randomly from a total of 5 high and 8 primary schools of the area. The population of these schools has been divided into two main strata i.e. S1 and S2, where S1 shows the population of three high schools, coded as (H1, H2, & H3) while S2 shows population of five primary schools, coded as (P1, P2, P3, P4 & P5). The population of S1 is 1462 comprises of students from class 6<sup>th</sup> to 10<sup>th</sup> while the population of S2 is 1568 having students of class 1<sup>st</sup> to 5<sup>th</sup>. A total number of 360 samples have been taken from both the strata by using stratified random sampling technique through proportional allocation method using interview schedule for data collection that consisted of questions with multiple-options related to corporal punishment and its impacts on students’ academics, psyche and personalities. While visiting the area, schools’ principals as well as concerned teachers were convinced and agreed through formal authority from the district education officer. The overall sample frame is given in the following table.

S.No	Name of the School	Denotation	Population	Sample size	Formula
1	High School	H1+H2+H3	465+502+495= 1462	S1= 174	S1= n Ni/N
2	Primary Schools	P1+P2+P3+P4+P5	356+350+204+275 +383 = 1568	S2 =186	S2= n Ni/N
<b>Total</b>	Eight Schools		3030	S1+S2=360	

The data collected through interview schedule was analysed by using SPSS. As for convenient analysis and understanding corporal punishment has been categorized into “No Corporal Punishment” denoted by “No C.P”, “Mild Corporal Punishment” i.e. hitting or slapping students with a bare hand, hitting or slapping on the hand, arm or leg, spanking and shaking, pushing and pulling denoted by “Mild C.P” and “Severe Corporal Punishment” i.e. hitting or slapping students on head, beating the buttocks with stick, hitting or slapping students on the face, pulling ears and hairs, make the students sit and stand etc. denoted by “Severe C.P” coded by digits 0, 1 and 2 respectively. Further, the academic performance/career of students as an abstract concept that is affected by corporal punishment has been divided into different variables for valid and authentic measurement.

The variables are “No effect, impedes students’ class participation, decreases attendance, increases dropout ratio, negatively affects students’ confidence, creates fear and hesitation, hinders learning capacity, results in poor academic performance, hinders students’ creativity, creates reluctance, creates inferiority complex”, which are coded by digits 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 respectively during analysis. In addition, responses of the responding have been enumerated in the form of frequencies in the tables while discussion made over the tables include percentage of the frequencies. Further, the mentioned percentages have been comparatively analyzed by ratio (:) to demarcate between the response for mild and severe punishment.

**RESULTS AND DISCUSSION**

**Corporal Punishment and Students’ Academic Performance/Career**

Corporal punishment adversely affects academic performance of students. The following table statistically illustrates that corporal punishment is associated with academic performance/career of the students that is explicitly depicted by results of this study. The discussion on impacts has been drawn in percentages having a comparative analysis of mild and severe punishment in the form of ratio given in parenthesis. The respondents have evidently enumerated that cropral punishment has effects over the academic performance/career students (65%) while mild CP has aslo adverse impacts (35%). By continuing with the impacts of CP, it is observed that mild and severe punisemnt impedes the class participation, decreases the attendance and increases the drop out rate that is indicated by respondents like wise (39%:61%), 46%:54%) and (24%:76%) respectively.

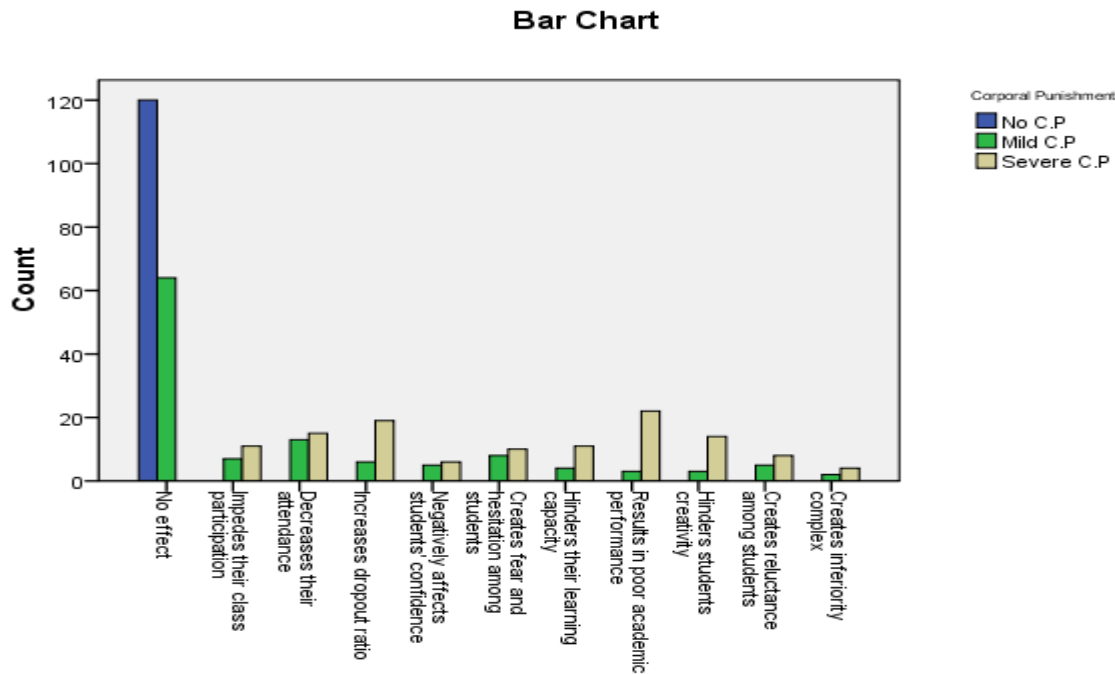
It has been further elucidated by the results that both mild and severe corporal punishment has adverse impacts; although both have a minnow variation yet justifiable that mild punishment has fewer impacts over students as compared to severe. The respondents expressed that mild and severe corporal punishment have negative effects on students’ confidence, creation of fear and hesitation, hindrance towards learning and resulting in poor academeic performance; that is clarified by the percentage in parenthesis respectively for each indicator i.e. (45%:55%), (44%:56%), (27%:73) and (12%:88%).

**Table-1**

Academic Performance/Career * Corporal Punishment Cross tabulation					
		Corporal Punishment			Total
		No C.P	Mild C.P	Severe C.P	
<b>Academic Performance/Career</b>	No effect	120	64	0	184
	Impedes their class participation	0	7	11	18
	Decreases their attendance	0	13	15	28
	Increases dropout ratio	0	6	19	25
	Negatively affects students' confidence	0	5	6	11
	Creates fear and hesitation among students	0	8	10	18
	Hinders their learning capacity	0	4	11	15
	Results in poor academic performance	0	3	22	25
	Hinders students creativity	0	3	14	17
	Creates reluctance among students	0	5	8	13
	Creates inferiority complex	0	2	4	6
<b>Total</b>		<b>120</b>	<b>120</b>	<b>120</b>	<b>360</b>

*P=.000<.05, which means that the result is significant and there is strong association between corporal punishment and academic performance/career. ( $\chi^2 = 2.570E2^a$ , df. = 20)*

Punishment in one form or another, always been found as a mercenary in promoting smooth running of activities signified by the present study. Results of the research palpably show that mild and severe corporal punishment tends to hinder students’ creativity, create reluctance among students and prevail inferiority complex among the students with a percentage of (18%:82%), (38%:62%) and (33%:67) respectively. (See Table-1). Resultantly, the overall association of corporal punishment and academic performance/career, which was proposed in the hypotheses, has been judged by applying chi-square test, the value of *P=.000<.05*, which shows that the result is significant and there is a strong association between corporal punishment and academic performance/career.



**Corporal Punishment and its Psychological Impacts on Students**

Another area of this research study is students’ psychology that is affected by corporal punishment. Information mentioned in the table below illuminates that punishment is mostly regarded as a tool that brings jeopardy to both the social and psychological well-being of the affectee. In such a run the psychology may dominate over the social aspect in the context of its importance in the life of an individual as supported by respondents that the absence of corporal punishment relieves the psychological effects (66%) while the presence of mild corporal punishment also hasn’t any adverse effects over psychology of the student i.e. (34%).

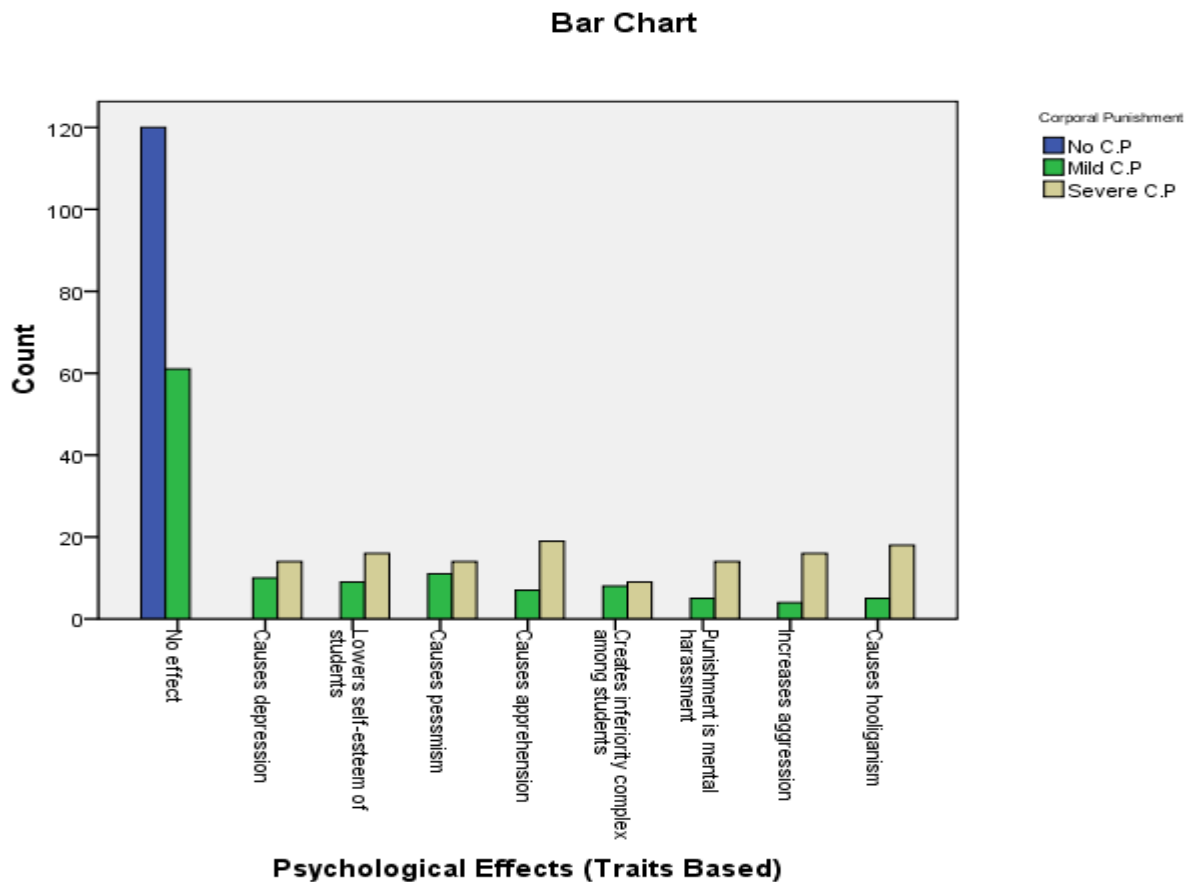
Enacting to the impacts of mild and severe corporal punishment, this research study reveals that punishment; whether mild or severe, has adverse impacts over the mental level of an individual as it causes depression, lowers self esteem of students, causes pessimism among students and prevails apprehension figured in a respective form of percentages in parenthesis as (42%:58%), (36%:64%), (44%:56%) and (27%:73%).

**Table-2**

Psychological Effects (Traits Based) * Corporal Punishment Cross tabulation					
		Corporal Punishment			Total
		No C.P	Mild C.P	Severe C.P	
Psychological Effects (Traits Based)	No effect	120	61	0	181
	Causes depression	0	10	14	24
	Lowers self-esteem of students	0	9	16	25
	Causes pessimism	0	11	14	25
	Causes apprehension	0	7	19	26
	Creates inferiority complex among students	0	8	9	17
	Punishment is mental harassment	0	5	14	19
	Increases aggression	0	4	16	20
	Causes hooliganism	0	5	18	23
<b>Total</b>		<b>120</b>	<b>120</b>	<b>120</b>	<b>360</b>

*P=.000<.05, which means that the result is significant and there is strong association between corporal punishment and psychological impacts.. (χ2 = 2.499E2<sup>a</sup>, df. = 16)*

The data further highlights the psychological effects of both mild and severe corporal punishment covering more aspects of human psychology that are interpreted by the respondents. Such effects have been illuminated to the forefront in the form of creating inferiority complex among students, mental harassment, augmentation of aggression and creation of hooliganism with the percentages followed by each indicator, like; (47%:53%), (26%:74%), (20:80%) and (22%:78%) respectively. (See Table-2). Consequently, the pointed data expresses that the relationship of corporal punishment with psychological effects, which was proposed in the hypothesis has been validated and measured by applying chi-square test, the value of  $P=.000<.05$ , shows that the result is significant and the relationship is strongly found between corporal punishment and psychological effects on students.



**Corporal Punishment and Personality Development**

Personality and its normal and expected development is one the important aspects of individual’s life that is affected by the application of corporal punishment. The results gained through conduction of this research have a relation with corporal punishment and the course of upgradation in personality development of the students. The information mentioned in the following table authenticates the fact that absence of corporal punishment has no adverse impacts on personality development of the students (65%) while the presence of mild corporal punishment is regarded as a discipline oriented activity for students, which brings punctuality and well disciplined personality as stated by (34%). Information mentioned in the table reveals that application of mild and severe corporal punishment is regarded with numerous disorders in personality of the student that is suppression of students’ potentials for growth and development, impulsion and emotional instability and necessitation of students towards insurgency and non-compromising behavior and a source of social mal-adjustment with the percentage and ratio of (44%:56%), (43%:57%), (40%:60%) and (07%:93%) respectively. In the context of effects over personality development of students, this research study has further dug-out the aspects which are worth-mention for being affected through mild and severe punishment.

In such a run the respondents have pointed out that such punishments engrains the seeds of hostility and revenge towards society, creates passive-aggressive behavior, prevalence of hatred among students and causes frustration among students; (22%:78%), (44%:56%), (50%:50%) and (08%:92%) respectively.

**Table-3**

<b>Effects on Personality Development (Behavior Based) * Corporal Punishment Cross tabulation</b>					
		<b>Corporal Punishment</b>			<b>Total</b>
		<b>No C.P</b>	<b>Mild C.P</b>	<b>Severe C.P</b>	
<b>Effects on Personality Development (Behavior Based)</b>	No effect	120	63	3	186
	Suppresses students' potentials for growth and development	0	11	14	25
	Students become impulsive and emotionally instable	0	10	13	23
	Compels students to be rebellious and uncompromising	0	6	9	15
	Results in social maladjustment in future	0	1	13	14
	Engrains the seeds of hostility and revenge to the existing system and people	0	4	14	18
	Creates passive aggressive and harsh behavior	0	7	9	16
	Creates hatred among students in long terms	0	4	4	8
	Creates frustration among students	0	1	11	12
	Brings imitation of passive methods for self satisfaction	0	6	9	15
	Creates self-pity in students	0	4	5	9
	Makes students rigid and violent in nature	0	3	15	18
	Leads to suicide in extreme cases	0	0	1	1
<b>Total</b>		<b>120</b>	<b>120</b>	<b>120</b>	<b>360</b>

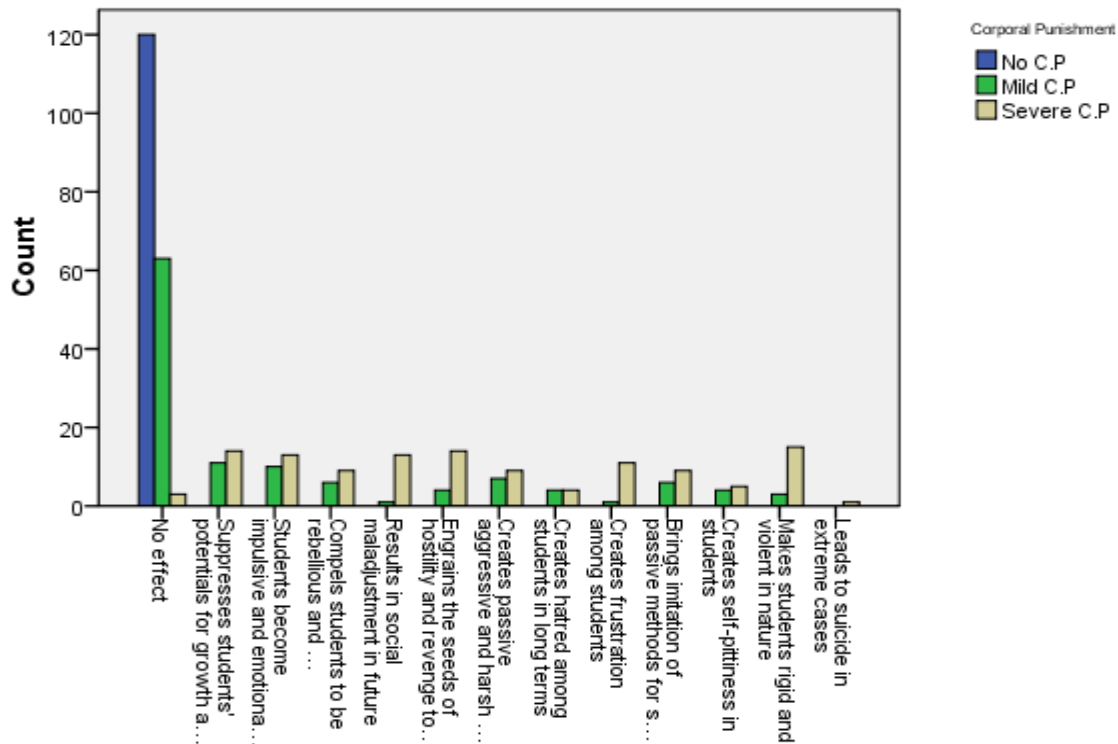
$P=.000<.05$ , which means that the result is significant and there is strong association between corporal punishment and irregularities in personality development. ( $\chi^2 = 2.506E2^a$ , df. = 24)

Analysis of the collected data further indicates that corporal punishment has a vast range of effects over personality development of the students, which brings passive alteration in the course of personality development. The information depicts that mild and severe corporal punishment brings imitation of passive methods for self satisfaction, creation of self-pity among students and exists rigid and violent nature, which is prominent from the respective percentages in parenthesis i.e. (40%:60%), (44%:56%) and (17%:83%). (See Table-3)

Illuminating and analyzing the enumerated results, it is observed that there is a strong association of corporal punishment with personality development of the students that causes irregularities and abnormalities in students' personalities, which was proposed in the hypothesis has been authenticated and analyzed by applying chi-square test where the value of  $P=.000<.05$ , which shows that the result is significant and there is a strong association between corporal punishment and irregularities students' personality development in long terms.



Bar Chart



**CONCLUSION**

Corporal punishment; being a matter of concern has multidimensional and obnoxious impacts over the academic performance/career and socio-psychological well-being of the students. This research study explicitly concludes that corporal punishment encompasses numerous impacts that are worth-mention and worth-analyze, prominently include distortion of academic performanc/career; brings havoc to psychology of the students and almost devastates the process of personality development. In addition, the whole research activity elucidates that the prevalence of corporal punishment is extremely high in schools of the target area, which are drawing the shadows of adversity in shape of high drop-out in schools. Furthermore, evidences have been found through research that corporal punishment plays a significant role to hinder the learning capacity of students and impede the zeal of creativity.

The research has palpable results in the course of impacts, brought over the subject students, where at a stage it was justified for being a lucrative act in order to reconstruct the behavior and personality of the students. On the contrary, instead of rehabilitation, this study also concludes that it has obnoxious and long term effects on psychological well being of the students. Students are harrassed and severely beaten to that extent where their behavior is molded towards aggression and wrath. Such an aggressive approach from teachers and re-aggression from students causes apprehension and hooliganism rather than to correct their behavior and conduct in classes. The results of the conducted research represent factual information that corporal punishment may be regarded as a blizzard in the course of mental alienation and a lethal for pro-active thought process.

Additionally, the conducted research study further concludes in a diverse manner that corporal punishment suppresses the inner potentials of the students. It was highlighted that the trend of punishment tends to create abhorrence and the sense of hatred among the students. Furhter, those who are frequently subject to corporal punishment engraves an anti-social personality having rivalry thoughts towards society. Contiuing with the anti-social attitude, it hampers the adjustment of students in society where they imitate the passive methods for self satisfaction and prevails long term adverse impacts on personality of the individual.

In-short, the overall research findings come to a unanimous conclusion that corporal punishment is a monster, which is hindering the overall smooth functioning of the subject person as well as the society with adverse effects on future of the nation.

### **RECOMMENDATIONS**

- This study extends and suggests that the teachers shall be encouraged to avoid corporal punishment as well as psychologically aggressive disciplinary methods and must use alternative forms of correction of students' misbehavior. In regard to attain such purpose, teachers training and education programs that emphasize alternative disciplinary tactics to corporal punishment and psychological aggression may make an important contribution to reconciliation of both students and teachers.
- In addition, awareness must be brought among teachers pertaining to the adverse impacts of corporal punishment on students' academics, psyche and personality development.
- Students shall be counseled through awareness programs for being polite and respectful to their teachers. They shall be intimated regarding the usefulness of punctuality, conduction of homework, eschew of making noise in class, confirm health and hygiene, and shall not quarrel with their school fellows. Moreover, parents' role is inevitably significant in order to consult the teachers, ask for the students output and progress and performance in curricular and co-curricular school affairs.
- Abolishing corporal punishment in schools by government is not inadequate, as it is not only harmful to students but also violates children's rights. There is need for legislation to be implemented so as to protect children from violence, to promote and ensure human rights.
- Keeping in consideration the socio-cultural and religious values of the area; the role of Non Governmental Organizations is highly significant, which can bring general mass awarness about the impacts of corporal punishment through arrangement of seminars, campaigns, workshops.
- Mass media is one of the most effective source to highlight the issues of major concern, formation and changing human behaviors and attitudes. In this context, media should be involved zealously to strive for elimination of such a menace in shape of telecasting different programs, talk shows, documentaries, articles in newspapers and magazines etc.

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