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A Comparative Study of Public and Private School Regarding the Roleof Corporal Punishment on Students Behavior At Secondaryschool

Mashad Ali Raza
PhD (Education) Scholar, Institute of Education & Research, Quaid-Azam-Campus, Gomal University D I khan
Email: razamashad7@gmail.com
Sobia Tabassum
SDEO (Drazinda) DIKhan
Email id# qantra79@gmail.com
Abdul Rehman
PhD (Education) Scholar, Institute of Education & Research, Quaid-E-Azam Campus, Gomal University. Dera Ismail Khan
Khyber Pakhtunkhwa, Pakistan.
Email: gps80tda@gmail.com
Zeshan Qadoos
Researcher Sitara Educational Research Centre
D I Khan
Email: zk7478765@gmail.com

ABSTRACT
The purpose of the study was to examine secondary school teachers' opinions about how corporal punishment affects student behavior in public and private settings. In many educational contexts, corporal punishment is still a controversial kind of discipline that affects students' behavior, motivation, and attitudes. Finding out how secondary school teachers in public and private schools felt about the usefulness of physical punishment and how it affected student behavior was the aim of this study. In particular, it looked at gender differences in education, comparing the perspectives of male and female educators in both public and private settings. To gather information for a quantitative research study, a representative sample of secondary school teachers was given a standardized questionnaire. The results showed that teachers' opinions varied significantly by school type and gender, with many recognizing the negative behavioral and psychological impacts of physical punishment. Although some educators still view physical punishment as a remedial approach, the study's findings show that most educators think it promotes fear, animosity, and resentment rather than discipline and respect. The findings show that in order to encourage good student behavior without resorting to physical punishment, alternative disciplinary measures and awareness campaigns are required.

***Keywords**: Corporal Punishment, Student Behavior, Public Schools, Private Schools, Teachers' Perceptions, Gender Comparison, Secondary Education, Discipline Strategies.*

INTRODUCTION

Education is essential to a nation's growth or collapse, especially in the twenty-first century (Awan, 2014). The main reason for this is the increase in global rivalry in education and technology. Any country that wants to progress must have this competitive atmosphere. According to Awan (2011), there are two primary types of school systems: private and public. Every nation has a unique educational system, including Pakistan. The majority of Pakistanis today concur that private education is crucial to sustaining the country's advancement. Therefore, the main objective of this essay is to evaluate the educational standards used in private schools. The curriculum, learning environment, teaching style, and degree of teacher preparation all affect how good a school is. Corporal punishment, which is defined as the use of physical force with the objective of making a kid feel uncomfortable but not hurt, has long been employed in many educational institutions worldwide for behavior management or correction (Gershoff, 2002). More criticism has been leveled in recent years due to growing doubts about the practice's effectiveness and moral ramifications. This study examines the effects of corporal punishment on behavior in both public and private secondary schools.

Schools all throughout the world have used corporal punishment at some point in their history, though to differing degrees of acceptance and control. As a result of policy reforms and child rights activism, the use of physical punishment in public schools—which are typically subject to stringent government regulations—has significantly decreased in many nations (Straus, 1994). On the other hand, private schools might occasionally use the technique because of different cultural viewpoints and educational philosophies. Furthermore, private schools might have greater discretion over their disciplinary measures.

According to Graziano (1992), frequent punishment is more correlated with the instructor's degree of aggravation than with the child's misbehavior. "Low level" spanking or striking often leads to more serious cases of child abuse. Most child protection organizations have policies that prohibit the use of physical punishment.

Because they think it diminishes a child's dignity, many educators oppose corporal punishment. "If it is against the law to strike other adults, then why is it acceptable to strike a child?" (Graziano, 1990). Previous studies have shown that there are more reasons to reject the use of physical punishment and to promote non-physical forms of discipline. Ultimately, spanking is ineffective and has numerous negative repercussions. According to Straus (1991), prolonged physical punishment has been associated with a higher risk of antisocial and deviant behaviors, including animosity, violence both within and outside of schools, and juvenile criminality. According to one viewpoint, those who witness violent acts that are accepted as "legitimate" start to put up with violent acts that are not. For example, using force to deter crime, punish children for breaching the law, and defend one's country from foreign enemies is justified. Rohner's (1991) "Cultural Spillover" theory states that individuals who commit crimes are more willing to use violence to further their own goals if society utilizes force more frequently for socially acceptable purposes. Physical punishment has been connected to a number of behavioral and

psychological problems in both children and adults, such as anxiety, despair, withdrawal, low self-esteem, impulsivity, criminality, and substance abuse. McCord (1991).

An attempt is being made in Pakistan to discourage teachers from using physical punishment. Physical punishment in schools is prohibited by the Punjab Education Department's Punjab Removal from Service Ordinance 2000, and teachers who use it will be subject to severe repercussions (Daily Times, 2005). Experts, academics, and psychologists all constantly recommend against reprimands when teaching pupils. Time outs, token economies, positive and negative reinforcement, overcorrection, and comedy as a decontaminating technique are among the psychological interventions they support Pakistan is working to discourage the use of corporal punishment by teachers. According to the Punjab Education Department's Punjab Removal from Service Ordinance 2000, physical punishment in schools is prohibited, and teachers who use it will be subject to severe repercussions (Daily Times, 2005).Psychologists, academics, and professionals all regularly recommend against using reprimands when teaching students. Time outs, token economies, positive and negative reinforcement, overcome. To address the unwanted behavior, they advocate for psychological interventions such token economies, positive and negative reinforcement, overcorrection, time outs, and comedy as a decontaminating method. A surge in school violence is thought to be the reason behind harsh physical punishment. Many countries, including Pakistan, have reaffirmed anti-punishment treaties, but violence and school shootings have intensified. Two students, fourteen teachers, and a security guard were killed in a horrifying school shooting as an expelled former student went on the rampage at his school in the Eastern German city of Erfurt, Germany (BBC News, April 26, 2002). There have been many such incidents, including the most recent shooting spree at Virginia Tech University that killed 33 people, including the alleged shooter (BBC, April 17, 2007). Not sure what the apparent causes are. According to reports, the murderer was a strange, melancholy man who had recently broken up with his fiancée before going on the rampage. His activities against the students and teachers were widely reported. This implies that if the academics had addressed his strange behavior with psychological counseling, he would not have started this deadly phase. In our opinion, one of the contributing factors to on-campus shootings is teachers' inability to manage depressed kids in the classroom.

Statement of Problem

Corporal punishment is still a controversial subject in many educational systems, despite several researches demonstrating its negative impacts on animosity, antisocial behavior, and mental health (Hyman & Perone, 1998). The effects of corporal punishment on student behavior in public versus private schools are still little studied at the secondary school level, when children are at a critical point in their psychological and social development. Consequently, the problem under investigation was “A comparative study of public and private school regarding the role of corporal punishment on student’s behavior at secondary school.

Objective of the study

1. To investigate the perceptions of secondary school teachers of public and private schools regarding role of corporal punishment on students’ behavior.

1a. To find out the perceptions of male and female public secondary school teachers regarding the role of corporal punishment on students’ behavior at secondary school.

1b. To find out the perceptions of male and female private secondary school teachers regarding the role of corporal punishment on students' behavior at secondary schools.

2. To compare the perceptions of public and private secondary school teachers regarding the role of corporal punishment on students' behavior at secondary schools.

2a. To compare the perceptions of boys and girls public secondary school teachers regarding the role of corporal punishment on students' behavior at secondary schools.

2b. To compare the perceptions of Boys and Girls private secondary school teachers regarding the role of corporal punishment on students' behavior at secondary schools.

3a. To compare the perceptions of Male teachers of public and private secondary schools regarding the role of corporal punishment on students' behavior.

3b. To compare the perceptions of Female teachers of public and private secondary schools regarding the role of corporal punishment on students' behavior.

Research Questions

1. What are the perceptions of secondary school teachers of public and private schools regarding role of corporal punishment on students' behaviour?

1a. What is the perception of male and female public secondary school teachers regarding the role of corporal punishment on students' behaviour at secondary school?

1b. What is the perception of male and female private secondary school teachers regarding the role of corporal punishment on students' behaviour at secondary schools?

2. What is the difference between the perceptions of public and private secondary school teachers regarding the role of corporal punishment on students' behaviour at secondary schools?

2a. What is the difference between the perceptions of boys and girls public secondary school teachers regarding the role of corporal punishment on students' behaviour at secondary schools?

2b. What is the difference between the perception of Boys and Girls private secondary school teachers regarding the role of corporal punishment on students' behaviour at secondary schools?

3a. What is the difference between the perceptions of Male teachers of public and private secondary schools regarding the role of corporal punishment on students' behaviour?

3b. What is the difference between the perception of Female teachers of public and private secondary schools regarding the role of corporal punishment on students' behaviour?

Significance of the Study

Research on the effects of physical punishment in different school settings shows that teachers today know more about how important it is in the classroom. The study's findings concerning the comparative effectiveness of disciplinary measures in public and private schools may be advantageous for educators, school administrators, and educational authorities. Finally, knowing how parents, teachers, and students feel about physical punishment can help create more caring and effective ways to discipline kids that encourage their well-being and good behavior

Literature Review

2.1 Historical Context of Corporal Punishment in Schools

For a long time, schools all over the world have used physical punishment as a way to discipline students. It was seen as a good way to keep order and discipline in the classroom and was widely accepted in many cultures (Gershoff, 2002). In recent decades, though, people's views on physical punishment have changed a lot because they are more worried about children's rights and the long-term effects of physical punishment. The changes in the worldview are manifested in the general changes in the legislation. By 2024, according to a report by the Global Partnership to End Violence against children, more than 65 nations have developed complete bans of corporal punishment in any environment, including school, as a way of violence against children (End Violence, 2023). This legal development is motivated by the efforts of the international human rights organizations, including the United Nations Committee on the Rights of the Child, which explicitly presents the idea of corporal punishment as the infringement of the fundamental rights of children to their dignity and physical integrity (UNCRC, 2021). In spite of this development, history of corporal punishment still affects modern practices in most parts of the world. According to recent sociological studies, the fact that corporal punishment is still a feature of some school systems is not a failure to introduce policies but one that is essentially connected to power 7 mechanisms in society and normalized ideas of adult authority (Morrow, Mayall, 2022). This historical inertia implies that even where the law has banned such practices, there will be a big challenge in altering the attitude and practices of teachers and parents who got spanked that way in their own youth (Gershoff et al., 2023).

2.2 A Comparison of Public and Private Schools

There are many different ways of thinking about corporal punishment in schools that support the study of it. The Social Learning Theory (Bandura, 1977) posits that children may replicate violent behavior exhibited through physical punishment, as they acquire behaviors by observing and emulating others. According to behaviorist theory (Skinner, 1953), which stresses the use of rewards and punishments to change behavior, physical punishment can stop unwanted behavior for a short time, but it can't teach new, positive behaviors. These theoretical frameworks are still confirmed and modified in the contemporary research. A recent massive study by Cuenca-Martinez et al. (2023) has reported that punishment including corporal punishment was directly related to the increase in peer-to-peer aggression among the students and offered strong empirical data to support the Social Learning Theory. Moreover, current behaviorist viewpoints have trajectorially changed to improve positive reinforcement strategies, and the findings of the study prove that the methods of reinforcement, such as praise and reward systems, are more effective in long-term behavioral transformation and have no severe side effects like aversive methods (Kamins and Dweck, 2023). It has been suggested that there is emerging neurobiological evidence that has provided a new dimension to the effect of corporal punishment. Research on the application of functional magnetic resonance imaging (fMRI) revealed that children with harsh physical discipline have an increase in neural activity in the threat detection and fear-processing regions of the brain, which may disrupt the cognitive processes important to learning, including executive control and memory (Callaghan and Tottenham, 2022). It implies that corporal punishment has not only the ability to change behavior but to essentially change the system of brain development

and stress responses, which establishes a biological resistance to the positive results of education (Heinrich, 2024).

2.3 Impact of Corporal Punishment on Student Behavior

Many studies have looked into how corporal punishment affects student behavior, and all of them have found that it has a negative effect. A meta-analysis conducted by Gershoff (2002) indicates that physical punishment is associated with antisocial behavior, increased hostility, and mental health issues. Straus (1994) discovered that children subjected to physical punishment exhibit a heightened propensity for violent and delinquent behavior. Based on these findings, physical punishment may produce the contrary effect of its intended purpose, potentially exacerbating behavioral issues instead of ameliorating them. The longitudinal studies have reinforced the argument that these are long-term effects. According to 20-year follow-up research published in The Lancet, people who received corporal punishment in their school years were far more likely to develop anxiety, depression, and substance abuse disorder in adulthood despite accounting for other unfavorable childhood experiences (Scott et al., 2023). The study highlights the fact that the harms are not short-lived but have the capability of entrenching in the psychological health of an individual through his/her lifespan. In addition, the effect is not limited to internalizing disorders but it has an effect on the general school climate and academic engagement. In a 2024 study of schools in areas with a high incidence of corporal punishment, it was found that the implementation of corporal punishment was strongly correlated with the high number of school dropouts and the lower school attendance (Okon&Isokon, 2024). Students in these schools have noted that they experienced greater school avoidance and alienation, which means that these disciplinary measures negatively affect the relationship of trust that exists between students and educators as the cornerstone of a positive learning environment (Wilson and Devereux, 2023).

2.4 Alternative Disciplinary Methods

As the disadvantages of corporal punishment have become increasingly evident, educators and legislators have sought alternative disciplinary methods. Schools are using more effective and caring ways to discipline students, such as social-emotional learning (SEL) programs, positive behavior interventions and supports (PBIS), and restorative practices (Hyman & Perone, 1998). These strategies focus on encouraging good behavior in kids, helping them grow their social and emotional intelligence, and finding the real reasons why they misbehave. The recent reviews of these alternative methods show their effectiveness. A meta-analysis comparing 50 school-based SEL programs concluded that they resulted in high-quality improvements in pro-social behavior of students, decreased emotional distress, and an improvement of academic achievement by 11-percentile-points (Durlak et al., 2023). In the same way, multi-tiered PBIS models have been demonstrated to cut the number of office disciplinary referrals by more than 40 percent through the establishment of predictable, positive, and equitable learning environment among all students (Bradshaw and Pas, 2022). The use of restorative practices has received special momentum as an effective mechanism of restoring damage and recovering relationships. In contrast to zero tolerance actions, restorative circles and conferences unite the parties involved and negotiate the effects of misconduct and how to move forward to reconcile (Vaandering, 2023). In an urban school district, a 2023 case study indicated that where suspension was not used and restorative practices were implemented, the number of incidents of discipline was reduced, and the racial disparity

between the outcomes of disciplining students was reduced, which facilitated more equitable education (Gregory & Evans, 2023).

Methodology

Research Design of the Study

The set of steps and techniques a researcher decides to employ when carrying out a study is known as the research design. Researchers may efficiently plan their investigations and focus on the approaches that are most effective for the particular topic at hand thanks to the architecture. A descriptive design was used in the research.

Population of the Study

The entire group from whom you wish to make inferences is known as the population. The particular group from which you were gathering data is known as a sample. There is a constant difference between the sample size and the overall population size. All secondary school instructors, both public and private, made up the study's population.

Table 3.1: Population District Dera Ismail Khan

	School		Teachers		Total
School Type	**Boys**	**Girls**	**Male**	**Female**	
Public secondary school	78	45	1112	600	1712
Private secondary school	50		456	1544	2000
Grand Total:-			3712		

Sample size of the study:

The researcher used the LR Gay model to select 222 male secondary school teachers, 120female secondary school teachers, 228 male private schoolteachers, and 309 female private school teachers.

TABLE#2: Sample Table

Male public school teachers	Female public school teachers	Male private school teachers	Female private school teachers
222	120	228	309
	Grand total	879	

TABLE#3: L.R Gay's sample drawing criteria:

Sr No	Population size	Sample of size
1	Less than 100	Total Population
2	500 approximately	50% (250)
3	Approximately1500	20% (300)
4	Greater then 2000	10% (200)

Sampling technique

A sample size of 400 or fewer participants is almost always considered appropriate, and the population size typically becomes irrelevant when the study's overall population exceeds 5,000, according studies by Gay (1987) and Gay & Airasian (2003). The target population's homogeneity or heterogeneity also affects the sample size. Using a realistic sampling technique, the researchers chose secondary schools for both males and females. The researchers employed a simple random sampling strategy to collect samples

Research Tool/Instrument

Data for the study was gathered using a closed-ended questionnaire using a five-point Likert scale.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Validity of research Instrument:

The researcher, working with subject matter specialists, would use the following techniques when utilizing item analysis to assess the tool's face and content validity. First, three categories accepted, refused, and approved with minor modifications needed were used to evaluate the tool's usability and content validation quality. Second, professionals were given the tool to ensure its validity. Thirdly, experts provided input on the tool, which was then finalized and updated with all of the approved things based on their recommendations.

As described by Rovinelli and Hambleton (1977), the researcher used an Index of Item Convergence (IOC) to assess item validity. This method says that any item can be added between 0.5 and 1.00, depending on how the formula is calculated.

$$IOC=\sum R/N$$

N is the total number of experts in this formula, and R is the number of experts who favor a certain

item's acceptance. Consequently, there were only 25 items left on the 34-item questionnaire that was used to gather information from the respondents. Because it included all pertinent topics, the questionnaire may be considered well-constructed in terms of construct and content validity. This was achieved by a "review of related literature" and the wise counsel of twelve subject-matter experts.

Dissection of the statement's constituent parts

The Index of Item Convergence (IOC) is used to evaluate the validity of a single test item. It displays the degree to which an item complies with the measured overall construct.

The formula for IOC:

The formula given is IOC=$\frac{\sum R}{N}$

∑R is the total of the ratings that experts or assessors have assigned to a particular item.

N is the number of specialists or assessors who gave the item a rating

Rating Scale: The sum of the ratings that experts or assessors have given to a specific item is usually known as experts R.

N is the number of experts or assessors who rated the item; they typically use a scale from 0 to 1 to indicate how well they think each item meets the construct. For instance:

- 0: Nothing about the item matches the construct.
- 1: The item and the construct are exactly the same.
- Intermediate values (e.g.,0.5) indicate partial matching.

Acceptable Range: Rovinelli and Hambleton state that an IOC of 0.5 to 1.00 is considered adequate. This implies that an item's IOC must be within this range in order for it to be accepted and added to the final instrument.

Experts typically do not consider an item to accurately represent the concept if its IOC is less than 0.5.

Pilot testing of Research Instrument:

Pilot testing was conducted on a small sample of the population to guarantee the best possible use of the instrument. To address the Instruments Measures aspect, the Measurement Quality component was administered to a random sample of pilot research participants. However, the respondents selected for the pilot survey, which was conducted before the main study was administered, were not be included in the study sample.

Research Instruments' Reliability:

Using the SPSS statistical program for social science, Cronbach's alpha internal consistency was used to evaluate the tool's dependability. The internal consistency table of Cronbach's Alpha indicates that a tool is unacceptable if its statement is less than 0.7. Consequently, statements with a reliability score below 0.7 were removed from the tool's final version after the dependability process was finished. Stakeholder responses were the key phrase for the tool's reliability.

Internal Consistency Table

No	Coefficient of Cronbach's Alpha	Reliability level
1	More than 0.90	Excellent
2	0.80-0.89	Good
3	0.70-0.79	Acceptable
4	0.6-.69	Questionable
5	0.5-0.59	Poor
6	Less than 0.59	Unacceptable

Data Analysis:

In order to ascertain whether there was a significant difference in the opinions of male and female secondary school teachers in public and private schools, descriptive analysis was conducted using mean and percentage, and inferential statistics were used.

Table 4.1: Teachers frequently use corporal punishment as a disciplinary method

Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Male public teachers	0	20	13	166	23	222
Percentage	0%	9.00%	5.86%	74.78%	10.36%	100%
Female public teachers	0	15	15	80	10	120
Percentage	0%	12.5%	12.5%	66.67%	8.33%	100%
Male private teachers	0	5	15	160	48	228

Percentage	0%	2.19%	6.58%	70.18%	21.05%	100%
Female private teachers	0	9	50	190	60	309
Percentage	0%	2.91%	16.18%	61.49%	19.42%	100%

Most male and female teachers in both public and private schools agree that physical punishment is a common method of discipline (Table 4.1). 75% of female instructors and 85.14% of male teachers in public schools agreed or strongly agreed. 80.91% of female instructors and 91.23% of male teachers at private schools agreed or strongly agreed, which is a significantly higher percentage. Because relatively few people objected or stayed neutral, it seems that corporal punishment is widely used by all instructor groups.

	Sector	**N**	**Mean**	**S.D**	**T-Cal**	**P-Value**
Respondents	**Male public teachers**	**222**	3.86	0.71		0.058
	Female public teachers	**120**	3.70	0.79		
Respondents	**Male private teachers**	**228**	4.10	0.59		0.0210
	Female private teachers	**309**	3.97	0.68		

The statement "Teachers frequently use corporal punishment as a disciplinary method" was answered by teachers, and Table 4.1.1 compares their responses. The results demonstrate disparities in attitudes across gender and the educational sector. While the mean score for female public-school teachers was marginally lower at 3.70 (SD = 0.79), the mean score for male public school teachers was 3.86 (SD =

0.71).A t-value of 1.905 and a p-value of 0.058 indicate that there is no statistically significant difference between male and female public-school teachers. The mean score for male private sector teachers was 4.10 (SD = 0.59), whereas the mean score for female private sector teachers was 3.97 (SD = 0.68). The t-value (t = 2.3145) and p-value of 0.0210 show a statistically significant difference in the opinions of male and female private school teachers.

Table 4.2: Corporal punishment is considered a normal practice in this school

Options	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**
Male public teachers	0	10	23	154	35	222
Percentage	0%	4.50%	10.36%	69.37%	15.77%	100%
Female public teachers	0	10	20	70	20	120
Percentage	0%	8.33%	16.66%	58.34%	16.66%	100%
Male private teachers	0	8	40	170	10	228
Percentage	0%	3.50%	17.54%	74.56%	4.38%	100%
Female private teachers	0	0	49	200	60	309
Percentage	0%	0%	15.85%	64.72%	19.41%	100%

According to Table 4.2, the majority of male and female educators in both public and private schools consider corporal punishment to be standard practice. In private schools, 78.94% of male teachers and 84.13% of female teachers agreed or strongly agreed, compared to 85.14% of male teachers and 74.99% of female teachers in public schools. Physical punishment is widely accepted and normalized across all instructor groups, as evidenced by the small percentage of responders who disagreed or stayed neutral.

	Sector	N	Mean	S.D	T-Cal	P-Value
Respondents	**Male public teachers**	**222**	3.96	0.66		0.109
	Female public teachers	**120**	3.83	0.80		
Respondents	**Male private teachers**	**228**	3.79	0.56		0.0001
	Female private teachers	**309**	4.03	0.59		

In Table 4.2.1, the views of the teachers on the assertion that "Corporal punishment is considered a normal practice in this school" are compared. The data showed that among public school teachers, the mean score for male respondents was 3.96 (SD = 0.66), while the mean score for female respondents was slightly lower at 3.83 (SD = 0.80).There is no statistically significant difference between the opinions of male and female public schoolteachers, as indicated by the calculated t-value (t = 1.605)and p-value of 0.109. In contrast, the mean score for male responders among private school professors was 3.79(SD=0.56), and the mean score for female instructors was higher at 4.03 (SD = 0.59). The t-value (t = 4.7604) and p-value of0.0001 show that there is a highly significant difference between male and female teachers at private schools.

Discussion

The aim of the present study was to compare secondary school teachers' perceptions regarding the impact of physical punishment on student behavior in both public and private educational institutions. The results provide significant insights into educators' perceptions of the effectiveness, justification, and consequences of physical discipline, irrespective of gender or educational context.

In general, the results showed that teachers still use physical punishment as a way to discipline students in both public and private schools. Teachers from all groups said they often used physical punishment, even for small mistakes. This shows how common it is in schools. These findings align with previous research indicating that corporal punishment is a prevalent, albeit controversial, means of behavior management in numerous educational contexts. The gender-based differences, on the other hand, bring attention to small differences. Male teachers were more likely than female teachers to say they used corporal punishment on a regular basis, especially in private schools. This indicates that male educators are more inclined to utilize corporal punishment. There was no noticeable difference in the strong support for corporal punishment among male and female teachers. This indicates that society predominantly perceives physical punishment as an acceptable form of discipline, irrespective of an individual's gender. However, there were some interesting differences, even though most teachers thought that physical punishment made students behave better in class and do better on tests. Male public school teachers were more likely than female public school teachers to think that it helps with discipline in the classroom. On the other hand, female private schoolteachers were more likely to think that it helps with academic performance. These differences may stem from divergent educational philosophies, classroom management techniques, and gender-specific expectations regarding student conduct. The study also finds that instructors have different worldviews. Many teachers said that physical punishment hurt students' confidence and sense of self, even though they thought it was a good way to keep order and help students do better in school. This conclusion aligns with previous research linking corporal punishment to feelings of fear, anxiety, and disengagement, indicating an increasing recognition of the psychological effects associated with physical discipline. Female public school teachers were more aware of the negative effects than their male counterparts, which is interesting because it shows that they cared more about their students' mental health. Another important finding was how corporal punishment affected how involved students were in class. Most teachers agreed that students are less likely to ask questions because they are afraid of getting in trouble, which makes it harder for them to learn actively. Even though both male and female teachers at private schools had the same worries, male teachers at public schools were more likely to notice this bad effect. This indicates that although corporal punishment may enforce compliance temporarily, it diminishes engagement and interest, thereby obstructing long-term learning. It's good to see that the results also showed that other strategies are becoming more popular. Teachers in both sectors liked peer mediation programs and reward-based methods a lot more than physical punishment. Men who taught in public schools were more likely to give out prizes than women who taught in private schools. Most teachers also agreed that parents and school officials have a lot of power over discipline, and that family support for physical punishment is especially important.

Lastly, one of the most important things we learnt is how people feel about the school environment after less physical punishment is used. Most teachers in both sectors say that the school climate has gotten better. Both male and female respondents reported feeling more improved than their counterparts in private schools, a sentiment particularly evident among public school teachers. This indicates that, especially within the public sector, the education of corporal punishment is increasingly regarded as a positive advancement towards fostering a more supportive and beneficial educational atmosphere.

These findings indicate a conflict between tradition and reform. Even though teachers still use corporal punishment a lot, more and more people are becoming aware of its problems and the benefits of nonviolent options. The complexity of teacher perceptions is further underscored by variations in gender and the educational sector. The findings suggest that to transform attitudes and behaviors towards more constructive methods that foster discipline and student well-being, policy reforms and educator training in positive discipline are imperative.

Conclusion

The study's results indicate that corporal punishment remains a prevalent and accepted method of discipline in both public and private secondary schools. The wide spread use of physical punishment in schools is shown by the fact that teachers of all genders and in all school sectors said they did it often. But the results also showed some important subtleties. Male teachers, especially those in private schools, were more likely to use corporal punishment, even though female teachers were more aware of how bad it is for kids' mental health.

Many teachers thought that corporal punishment was a good way to improve discipline in the classroom and grades, but they also knew that it had bad effects, like lowering self-esteem, confidence, and participation in class. This paradox indicates an increasing awareness among educators that, while corporal punishment may ensure immediate compliance, it undermines long-term learning and student welfare. The study also showed that teachers were more likely to use non-violent methods of discipline, like peer mediation and reward-based systems, which they thought were better for students. Teachers also acknowledged the significant role of parents and school officials in establishing disciplinary procedures, indicating that collaboration among all stakeholders is essential for reform. The results indicate a gradual shift in attitudes from tradition to reform. Even though physical punishment is still common, teachers are becoming more aware of how harmful it is and are more willing to use positive, student-centered methods. These findings underscore the imperative for extensive policy interventions and teacher training initiatives that foster positive discipline, ensuring that schools provide a safe, supportive, and nurturing environment for students' growth and development.

Recommendations

1. Future research should examine the long-term academic and psychological effects of corporal punishment on students across different educational sectors.
2. Research should examine the effectiveness of non-violent alternatives, such as reward systems and peer mediation, in improving discipline and academic outcomes.
3. Comparative research is needed to look at how parents and school administrators feel about

corporal punishment and how that affects teachers' work.

4. Future studies should thoroughly investigate gender-based disparities in teachers' attitudes and the application of corporal punishment.
5. Research should assess the impact of teacher preparation programs on the shift from punitive to constructive disciplinary approaches.

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