

Student's Cognitive Development Hampered by Giving Corporal Punishment at School: Selective two Districts of Chittagong division in Bangladesh

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ABSTRACT

This study was conducted in Bangladesh's Chittagong division's two chosen subdistricts, Rangamati and Taknaf. 334 persons in total, drawn from 20 primary schools, made up the sample. Pupils were split into two groups after being selected using the sociometric technique. Because of their misbehavior and low academic performance, Group 1 received harsher punishment. Group 2 received less punishment, behaved better, and achieved good academic results. Open-ended and closed-ended were the two types of questionnaires used in the interview approach to gather data. The responders, who were in class five, ranged in age from 9 to 15.45.2% of the pupils are male and 54.8% of the students are female. There were 112 (33.5%) Indigenous students and 222 (66.5%) Bengali pupils. Overall, the majority of students both tribal and Bengali were reading at government schools (254) and rural schools. Students' opinions indicate that 62% of punishments came from home and 91% came from the school. Teachers punished their students in a variety of ways: 25.59% of students received a stick beating, 21.08% of students received stand-ups for having their ears open, 16.35% of students received warnings and reprimands, 9.81% of students received dusters, etc. Girls received less punishment (25.30%) than boys (80.45%). The majority of pupils, or 60.15%, stated that female teachers administer more punishment, while 39.85% indicated male teachers provide more punishment. Pupils received sanctions for a variety of offenses; the most, or 25.61%, were penalized for not finishing their coursework. Table 06 demonstrates how significantly Group 2's mean, standard deviation and coefficient of variance levels differed from Group 1's. There is no difference in the way tribal and planned land kids are disciplined by teachers in the Chittagong division. Every pupil receives the same punishment.

Keywords: Corporal Punishment, Cognitive Development, Hampered, School, Student

INTRODUCTION

According to Save the Children Alliance (2003), corporal punishment is the deliberate use of physical force to maintain order, correct conduct, regulate it, and/ or try to educate or raise the kid. A variety of techniques, include pinching, shaking, shaking, choking, punching, kicking, slapping, and spanking (Save the Children Sweden-Denmark, 2008). Using corporal punishment as a form of discipline in the home or at school is not recommended. This is a simple and affordable method of maintaining order. Self-discipline, respect, and morality can be constructively taught through education and love, but these

approaches need time and patience (BBC, 1999).

In Bangladesh, families and schools frequently use cruel forms of discipline. Newspaper articles from the nation have reported on several events when children are beaten to death (Save the Children Sweden-Denmark, 2008).

Corporal punishment is not a healthy discipline technique in school or the family. Discipline should teach there are logical and natural values to all our behaviors. Physically punishing and sad kids teach that might make right. It teaches kids to fear that mistakes will bring them anxiety and shame. Children who get punished learn to fear embarrassment and worry about their mistakes. It

causes them to seek revenge. It makes them lose trust and respect for the teacher who physically punishes them. Short of skillfully restraining a child who has physically become a danger to himself and or others, teachers should not be permitted to inflict physical punishment upon kids in the name of discipline (Dubanoski, 1983).

In addition to having no lasting effect on conduct, corporal punishment harms children's social, psychological, and academic growth, feeds the cycle of child abuse, and encourages young people to view the world as violent. A person is more likely to attack their spouse, friends, or children as an adult if they experience more beatings as a youngster. A toddler who gets hit a lot will grow up to be a troublesome adult. The attitude towards teachers may also be mirrored in the schools. Children who see violence may grow up to use violence themselves. According to Etauge and Rathus (1995), the International Save the Children Alliance (2005), and Andero and Stewart (2002), this is how violent cycles persist.

There is another serious consequence, the chance of children assaulting the parent in retaliation also will increase with corporal punishment. The same attitude may be reflected in the schools against the teachers also. Child psychology has made progress, and attitudes toward schooling for children have evolved. Child psychologists understand that children need to have positive personalities, be responsible adults, and be capable citizens for their growth to thrive (Ahamed, 2016).

There is no information accessible in Bangladesh in pertinent fields. The goal of the current study is to raise awareness of the detrimental consequences of punishment on children's cognitive development among educators, parents, and other members of the public.

Literature Review:

Philosopher Jane Lock (1632-1704), very first disagreed with the hard rule of child guidance. In his book "Essay Concerning Human Education" mentions that children's emotions and natural interests are more important than hard rules (Ahamed, 2016).

Trickett (1993) research work, 'Maladaptive development of school-age, Physically abused children: Relationships with the child-rearing context' shows that, compared 29 families of Physically abused children (age 4-11) with 29 control families, matched for race, gender of the child and family socio-economic status. Using structured interviews, standardized tests, and

standardized observations. He found that physically abused children had poorer cognitive maturity, poorer interpersonal problem-solving skills, and less social competence (Trickett, 1993).

UNICEF's study titled "Corporal Punishment: Informal Interviews with Children about Corporal Punishment at School and Home" documents that teachers hit students with a cane, sometimes pull their ears, or hair, or make them put their hands under the table, and some teachers put a pen between student's fingers and squeeze their hands, sometimes they are made to stand on the bench and hold their ears. Although these punishments are harmful for the students both physically and mentally they still have a high prevalence in Bangladesh society. A study by UNICEF and Phulki a national NGO reveals that physical and psychological punishment is widely practiced in public schools. This state calls for a necessary appraisal of the effectiveness and efficiency of existing legal provisions (UNICEF, 1999).

From another source to know that, if children are punished in school or at home they do not talk to their friends because they feel ashamed about it. Some adults also punish children for their pleasure. In other cases, adults think that punishment is good for children and do not see it as abuse. Also, parents may not know different ways of bringing up children. When children suffer violence, they sometimes learn to fight violence with violence. This is how cycles of violence are continued (Etauge and Rathus, 1995; International Save the Children Alliance, 2005).

Corporal punishment has long been debated on the grounds of its ethical and societal acceptance; it is still active within many American households and is legal in schools in 19 states. The possibility of supporting corporal punishment is higher among Southern conservatives and African Americans. However, according to the General Social Survey conducted by the University of Chicago, the proportion of Americans who are pro-spanking has fallen from 84 per cent in 1986 to 70 per cent in 2010 (Collegiate Times, 2017).

In Bangladesh 3 selected district survey reports on adolescents show that there was approximately the same rate of beaten children in school and at home (Amin *et al.*, 2002). On 21st, April 2008, the Ministry of Primary Education in Bangladesh declared that it stopped punishment in all schools over the country (www.dpe.gov.bd). The Report Card Survey published

in January 2016 by the Campaign for Popular Education (CAMPE) found that 52.7% of students experienced corporal punishment at schools (Dhaka Tribune, 2018).

In Bangladesh, there is no available research work in the relevant fields, so the present study will develop knowledge in this area.

Objectives:

To identify the causes of punishment given to children in school. Find out the type of punishment of children on a gender basis in school, and find out the effects of punishment on children's cognitive development.

METHODOLOGY

Tools and Methods:

This study has been undertaken to investigate the punishment scenario in Bangladesh and its impact on child education and cognitive development. This study depends on primary and secondary data. Twenty primary schools in two sub-districts (Rangamati and Taknaf) under the Chittagong division in Bangladesh were selected for data collection. Three hundred thirty-four (334) data points (students) were collected through the socio-metric method among the students in class 5. Used in open-ended and closed-ended questionnaires. I collected all students' last year's (class 4) final exam report cards for investigation and the effect on students' cognitive development.

RESULTS AND DISCUSSION

In this study, 334 students were collected through the socio-metric method from 20 primary schools under the Chittagong division in Bangladesh. These data were analyzed in SPSS with different tables, cross-tabulation,

percentage, mean, standard deviation, and coefficient of variance.

Number of students on a gender basis:

Pupils are being disciplined based on their gender. 45.2% of the pupils are male and 54.8% of the students are female. Girls received less punishment (25.30%) than boys (80.45%), because boys were acting in a lot more inappropriate ways than girls. Boys also pay less attention to studying and more to fun, hanging out with each other, and leaving the classroom. There is no difference in the way tribal and planned land kids are disciplined by teachers in the Chittagong division. Every pupil receives the same punishment.

Number of students in school location and school pattern basis:

The current data were gathered from government and non-government schools in both rural and urban areas. The pupils in the class were tribal and Bengali. Additional details are displayed in Table 1.

According to the Table 1, there were 112 (33.5%) Indigenous students and 222 (66.5%) Bengali pupils. Overall, the majority of students both tribal and Bengali were reading at government schools (254) and rural schools.

Taking punishment on an age basis in school:

The sample students were read in class five, and their ages were limited to 9-15. Additional details are displayed in Table 2.

The Table 2 shows that 44% of students who were 10 years old were punished very much by their teacher in school. The lowest number of them was only 1.2%; their age was 15 years old. The total number of punished students was 91% in school, and only 9% of students were not punished in school.

Table 1 : Number of students in school location and School pattern basis

| Type of student | Students of rural school | Students of urban school | Total | Students of government school | Students of non-government school | Total |
|------------------|--------------------------|--------------------------|-------|-------------------------------|-----------------------------------|-------|
| Bengali students | 104 | 118 | 222 | 151 | 71 | 222 |
| % | 31.1 | 35.3 | 66.4 | 85.2 | 21.3 | 66.5 |
| Tribal students | 82 | 30 | 112 | 103 | 09 | 112 |
| % | 24.6 | 9.0 | 33.6 | 30.8 | 2.7 | 33.5 |
| Total student | 186 | 148 | 334 | 254 | 80 | 334 |
| % | 55.7 | 44.3 | 100.0 | 76.0 | 24.0 | 100.0 |

Source: Fieldwork

| Table 2 : Student's opinion of taking punishment on an age basis in school | | |
|---|----------------|--------|
| Students age (year) | Percentage (%) | |
| | Yes (%) | No (%) |
| 09 | 3.2 | 0.5 |
| 10 | 44.0 | 0.9 |
| 11 | 25.0 | 3.6 |
| 12 | 12.0 | 2.7 |
| 13 | 3.1 | 0.8 |
| 14 | 2.5 | 0.5 |
| 15 | 1.2 | 0 |
| Total | 91 | 9 |
| | 100.0 | |

Source: Fieldwork

Causes of getting punished in school:

Students view that they are getting punished for different causes by their teacher in school. Other information is shown in Table 3.

| Table 3 : Student's opinion about causes of getting punishment in school | | |
|---|---------------------|--------|
| Causes of punishment in school | Number of students* | % |
| Incomplete study | 315 | 25.61 |
| For incomplete homework | 225 | 18.30 |
| For naughty behavior with their class friends | 210 | 17.07 |
| For lateness, come to school. | 103 | 8.37 |
| For an escape from the classroom | 183 | 14.88 |
| For excessive play | 164 | 13.33 |
| Others | 30 | 2.44 |
| Total | 1230 | 100.00 |

Source: Fieldwork,

* Many answers were accepted, so several students' opinions will be in excess.

The Table 3 discussion shows that most of them, 25.61%, were punished for their incomplete studies. 18.30% of students were punished for incomplete homework, 17.07% were naughty behavior with their class friends, 14.88% were punished for escaping to the classroom, 8.37% were punished for being late to school, and 13.33% were punished for doing excessive play. Only 2.44% of students were punished for other causes (talking with friends in class, throwing a pen or paper at their friends).

Students getting punishment from the teacher's gender:

The highest number of students (60.15%) said they

were getting punishment from a female teacher, and 39.85% said the male teacher was given more punishment.

Type of punishment to get in school:

The student views that they are getting punishment in different types from their teacher in school. Other types are shown in Table 4.

| Table 4 : Student's opinion about the type of punishment to get in school | | |
|--|---------------------|-------|
| Type of punishment in school | Number of students* | % |
| Hit with a stick | 227 | 25.59 |
| Holding their ears with a stand-up | 187 | 21.08 |
| Head down under the teacher's table. | 72 | 8.12 |
| Head down under the bench. | 63 | 7.10 |
| Scold in bad language. | 78 | 8.79 |
| Threats and reproofs | 145 | 16.35 |
| Hit with dusters | 87 | 9.81 |
| Others (sending out of the classroom, twisting ears, threatening to give T.C.) | 28 | 3.16 |
| Total | 887 | 100.0 |

Source: Fieldwork,

The Table 4 discussion shows that most of them 25.59% of students were punished by hitting with a stick. They were getting punishment in different types by their teacher in school, such as 21.08% of students holding their ears with stand-ups, 16.35% of students being threats and reproofs, 9.81% of students being hit with dusters, the lowest number of students 3.16% being punished by others ways such as- sending out of the classroom, twisting ears, threatening to give T.C., etc.

Student's mental situation to get punishment in school:

When students were getting punished by their teacher in school, their mental situation was not good. They feel very sad, they won't come to school anymore. Other mental situations are shown in Table 5.

This Table 5 discussion shows that they feel fear and shame, and most of them 24.84% won't study more, 22.42% will not come to school anymore, and 14.52% of students read more out of fear of being punished by their teachers. Students 10.19% were mentally feeling very bad when they got punished, and 13.38% of students wanted to cry after getting punished by their teacher.

Table 5 : Student's mental situation to get punishment in school

| Student's mental situation | Number of students* | % |
|---------------------------------------|---------------------|-------|
| Feeling very bad | 80 | 10.19 |
| I won't study more. | 195 | 24.84 |
| I won't come to school anymore. | 176 | 22.42 |
| Become correction | 115 | 14.65 |
| For fear, students want to read more. | 114 | 14.52 |
| Want to cry | 105 | 13.38 |
| Total | 785 | 100.0 |

Source: Fieldwork

* Many answers were accepted, so several students' opinions will be in excess.

Measurement of cognitive development:

Last year, students' academic results were used for the measurement of cognitive development. Cognitive development was measured by mean, standard deviation, and coefficient of variance (C.V.). Other information is shown in Table 6.

This Table 6 discussion shows that from group 1, mean, standard deviation, and coefficient of variance level were very much developed in group 2. So, students' cognitive development level was below giving more punishment from their teacher in school.

The lives of students are negatively affected by all types of punishment:

Children are at risk in terms of their physical, emotional, cognitive, and social development as a result of physical and psychological punishment. The impact of punishment on a child depends on their age, developmental stage, and the type of environment they grow in. Punishment, whether physical or psychological, has negative short- and long-term effects on cognitive abilities such as attention, memory, and conceptual knowledge

and its formation, learning, reasoning, decision-making, problem-solving, executive functioning, principles and mechanisms of development, intelligence, action, and motor control. Children who get punishment may become obstinate, decide not to pursue an education, or flee from their homes. Students' emotional distress is a result of their ignorance of the root reason. The fact that students are mentally upset is due to their lack of knowledge about the cause of punishment and their inability to speak about it. They begin to deny to their parents that they are going to school, but in reality, they skip it and sit at a different location. After leaving school, they may engage in hazardous jobs or illegal activities, and may also suffer from death, illness, or child labor. Students can experience sickness due to anxiety and fear, frustration, and reluctance to study (Save the Children Sweden-Denmark, 2008).

The Bangladeshi Ministry of Primary Education announced on April 21, 2008, that it had discontinued the use of punishment in all of the nation's schools (www.dpe.gov.bd). However, punishing the pupil in a classroom now amounts to repetition. 45.2% of students in this study are male, while 54.8% of students are female. Girls received less punishment (25.30%) than boys (80.45%), because boys were acting in a lot more inappropriate ways than girls. Boys also more attention to playing, going outside of the classroom, and hitching each other than attention to study. According to the Table 1, there were 112 (33.5%) Indigenous students and 222 (66.5%) Bengali pupils. Overall, the majority of students both tribal and Bengali were reading at government schools (254) and rural schools. The majority of them, or 44% of the pupils, were 10 years old, and their teachers severely punished them at school. Pupils believe that 62% of their punishments came from home, and 91% came from the school. This data is comparable to the 2008

Table 6 : Mean, Standard Deviation, and Co-efficient of Variance (C.V.) to get more and less punished students' academic results

| Name of academic subject | Group 1: getting more punished students | | Group 2, getting less punished students | |
|--------------------------|---|--------------------|---|--------------------|
| | Mean | Standard deviation | Mean | Standard deviation |
| Bangla | 50.3 | 16.5 | 58.90 | 17.28 |
| Mathematics | 45.52 | 18.27 | 56.68 | 32.50 |
| English | 42.50 | 15.60 | 54.25 | 20.26 |
| Sociology | 49.00 | 14.52 | 55.90 | 19.46 |
| Science | 50.05 | 15.20 | 60.14 | 18.68 |
| Religious | 55.20 | 15.90 | 64.96 | 18.75 |
| Total | 292.57 | 95.99 | 350.83 | 126.93 |
| Co-efficient of Variance | 28.50% | | 35.80% | |

Source: Fieldwork

“Children Opinion Pool,” a coordinated research project by UNICEF. They demonstrate that 98% of pupils were primary school students and 97% of children received punishment at home (UNICEF, 2009). According to three district survey surveys on teenagers in Bangladesh, the percentage of battered children in schools and at home is roughly the same (Amin *et al.*, 2002). When a teacher punishes a student in class, the student experiences fear and embarrassment; they also experience emotional distress, upset, etc. Out of fear of punishment from their teachers, 14.52% of pupils read more, 24.84% won’t study more, and 22.42% won’t attend school anymore. Pupils who received punishment from their teacher reported that 10.19% felt extremely awful emotionally and 13.38% wanted to cry.

Different methods were used by teachers to discipline their students: 25.59% of them received stick strikes in class, 21.08% of them received stand-ups for having their ears open, 16.35% of them received warnings and reprimands, 9.81% of them received blowouts, etc. Pupils also mentioned that different genders of teachers administer punishment differently; the majority of pupils, or 60.15%, stated that female teachers administer more punishment, while 39.85% indicated male teachers provide more punishment. Pupils received sanctions for a variety of offenses; the majority 25.61 per cent of students were disciplined for not finishing their coursework. 14.88% of pupils received punishment for breaking school rules, 17.07% for misbehaving with classmates, and 18.30% for not doing their assignments. Table 6 demonstrates how significantly Group 2’s mean, standard deviation, and coefficient of variance level differed from Group 1’s. Accordingly, the student’s cognitive development was not up to the standard set by their teacher at school. In the Chittagong division, there is no dissimilarity for giving punishment by the school teacher between tribal and planned land students. All students are equally punished.

Conclusion:

For a child’s future development, they require love, support, and an engaging atmosphere free from cruel punishment. Religious, cultural, and traditional customs can occasionally be detrimental to kids. The only group of persons who do not legally have the right to be shielded from beatings is children. Young people are important members of society who have a lot to give. Put an end to punishing children physically, psychologically, or

emotionally, and encourage love and affection. Every national and international policy document about children’s rights states unequivocally that no child should face discrimination due to their physical, psychological, or social makeup and that every child has the right to life and all forms of protective care, whether at home, at school, or in the community. The present article is an attempt to analyze systematically the extant data on teacher corporal punishment to inform scientific, and discussion. It must separate the emotionally charged aspects of the debate over corporal punishment so that we can knowledgeably and responsibly recommend or discourage teacher use of corporal punishment with their students. Children should be treated with love and kindness by their teachers. National legislation that forbids the use of physical and psychological punishment, along with the required oversight and implementation procedures, should be passed by the government. Additionally, we need to guarantee that everyone is aware of the legislation.

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