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Parent's opinion about giving corporal punishment in primary level education to their children: A research analysis

Shahida Taher

Associate Professor, Department of Home Economics, Life and Earth Science Group, National University, Bangladesh

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Corresponding Author: Shahida Taher

Abstract

This research has been conducted in six sub-districts under the three divisions in Bangladesh. It is a fieldwork survey. The total sample size was 300 people. The sample was taken from 60 primary schools. Parents were selected through purposive sampling. Data was collected through the interview method and the questionnaire. The age limit of the respondent was 20–60 years old. All of the parents were from a middle-class family. Parents' 46.9% opinion that a student's education and behavior were developed to give punishment. Parents' education level was related to giving punishment to children, for example, 24% of parents give more punishment, and their education level was class 6 'O' level. 72% of parents said that they punished their children (boys and girls) equally. Parents of 80% know that when children get punished, they are mentally upset. Parent's educational level is not related to knowing about the punishment of government-restricted law, and only 21.66% know about the law.

Keywords: Children, parent's opinion, corporal punishment, primary education

Introduction

Corporal punishment means the intentional application of physical punishment for discipline, correction, control, and changing behavior, or in the belief of educating or bringing up the child ^[1]. It includes a wide variety of methods, viz., hitting, slapping, spanking, punching, kicking, pinching, shaking, shoving, choking, etc., using various objects. In Bangladesh, physical and humiliating punishment (PHP) is a common scenario in schools and family settings. Evidence shows that these depressing occurrences are happening even in the most famous schools in the country. Several stories have been published in the country's newspapers, even expressing that children are sometimes beaten to death ^[2].

Corporal punishment is not a healthy discipline technique in school or in the family. Discipline should teach that 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. 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 or others, teachers should not be permitted to inflict physical punishment upon kids in the name of discipline ^[3].

Corporal punishment does not teach right from wrong, it teaches fear and hate. Unfortunately, this is a cheap and easy way to keep people in line. Education and love are constructive ways to teach self-discipline, respect, and morality, but these require effort and tolerance ^[4].

Therefore, the present research work tries to build awareness among parents, and other people in society about the effects of punishment on children.

Significance of the Study

A child needs encouragement, love, and an interactive environment free from physical and humiliating punishment for their future development. Article 19.1 of the United Nations Convention on the Rights of the Child (UNCRC) mentions the protection of the child from any physical torture and humiliating conditions, injury, or other forms of abuse. The Government of Bangladesh (GOB) ratified the Convention on the Rights of the Child (CRC) in September 1991. Bangladesh, being a signatory to the CRC, is fully committed to improving the situation of the children of Bangladesh ^[2].

Some common myths or beliefs on behalf of physical and humiliating punishment are established in the minds of parents or older persons. These are- Punishment is necessary to keep the children disciplined. Without punishment, children do not complete their lessons properly, they become inattentive in the learning process. Punishment led a lot of people to become successful in life. Physical and psychological punishments are so freely at hand that they discourage some teachers and parents from trying alternatives. Punishment is required to shape the behavior of the children positively. Children will give up ill behavior because of punishment. Adults have the moral duty to punish the children to make their proper or bright future. If a

teacher beats a child, parts of his body will go to heaven. Giving punishment to adults for controlling children is a symbol of a strong personality. Children obey and respect these types of people very much. Sometimes teachers become so anxious and frustrated by the children's behavior that they have to give them punishment [2].

Other researchers show that if people are more hit during their childhood, it is more likely that when they reach adulthood, they hit their children, spouses, or friends. A frequently hit child will be a problematic person tomorrow. There is another serious consequence, the chance of children assaulting their parents in retaliation will also increase with corporal punishment. The same attitude may be reflected in the schools against the teachers as well [5]. It appears that towards the beginning of 2010, there was a spate of newspaper reports concerning numerous cases of corporal punishment being meted out to children in various educational institutions, including Madrashes, primary schools, and high schools, and the children upon whom the corporal punishment had been inflicted were both boys and girls of various ages, as young as six years up to 13 or 14 years old. Corporal punishment does not produce long-lasting changes in behavior; negatively affects the social, psychological, and educational development of students; contributes to the cycle of child abuse; and promotes pro-violence attitudes in youth [6]. Accomplishment has developed in child psychology, and the outlook on child education has changed. Child psychologists realize that to achieve success in child development, children must have good personalities, be responsible people, and be competent citizens [5]. In Bangladesh, there is no available information in relevant fields, so the present study will develop knowledge in this area.

Objectives

To identify the causes of giving punishment to children at home. Find out the type of punishment children receive on a gender basis at home and the effects of punishment on children's development.

Materials and Methods

This study has been undertaken to investigate the punishment scenario in Bangladesh and its impact on child education. This study depends on primary and secondary data. Sixty primary schools under six sub-districts of three divisions in Bangladesh were selected for data collection. The age limit of the respondent was (parent) 20–60+ years old. Three hundred (300) data (parents) were collected through the purposive sampling method. Used in open-ended and closed-ended questionnaires. The collected data were analyzed through SPSS software [7].

Results and Discussion

Parent's Information

Parental information was collected from six sub-districts under the three divisions in Bangladesh. Data were collected from 60 primary schools. It was declared that six samples would be collected from each school. However, for different reasons, several samples were collected from 300 parents. They are primary school guardians.

Parent's Information of division and gender basis

Table 1: Number, Percentage of parents in division and gender basis

Division	Number	Percentage	Gender	Number	%
Dhaka	125	41.67	Female	205	68.33
Rajshahi	95	31.67	Male	95	31.67
Chittagong	80	26.66	total	300	100.00
Total	300	100.00	-	-	-

Source: Fieldwork

Above the table shows that the number of respondents person Dhaka is more than in other divisions. Of the respondents persons 68.33% were female (Table 1).

Parent's age and education

All respondents persons age were 20- 60+ years old. Their education level was Illiterate to graduation. Other information is given in Table 02.

Table 2: Parent's age, education level with number and percentage

Age (year)	Number	%	Education	Number	%
20-30	70	23.33	Illiterate	55	18.33
31-40	150	50.00	1- 5 class	87	29.00
41-50	56	18.67	6- 'O' level	114	38.00
51-60	21	7.00	'A' level	28	9.33
60+	3	1.00	graduation	16	5.34
total	300	100.0	total	300	100.0

Source: Fieldwork

The discussion from above the table has shown that the 31-40 age group responded by more than 50% compared to other age groups. Most of the respondent's educational status was class 6 –'O' level and their percentage was 38% (Table 2).

Family patterns of parents

Parents (70.67% lived in a single family, and 30.33% lived in a joint family. Their family members were 3-15 people; 30.75% of the family lived with 6 members; and 0.9% of the family lived with 10-15 members.

Parent's Occupation

There were different types of occupational status parents. Their information is shown in Table 03.

Table 3: Number and percentage of Parent's Occupation

Occupation	Number	%
Agriculture	32	10.67
Service	32	10.67
Small business	44	14.66
Agricultural labor	12	04.00
Non- Agricultural labor	30	10.00
Housekeeper	150	50.00
Total	300	100.00

Source: Fieldwork

Discussion from above the table has shown that most (50%) respondents were housekeepers. Small businesses 14.66% of persons (Table 3).

Monthly income of parent’s (Taka)

Their economic status was low. The highest number of respondents was 108 (36.00%), and their income range was 0-5000 taka. Other information, income range 5001–7000 taka, several parents 57 (19.00%); income range: 7001–10,000 taka; number of parents: 77 (25.67%); income range: 10,001+ taka; number of parents: 58 (19.53%).

Parent’s educational level and giving punishment

Parents’ education levels are related to giving punishment to their children. Those education levels are below, and they have given punishment very much to their children. Other information is shown in Table 4.

Table 4: Parent’s educational level and giving punishment to children

Parents educational level	Giving punishment to children				Total number	Total %
	Yes	%	No	%		
Illiterate	40	13.33	18	6.00	58	19.33
1- 5 class	50	16.67	25	8.33	75	25.00
6- ‘O’ level	72	24.00	35	11.67	107	35.67
‘A’ level	25	8.33	12	4.00	37	12.33
graduation	18	6.00	5	1.67	23	7.67
Total	205	68.33	95	31.67	300	100.0

Source: Fieldwork

Discussion from above the table has shown that those parents’ educational level was (6- O level) below, and they have given punishment very much (24%) to their children (Table 4).

Causes of punishment for giving children at home

Parents give punishment in different causes at home to children. Some causes are shown in Table 05.

Table 5: Parent’s opinion about causes of punishment to giving children at home

Causes of punishment at home	Number of patents	%
Not for done study	120	40.00
For done excess play	40	13.33
For naughty behavior	75	25.00
For talking bad language	12	4.00
For disobeying to comment	15	5.00
Don’t take food	35	11.67
Other (for doing slow all work)	3	1.00
Total	300	100.00

Source: Fieldwork

Discussion from above the table has shown 40% of the parent have punished their children for an incomplete study. The second highest (25%) parents said they have punished their children for naughty behavior (Table 5).

Type of punishment given at home

Children are getting punishment from parents of different types. Some are shown in Table 06.

Table 6: Type of punishment given to children by parents at home

Type of punishment	Number of patents	%
Hit with stick	28	9.33
Hit by all things near to hand	10	3.33
Slapping	145	48.34
Hit with light things (scale, pencil, notebook, etc.)	32	10.67
Shouting	70	23.33
Others (twisting the ears)	15	5.00
Total	300	100.00

Source: Fieldwork

Discussion from above the table has shown that 48% of parents have been punished with slapping. The second highest (23%) parents said, they have punished their children with shouting (Table 6). In the United States, 94% of American parents spank their children by the time they are 3 or 4 years old [8]. That corporal punishment may be effective in gaining compliance among highly disobedient and disruptive children. High parental control is associated with better child behavior for children high in temperamentally based resistance to control [9].

Giving punishment for the development of children’s education:

Parents said that, if children are getting punished, then their education level will be good. Another opinion is shown in Table 07.

Table 7: Parent’s Opinions about giving punishment for the development of education

Development of education	parents Opinion	%
Very much development	30	10.00
Little bit development	160	53.33
Don’t understand	8	2.67
Not development	102	34.00
Total	300	100.00

Source: Fieldwork

The table shows, that most of the parents (53%) have said that, ‘little bit of development’ in the education of their children after getting punishment (Table 7).

Giving punishment and children’s mental effects

Parents’ opinions are shown in Table 08.

Table 8: Getting punishment by parents and children’s mental effects

Mental effects	Parents opinion	%
Yes	240	80.00
No	45	15.00
Don’t know	15	5.00
Total	300	100.00

Source: Fieldwork

Discussion from above the table has shown that when the children are getting the punishment, they become mentally unhappy, and upset and don’t go to school, etc. Parents of 80% are aware of their children’s mental effects (Table 8).

Without punishment children’s mental and educational development

There are some ways of children’s mental & educational development without punishment. Parent’s opinions are shown in Table- 9.

Table 9: Without punishment children’s mental and educational development

Way of mental & educational development	Parents opinion	%
Talk to a child with good behave	105	35.00
Giving friendly behave	80	26.00
More time passed for the child	80	26.00
To do what they want	15	5.00
Giving more time for game & pleasure	20	6.00
Total	300	100.00

Source: Fieldwork

Discussion from above the table has shown that parents of 35% said that, they ‘talk to a child with good behavior for children’s mental & educational development (Table 9).

Gender basis to giving punishment at home

Most of the Parents 72% said that they punished their children equally. Parents often say they smack their children to teach them about respect.

Parent’s educational level and knowledge about government-restricted law

The parent’s educational level is not related to knowing about the punishment of government-restricted law. Other information is shown the Table 10.

Table 10: Parent’s educational level and knowledge of government-restricted law

Parents educational level	Parent’s knowledge about of law				Total	%
	Yes	%	No	%		
Illiterate	35	11.67	15	5.00	50	16.67
1- 5 class	45	15.00	32	10.67	77	25.67
6- ‘O’ level	65	21.66	56	18.67	121	40.33
‘A’ level	22	7.33	12	4.00	34	11.33
graduation	18	6.00	00	00	18	6.00
Total	185	61.66	115	38.34	300	100.00

Source: Fieldwork

The discussion from above the table has shown that most of the parents (21.66%) knew about the law, and their educational status was 6-O level. Only 4% of parents don’t know about the punishment of government-restricted laws, and their education level was ‘A’ (Table 10).

Impact of punishment on children’s lives

The impact of punishment puts the children at risk of progressing in their physical, emotional, cognitive, and social development. It depends on age, developmental stage, and the type of environment in which the child grows. Physical and psychological punishment have adverse short- and long-term effects on their attention, memory and its formation, learning, reasoning, supervisory, problem-solving, executive functioning, intelligence, action, and motor control. Children become stubborn, they do not continue their education, and they run away from home.

Students mentally suffer because they do not know the cause of punishment and cannot tell about punishment. Children begin to lie to their parents about going to school but actually skip school and sit around at another location. Sometimes they leave school and engage in hazardous jobs or unlawful activities and even die or become ill or engage in child labor, Students become sick from anxiety and fear, feel frustrated, and do not feel like studying anymore ^[2].

Discussion

The Ministry of Primary Education in Bangladesh declared that it had stopped punishment in schools all over the country ^[10]. But giving punishment to the student is a repetition now in a school setting. Parents often say they smack their children to teach them respect. Parents of 46.9% opinion that students’ education and behavior were developed to give punishment. Parents' education level was related to giving punishment to children, for example, 24% of parents give more punishment, and their education level was class 6 ‘O’ level. All parents are from middle-class families, and 14.66% of parents were small businessmen. 72% of parents said that they punished their children (boys and girls) equally. When children receive the punishment, they become mentally unhappy, upset, etc. Parents of 80% are known for their children's mental effects. Parents of 35% said that they ‘talk to the child with good behavior for the child’s mental and educational development. The parent’s educational level is not related to knowing about the punishment of government-restricted laws. Only 21.66% of parents know about the law; the rest of the parents don’t know.

Conclusion

Future development depends on the development of the child. The child is a person for all practical purposes, either at home or school. Sometimes cultural, traditional, and religious practices can be harmful to children. Children are the only group of people who do not have a legal right to be protected from beating. Children and young people are a valuable part of society with lots to offer. End physical, psychological, or emotional punishment and promote love and affection for children ^[11]. All international and national policy documents on the rights of children have a declaration that, in no situation, children should be discriminated against for their physical, psychological, or social abilities and that a child has the right to survive and receive all kinds of protective treatment, whether in the house, community, or school ^[2]. Parents of all social statuses should behave lovingly and affectionately towards children. The government should create national laws against physical, and psychological punishment, and make systems to implement and properly monitor them. Also, we should ensure that laws are widely known by everyone. The present research work tries to build awareness among parents, and other people in society about the effects of punishment on children’s development.

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