

# A Cross Study on Banning of Corporal Punishments in Middle Secondary School of Sarpang District, Bhutan: The Benefits and Challenges

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**Abstract:** ***Purpose:** This study is an attempt to find the benefits and challenges of banning corporal punishments at Middle Secondary Schools under Sarpang District. The study explored the benefits and challenges of banning corporal punishments in selected Middle Secondary schools of Sarpang District. **Methodology:** To get reliable data to validate finding the researcher employed mixed method approach. A total of fifty four students took part as respondents to survey questionnaire. For interview seven male and five female consisting of parents and teachers with school administrators participated. **Result:** The significant findings of this study comprise: The interactions and discussions in the class amongst the teachers and students improved after banning of corporal punishments. The students, teachers and parents support the initiative of Ministry of Education of banning corporal punishments. The students gained confidence to approach teachers that improved their learning. The students felt welcomed, safe and happy in schools after banning of corporal punishment. **Limitation:** To cover up the maximum population of the country more school and teachers need to be covered but due to time constant researcher covered 54 students and 7 parents and teachers were covered. **Contribution:** The key contribution is to initiate professional development programs to all teachers on the topic counseling and positive disciplining techniques by the Ministry of Education with support from schools and districts administration. The full time counselor is felt necessary irrespective of levels of the schools to curb disciplinary issues in schools through efficient guidance and counseling.*

**Keywords:** corporal punishment, disciplinary, Bhutan

## 1. Introduction

Internationally the usage of corporal punishment in institutes is gradually prohibited in law, however in many settings its use remains unchecked, even where forbidden. Followers contend that it is an operational and non - harmful worth of inculcating discipline, reverence and compliance into offspring, while others idea to a sequence of detrimental properties, comprising poor academic presentation, low class contribution, school waster and deteriorating psychosocial well - being. Starting whether corporal retribution has lasting special effects on children's intellectual development and psychosocial well - being has been hindered by an absence of longitudinal data, particularly from Middle - Income Countries.

Schools are meant to be one of the safest places where students fulfill their educational needs. Schools are believed to be the temples of learning whereby all the students deserve to be treated well and use of corporal punishments that inflict any pain in students are strictly prohibited. However many studies confirms that corporal punishment is prevalent worldwide in many schools. The banning of the corporal punishments in schools had resulted in disruptive behavior of students. Many teachers and parents perceive that banning of corporal punishments in schools had increased the misbehavior of students. Students tend to take teaching learning process very lightly as parents would support their children, if teachers use corporal punishments. Teachers assume that they are respected and regarded less by community. The disharmony between school and community is on rise. In the past the corporal punishments

were allowed to make children learn effectively and used as discipline techniques in disciplining students. Many parents and teachers believe that to let children learn effectively and behave well, corporal punishments were used as corrective tools. Elderly citizens believe qualities of education used to be better in their days due to enforcement of strong disciplining system in schools. After banning of corporal punishments, teachers are taken advantage by parents and students; teachers are sued at Royal Court of Justice for using corporal punishments. With the banning of corporal punishments in schools, a mixed feeling prevailed amongst the teachers. While some believe that it will help in bringing positive development in children. However, some are pessimistic about the view. For example, South Korea tried to ban corporal punishment in 1998 but turned out to be a failure. Advanced and highly developed countries like Singapore and New Zealand use canning to administer male children. Farrell (2009) asserts that South Korea practice canning on both male and female children. Therefore, teachers are of the opinion that disciplining of students would remain a challenge in absence of corporal punishment.

In the classroom or in schools corporal punishment should not be used as tools to teach students. Love, care and affection would be better tools to discipline students. Chiang (2006) supports stating that children who grow in an environment with love will learn to show gratitude in the future. Corporal punishments makes students go against teachers and schools, later students become aggression. In the school days teachers' exhibit less love and care to children, so the bond between teachers and students were

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confined to classroom teaching. No or less interaction occurred between students and teachers outside classroom today. They supports by stating that long term use of corporal punishment tends to increase the probability of deviant and anti - social behavior, such as aggression, adolescent delinquency, withdrawal, low self - esteem, impulsiveness, substance abuse and violent acts. It is certain that corporal punishments in the school would affect students.

There have been several reported cases of teachers restoring to use of corporal punishment in schools implying failure of interventions such as guidance and counseling to yield expected results in improving discipline in schools. Since the scrapping of corporal punishment, a sense of despair seems to have taken over amongst teachers in our country. The disciplines in schools had deteriorated, and passion and joy for teaching once found in teaching had been adversely affected since the decision had come in to effect. Amongst the many reasons for low morale, cited by the teachers, lack of discipline was clearly the most prevalent and common concern, and generally seemed to be attributed to the abolition of corporal punishment.

## 2. Literature

Kubeka (2004) supports stating that teachers' argument devoid of corporal punishment, the discipline could not be maintained children would neither show them respect nor develop the discipline to work hard. The teachers in Bhutan felt their power as teachers had been taken away; corporal punishment was quick and easy to administer, while other methods required time, patience and skill, which our teachers often lacked. Today student do not fear or haste in front of teachers. Students regard and respect to teachers are less that pulls down the moral of the teachers. The moral of the teachers are imperative for effective teaching learning process. His study on corrective methods in a primary school in South Africa found out that without corporal sentence, teachers ranted that discipline cannot be retained and that children would be ill - mannered to the teacher and miss the mark to grow the discipline.

Gladwell (1999) survey of teachers' attitudes towards corporal punishment after its ban in schools in South Africa reported a sense of despair among teachers attributed mainly to the disruptive behavior of learners and the awareness among the teachers that their expert had been removed. Such feelings from the educators show that they were not sufficiently set to uphold discipline in schools in absence of corporal punishment.

As per Straus (2001), expose that corporal punishment is explained as the routine use of physical strength with the intent of making a child to feel the pain so as a means to correct their misconduct. It is synonymous with physical punishment, but the use of the term "corporal punishment" in this report because it is the term used by many school in many countries.

According to Zolotor, et. al. (2008), corporal punishment by parents tends to take the form of spanking a child's buttocks with an open hand in schools, a teacher or administrator

typically administers corporal punishment by using a wooden stick to hiton the backsides of a misbehaved child. A classic state explanation of school corporal punishment is the one that offered in the Texas Education Code, which stipulates allowable corporal punishment as, "...the thoughtful infliction of physical uneasiness by thrashing, splashing, whopping, smacking, or any other corporeal force used as a ways of disciplining technique". The Texas code thus permits school staffs to flop children with things ("paddling") and to practice "any other bodily force" to control kids, as long as it is in the name of discipline.

**Nakpodia, (2010)** has voice out that a philosophy of physical penalties may upsurge violence if it is demonstrated that violent behavior is a way to manage with the glitches. This clarifies as to reason of being most aggressive wrongdoers and rude parents incline to be products of offensive households.

Agreeingby Yaghambe (2013) the offensive punishment given to students become disturbed with school situation and nurturing a sense of hatred in the school rather than providing constructive values. He supplements that with some higher school disciplinary policies are characteristically intended to respond rather than be practical so as to avoid dangerous and disturbing behaviour on learners. School that are proactive incline to deliver support for learners with stimulating behavior such as conduct supervision of development on handling students' behavior and inspire family and community participation, which impressively allows the schools to afford an situation that is innocuous and favorable for improved school accomplishments.

**Busienei (2012)** study reveal that corporal punishments in all the schools are over used and student hated its continuous application. Corporal punishments that are mostly functional are bent body positions, jumping like a frog, and push ups, kneeling down, standing outside facing scorching sun, lying on the heated sands, and standing high lifting stones, with maximum students being most exposed to more types of punishment.

**Komba (2013)** clarifies that one essential issue is to be deliberated for students' academic merit that includes the correspondence between parents and teachers and the community connections between them for the improvement of students' academic prosperity. Again his study found that most parents in community schools do not follow up on the academic development of their children, which poses difficulties to teachers in providing attention of learners due to absence of parental support.

### Objective of the Study

The foremost objective of conducting this study is to examine on the success abolishing corporal punishment in Middle Secondary schools of Bhutan. Precisely the study proposes to succeed the following given objectives;

- To examine the magnitude of corporal punishment in Middle Secondary schools in Sarpang District
- To identify the challenges and benefit of corporal punishments in Middle Secondary schools.

- c) To establish the relationship between corporal punishment and learning.

### Research Questions

- a) What is the rate of corporal punishment in Middle Secondary schools in Sarpang district?  
 b) What are types of challenges and benefit of the corporal punishment?  
 c) What is the relationship between corporal punishment and educational achievement?

### Significance of the Study

The study will benefit the schools administration and community by using it as a reference when in need of dealing with the problem of truancy in Middle Secondary schools. Finally the study will inform policy makers on the magnitudes of the problem and suggestions will be given on how to eradicate corporal punishment in Middle Secondary schools.

## 3. Research Methods

### Population and Sample

The student gender information was collected to find a gender difference at lower secondary schools under the Sarpang District. From the total of 54 students, 54% students were male and 46% female. The table below shows the gender wise representation among three lower secondary schools that consist of rural, semi urban and urban.

**Table 1:** Table showing the distribution of male and female student engaged in data collection

		School types			Total	Parents & Teachers
		Rural	Semi urban	Urban		
Gender	Male	14	5	10	29	7
	Female	4	13	8	25	5
Total		18	18	18	54	12

The above table shows that equal number (18) each are selected as sample from rural, semi - urban and urban schools of the country. The data findings showed that 14 male and 4 female were from rural school, 10 male and 8 female were from urban and 5 male and 13 female were from semi - urban school. . The table also shows maximum female students participated from the semi urban school and minimum from rural school. It also shows the total of twelve teachers and parents, and maximum participants are male (7)

### Research Instrument

In this study, the researcher had employed the semi - structured interview to collect data from all the participants. The researcher had employed open ended questions to get views especially from school principals, vice principals, teachers and parents. Interview protocols were strictly followed, that had included the recording of the information. Creswell (2007) asserts that interview protocols include the components like heading instructions to the interviewer, the key research questions, probes to follow key questions, transitions messages for the interviewer, space for recording the interview's comments, and researcher to record reflective notes. The semi structured interview provides cordial atmosphere for interviewers and interviewees. For

students the researcher used survey questionnaire as the data tool to gather information for the study.

### Mixed method approach

This method of research encompasses the collective use of quantitative and qualitative approaches in the similar research study. The study was carried out using mixed method to get deeper perceptions on the benefits and challenges of banning corporal punishments in Middle Secondary schools under Sarpang district. The researcher had applied partially sequential mixed method strategy that involved collection and analysis of quantitative data, followed by collection and analysis of qualitative data. The qualitative and quantitative research approaches do not across all the research process components. As information the quantitative and qualitative investigations were done distinctly. The study focused quantitative results to explore perception of students on benefits and challenges of banning corporal punishment and used interviews to better comprehend the results of a quantitative study. The study focused qualitative results to describe the lived experiences of school leaders, teachers and parents. The mixed method approach employed by the researcher helped to synthesize various inferences that are based on the data collected from school leaders, teachers and parents through interviews and survey questionnaire responded by students. The mixture of the qualitative and quantitative approach had helped to validate the study. Creswell (2003) confirms that the combination of quantitative and qualitative research method helps to validate the study.

### Data Collection tool

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Interview protocols were strictly followed, that had included the recording of the information. Creswell (2007) asserts that interview protocols include the components like heading instructions to the interviewer, the key research questions, probes to follow key questions, transitions messages for the interviewer, space for recording the interview's comments, and researcher to record reflective notes. The semi structured interview provides cordial atmosphere for interviewers and interviewees. For students the researcher used survey questionnaire as the data tool to gather information for the study.

## 4. Result

### *Benefits of banning of Corporal Punishment in the school*

The researcher collected data from 54 children 18 each from rural, semi urban and urban schools. Teachers, parents and students shared common experiences that with the ban of corporal punishment in schools had enhanced teacher and student interactions in the class. The most important aspect in this theme was that the students felt more confident and free to approach teachers, which facilitated learning in students without fear. Twelve respondents had supported stating that banning of corporal punishments had helped to create conducive environment as students could easily

approach teachers. Two of the parent respondent believed that relation between teacher and students strengthened through more interactions. Two teachers believed that sense of fear towards teachers amongst children had diminished and came forward to seek help and suggestions after the banning of corporal punishments.

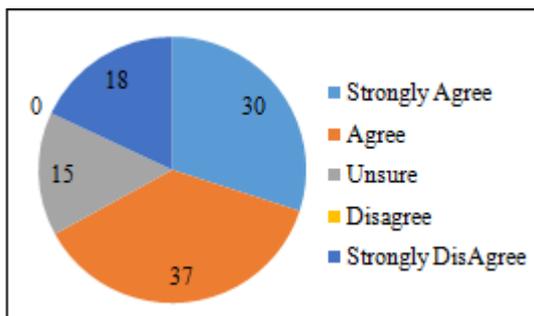


Figure 1: Improvement of behaviors after banning of corporal punishment

Figure 1 presented above show the banning of corporal punishment in the school had improved the behaviors. As represented at figure 1, 30% of students strongly agreed that banning of corporal punishments had improved the behavior, 37% agreed. The study showed that majority of the participants agreed that banning of corporal punishment in the school had improved the behaviors. The study data showed that 67% of students had agreed with behavior improvement after banning of corporal punishments.

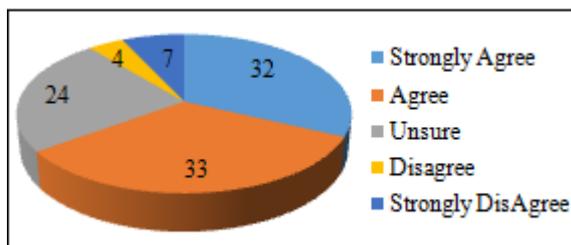


Figure 2: Improvement of the study after banning of corporal punishment

As represented at the figure 2, 32% of students strongly agreed that banning of corporal punishments had improved the studies, 33% agreed, 4% disagreed and 7% had strongly disagreed that banning of corporal punishment had improved the studies. The study showed that majority of the participants agreed that banning of corporal punishment in the school had improved the studies. The study data showed that about 65% of students agreed that their studies improved after banning of corporal punishment.

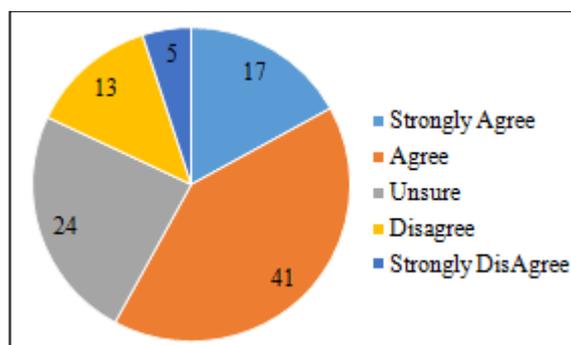


Figure 3: Banning of corporal punishment as a wise step by education system in Bhutan

Figure 3 shows percentage wise overall deprivation of the banning of corporal punishment as a wise step by education system in Bhutan. As represented at figure 3, 17 % of students strongly agreed that banning of corporal punishments as a wise step by education system in Bhutan, 41% agreed, 24% unsure, 13% disagreed and 5% of students had strongly disagreed. As indicated in the data only 18% of students disagreed that banning of corporal punishment as a wise step by education system in Bhutan, indicates that banning of corporal punishment is timely and wise step from education ministry of Bhutan. The data displayed reflects that initiative of Ministry of Education of banning corporal punishment is a wise move. The study showed that majority of the participants agreed that banning of corporal punishment in the schools is a wise step by Ministry of Education. The study data showed that 58% of students had agreed that initiative of Ministry of Education is a wise move by banning corporal punishment in schools.

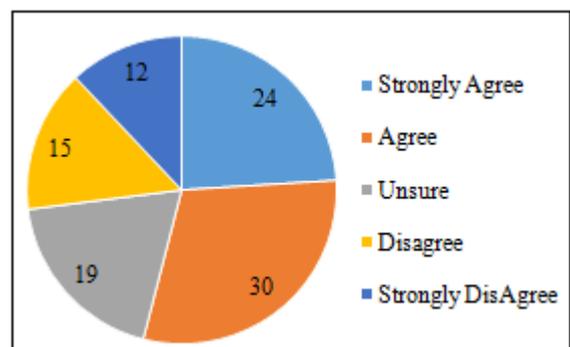


Figure 4: Banning of corporal punishment has brought changes in students' behaviors

Figure 4 presents percentage wise overall deprivation of the banning of corporal punishment had positive changes in students' behaviors. Figure 4 showed that 24% of students strongly agreed that banning of corporal punishments brought positive changes in students' behaviors, 30% agreed, 15% disagreed only 12% had strongly disagreed. The data showed that majority of the participants agreed that banning of corporal punishment in the schools brought positive changes in students' behaviors. The study data showed 54% of students agreed that banning of corporal punishment had brought positive behavior changes comparing to 26% of students disagreed.

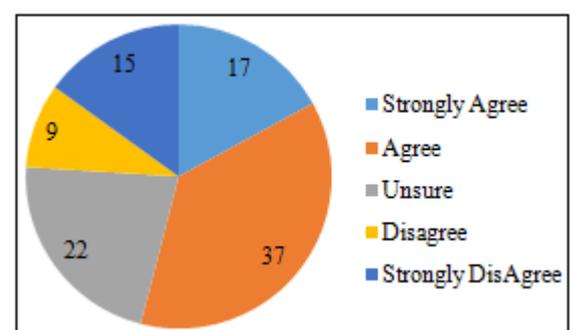


Figure 5: More positive discipline approach in the school

Figure 5 reveals percentage wise overall deprivation of that they noticed less use of corporal punishment and more positive discipline approach in schools. As represented at figure 5, 17% strongly agreed, 37% agreed, 9% disagreed and 15% of students had strongly disagreed that that they noticed less use of corporal punishment and more positive discipline approach in the school. The practice of positive discipline is evident from the data as 54% students had agreed.

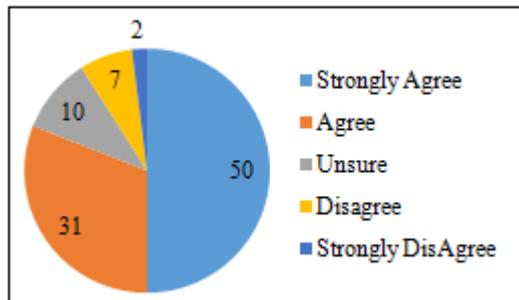


Figure 6: Student safety and motivation

Figure 6 reveals percentage wise overall deprivations of that after the banning of corporal punishment they felt safe and motivated to learn more. From figure 6, 50% of students strongly agreed, 31% agreed, 7% disagreed and 2% of students had strongly disagreed that after the banning of corporal punishment they felt safe and motivated to learn more. The findings showed after the banning of corporal punishment students felt safe and motivated to learn more. The maximum participants responded strongly agree with score scale of 50% score with only 2% score in strongly disagree scale.

## 5. Benefits and Challenges (Interview Results)

### Students' approach to teachers enhanced

The study revealed that interactions and discussion in the class amongst the teachers and students enhanced after the banning of the corporal punishment at schools. The confidence of the students increased as they could freely and openly approach teachers. The quantitative study showed that 28% strongly agreed, 44% agreed, 5% disagreed and 4% of students had strongly disagreed that when they were in problem they could easily approach the teachers to seek help, because the teachers were approachable. It is clear from the data that teachers had become more approachable and students without haste could approach teachers as 44% of students had agreed. The highest score was 44% agree only 5% disagree.

### Students safety in schools

Students felt safe and welcomed in schools. The confidence in students had developed that allowed them to communicate with their teachers any time whenever they have doubt because they felt safe after the banning of corporal punishment. The better teacher - student's interactions at schools had a greater positive impact for the schools; teachers comprehend the students with better interaction that helped in creating friendly classroom atmosphere. The school leader participant (SL2) said that "Student felt safe and secure while learning in the schools." (Int. SL2, 2017). It is evident from the quantitative data that 31% strongly

agreed, 28% agreed, 20% disagreed and 6% had strongly disagreed the students felt safe in the school after banning of corporal punishment in schools. It is evident from the data that students felt safe in schools after the banning of corporal punishments as the students choose the highest strongly agree score.

### Improvement in the behavior of students

Students believed that banning of corporal punishment had improved their behavior. The quantitative data showed that majority of the participants agreed that banning of corporal punishment in schools had improved the behaviors of students. The study data showed agree scale of 37% score and strongly agree with 30% and the strongly disagree scale scores were 18% of students indicating that students' behavior improved after banning of corporal punishment.

### Improvement of studies

It has enhanced teaching and learning process in the classrooms as indicated in the quantitative data after the banning of corporal punishment, students were motivated to participate actively in the classrooms. It is evident from the data that 32% of students strongly agreed that banning of corporal punishments had improved the studies, 33% agreed, 4% disagreed and 7% had strongly disagreed that banning of corporal punishment had improved the studies.

### Enhanced academic performances

The data revealed that banning corporal punishment is a good and wise practice by teachers in classroom teaching as violence are no more accepted in the society. Students assert that corporal punishment invited more violence in classrooms and society at large. The data revealed that after the banning of the corporal punishment it brought improvement in academic performances. The quantitative data showed that 33% of students strongly agreed, 41% agreed, 4% disagreed and 5% had strongly disagreed that after banning of corporal punishment there improvement in academic performances in schools.

### Motivated students' learning

Students were more motivated to learn after banning of corporal punishment in schools. The quantitative data showed that 50% of students strongly agreed, 31% agreed, 7% disagreed and 2% had strongly disagreed that after banning of corporal punishment students felt safe and motivated to learn more. The maximum participants responded strongly agree with score scale of 50% score with only 2% score in strongly disagree scale is an evident that after banning of corporal punishment students felt safe and motivated to learn more.

### Banning of corporal punishment is a wise step by Ministry of Education

Students had agreed that banning of corporal punishment is a wise step by education system in Bhutan. The data displayed reflects that initiative of Ministry of Education of banning corporal punishment is a wise move. The study showed that majority of the participants agreed that banning of corporal punishment in schools was a wise step by Ministry of Education. The quantitative study data showed agree scale of 41% score and strongly agree with 17% and

the 5% of students strongly disagree indicating the wise move of Ministry of Education.

Teachers, school leaders and parents also felt that banning of corporal punishment was a wise move by Ministry of Education. Teachers, parents and school leaders pointed out that school is next to home where students spent maximum time that shapes their behavior. Corporal punishments do not teach the children to be compassionate being which may be repeated in later part of their life as they would learn to use corporal punishments.

#### **Banning of corporal punishment brought positive changes in students**

The banning of corporal punishment had brought positive changes to students' behavior. The study showed that majority of the participants agreed that banning of corporal punishment in schools brought positive changes in students' behaviors. The quantitative study data showed agree scale of 30% score and strongly agree with 24% and 12% of students strongly disagree indicating that it brought positive changes in students' behavior.

#### **Preference of positive discipline to corporal punishment**

Students preferred positive discipline to corporal punishment in schools. The quantitative data showed 30% of students strongly agreed, 32% agreed, 7% disagreed and 7% had strongly disagreed that they liked positive discipline to corporal punishment. By looking at each score, agree score is the highest is an evident that students choose positive discipline to corporal punishment.

The data showed that 31% from urban, 44% from rural and 25% of students strongly agreed from semi urban preferred positive discipline to corporal punishment. By reflecting at each score, rural school students' strongly agree score is the highest is an evident that the rural school students preferred more positive discipline to corporal punishment than semi and urban students.

#### **Students felt happy when teachers do not use corporal punishment**

Students felt happy when teachers do not use corporal punishment in schools. It is evident from the data that 32% strongly agreed, 22% agreed, 26% disagreed and 7% of students had strongly disagreed that students felt happy when teachers in schools do not use corporal punishment. The highest score was 32% strongly agree and 7% strongly disagree on the score indicates that students felt happy when their teachers do not use corporal punishments in schools.

#### **Positive effect in schools**

Banning of corporal punishments and its effect in schools the school leader interviewee (SL3) said that "It has brought conducive learning environment for the teachers and students." (Int. SL3, 2017). The teacher interviewee (T3) said that "Students became active and able to approach teachers." (Int. T3, 2017). The teacher participant (T2) said that "students' positive thinking enhanced, mutual understanding and relationship developed." (Int. T2, 2017). Banning of corporal punishments had positive effect in schools. The banning corporal punishment helped to create safe and conducive learning environment. Students became

more active and actively participated in school activities. Positive thinking enhanced amongst students after the banning of corporal punishment.

#### **Realities felt in schools after the banning of corporal punishment**

Schools faced the realities after banning of corporal punishment. The school leader (SL3) said that "It has become challenging for teachers to keep the right track and difficult to make students do class work and home work without punishing them." (Int. SL3, 2017). The parent interviewee (P1) responded that "Loss of discipline in children" (Int. P1, 2017). The parent interviewee (P2) responded that "Students do not listen to teachers, value of respect is lost, however students come forward for support for both behavior and academic" (Int. P2, 2017). The teacher participant (T1) said that "In schools students had become more aggressive and children do not hesitate to abuse substances." (Int. T1, 2017). Teacher participant shared that discipline is vital for effective teaching and learning process. It is found that after banning of corporal punishment teachers faced challenges to make students work. Students became aggressive and they do not listen to teachers. The value of respect is lost. However, students came forward to seek support for both behavioral change and academic improvement. Students felt safe and secure during teaching and learning process in schools. The teacher interviewee (T2) said that "It has enhanced harmony and attachment amongst teachers and students" (Int. T2, 2017).

#### **Challenges faced after the banning of corporal punishment**

Schools were faced with few challenges after banning of corporal punishment. Interview Participants expressed the concern that after banning of corporal punishments in schools the teachers faced challenges like finding right substitute to discipline students. Parents taking teachers to courts as they think their children were well protected. Students coming in conflict with schools rules are on rise. Students' respects for teachers are on decline. The school leader interviewee (SL3) said that. "Students are violating schools frequently, attacking teachers, no respect for teachers and students do not take soft forms of punishment seriously." (Int. SL3, 2017). Teachers were frequently attached by students and value of respect to teachers by students was lost.

## **6. Discussion**

With globally banning of Corporal punishment, Bhutan initiated banning corporal punishments at schools. Corporal punishment has more harm than good in the teaching learning process. The students agreed that the initiative of the Ministry of Education is a wise by banning corporal punishments in schools as corporal punishments breeds harmony of learning in the schools.

It is found that banning corporal punishments allowed children to participate in framing rules and identifying necessary intervention for breaking rules. After the banning of corporal punishments the children were empowered to learn in managing their own behavior that encouraged children to think for themselves, and improve their own

behavior by building behavior standards. It is evident from the data that the students become very fair in their work which enhanced behavior in long run. It is evident from the data that teachers are not really into using corporal punishment, which is deemed unlawful, as a method to correct students' behaviors.

However, after the banning of corporal punishment school administration had faced challenges and difficulties in delivering the services efficiently at schools as students do not fear and disobey the rules and regulations framed for the smooth functioning of the school openly. It is evident from the data that few parents charged school administration for slightest punishment imposed by teachers in correcting students' misbehavior in the classroom or for breaching school rules. School management team felt handicapped when they had to deal with the problematic children with other ways of disciplining, which is time consuming and ineffective that had affected the instructional time of the schools.

Few school administrators also had expressed that after the banning of corporal punishment, proper discipline at schools could not be maintained as children would neither display respect to teachers nor exhibit adherence for the school discipline as they fail to replace corporal punishments with right substitution. It is evident from the data that school administration and management after the banning of corporal punishment spent more time in curbing disciplinary issues amongst the children that demands patience and skills that added work load which really affected the time of school administrators. Though school were faced with few challenges and difficulties in schools, they welcomed the banning of corporal punishments by Education Ministry as it has long term benefits both for teachers and students.

Teachers experienced challenges while managing the classroom after the banning of corporal punishments at schools. In few cases it is evident from the data that relationship between students and teachers is deteriorating as students tends to take advantage of teachers after the banning of corporal punishments. Although teachers use many alternatives in a day like praising, advising, imparting values and reproofing students after the banning of the corporal punishment but teachers lack proper training. Few teachers pointed out that student do not listen to teachers' instruction properly that hampered efficient classroom management and few teachers pointed out that students tend to go out of control despite teachers' effort to support them through repeated advice or guidance after the banning of corporal punishments.

## 7. Recommendation

The study recommends educating and training the teachers in the field of alternative disciplinary measures deemed necessary to educate the teachers on the positive disciplinary strategies to build confident and be skillful to employ them to deal disciplinary issues in the schools. Ministry of Education in collaboration with relevant stake holders could plan and initiate nationwide professional development programs to advocate and educate every teacher on the alternative positive disciplinary techniques as the passion of

knowledge and skills in alternative positive disciplinary within teachers would curb behavioral problems of students at schools to some extent.

The Ministry of Education with support from District Administration and schools need to initiate professional development programs for the teachers in using alternative methods like counseling and advice services to be implemented to face behavioral problems amongst the children. It needs to perpetuate the practice of positive disciplinary through reinforcing and educating on positive aspects of not using corporal punishments. There is also need to educate teachers, students and school administrators about the demerits and long term consequences on children as a consequence of using corporal punishments.

The Ministry should initiate programs that would deter use of any forms of punishments with students and foster children teacher interactions. The programs must facilitate interactive teaching learning to enhance better learning in children. The study would also recommend that there is a need for developing holistic and consistent school - wide behavior management working guidelines and directives to manage students' behavioral problems effectively and efficiently. It is critically important that the disciplinary techniques developed by the school administrators are firmly implemented and advocated amongst parents too during parents' and teachers' meetings. The findings of the study show that behavioral problem and indiscipline of the students cannot be resolved easily and needs better planning and monitoring at all times. There must be a host of disciplinary measures to bring desirable discipline and behavior in students at schools. Schools administrators should emphasize on teaching of values by integrating value - oriented lessons at all levels through proper assessment and marking system to enhance children's conduct.

The current system of appointing full time trained counselor by the Ministry of Education should be there at all levels of schools particularly at primary schools as it is beginning of students' learning to groom them from early age in preparing their life. The policy makers should put proper mechanism and intervention in place to support the schools by training the teachers on effective alternatives to corporal punishment.

## 8. Conclusion

To get comprehensive, reliable and to validate conclusive findings the researcher involved stakeholders like school principals, vice principals, teachers, students and parents of three Middle Secondary under Sarpang District. The study revealed that banning corporal punishment enhanced teaching and learning process. It has enhanced better teacher and student interactions and improved learning in children as it encouraged open discussion and cooperative learning amongst the students and teachers. Though School administrations and teachers were confronted with few challenges of the banning corporal punishment, they welcomed the initiative of Ministry of Education as it benefited children. The study proved that all the stakeholders of the society strongly support the banning of

corporal punishment in schools as it has ripple benefits in learning of children at schools.

The study recommends educating and training the teachers in the field of alternative disciplinary measures to educate the teachers to deal disciplinary issues in the schools. The study recommends full time counselors to all levels of the schools. For compressive and in depth findings future researcher may involve stake holders like school principals, vice principals, teachers, students, parents, policy makers, educators and uneducated public of the country.

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