

Alternative Strategies to Corporal Punishment: Teacher's Practices at Secondary School Level

Dilawez Ahmed¹, Dr. Sehar Rashid^{*2}

Original Article

1. MS in Mathematics from University of Education Lahore, Attock Campus and B. Ed Secondary from "Virtual University of Pakistan. Email: dilawezahmed18@gmail.com
2. Instructor Department of Education, Virtual University of Pakistan.
Corresponding Email: sehar_rashid12@yahoo.com

Abstract

The study aimed to determine the use of alternative strategies to corporal punishment by the government secondary school teachers. Physical punishment has been banned in schools on a provincial level and efforts were made to ensure its implementation. The need of this study was noteworthy to explore the alternative strategies adopted by the teachers at secondary school level in replacement of corporal punishment. The quantitative approach was used to adopt descriptive research design. A questionnaire was utilized to gather data in this descriptive survey design research. A sample of 209 government teachers provided the data using online mode of collection. The results of this study revealed that every teacher who participated in this survey supported the use of alternative strategies. The majority of the teachers are using positive reinforcement, motivation, guidance and counselling, non-physical disciplinary measures, and classroom rules setting as alternative strategies to corporal punishment. However, the extent of use slightly varied among male and female teachers. However, it is suggested to enrich secondary school teachers with alternative strategies to corporal punishment through varied training programs.

Keywords: Corporal punishment, alternative strategies, positive reinforcement, motivation, non-physical disciplinary measures

Introduction

Literature identified that kids who have experienced severe home discipline from their parents are more likely to rebel against regulations and restrictions at school (Henningham and Francis, 2018). There are various strategies that school administration and instructors have developed to force kids to be disciplined in class. However, corporal punishment has been the most traditional and well-regarded method of maintaining discipline (Evans and Lester, 2010).

The term "corporal punishment" refers to using physical force to inflict pain on a child to correct or penalize their behavior (Straus 2001; U.N. Committee on the Rights of the Child 2007). Typically, children are instructed to brace themselves for the hit by bending over with their hands on a desk (Human Rights Watch and American Civil Liberties Union, 2008). The punishment might take place in a number of places, including the principal's office, a hallway, or a classroom. Compared to what parents generally administer, corporal punishment in schools tends to be harsh. The most typical type of corporal punishment in households is spanking a kid on the buttocks with an open hand (Zolotor *et al.*, 2008). It has been identified in many countries.

Pakistan was in need to prohibit all forms of physical punishment in October 2003. The Pakistani government has taken administrative and social steps to outlaw physical punishment in every educational institution and to promote the campaign "Maar Nahi Piyar" in 2005 to protect children's rights against it. To achieve this, it is recommended by UNICEF (2001) and Save the Children (2005) that people be made aware of the negative effects of physical punishment on children and receive training on non-violent means of discipline for teachers and parents (Mirza and Ali, 2014). In December 2003, the Pakistani government forbade physical punishment as well, and teachers

were given strict instructions to refrain from abusing their charges. Additionally, formerly the North West Frontier Province (NWFP), has forbidden physical punishment in schools and ordered them to employ novel methods of teaching kids (Ullah *et al.*, 2022). According to the Punjab Removal from Office Ordinance 2000, the Punjab Education Department has ruled that teachers who use physical punishment in the classroom shall be subject to severe punishment (Jyoti and Neetu, 2013). The Sindh government approved the "Sindh Prohibition of Corporal Punishment Act, 2016" in 2016, which was then published as Act No. VII of 2017. Similar to other governments, Khyber Pakhtunkhwa's government took the initiative to outlaw physical punishment and put "Khyber Pakhtunkhwa Child Protection and Welfare Act, 2010" into effect (Khyber Pakhtunkhwa Act No. XIII of 2010) (Butt and Ashiq, 2020).

Various efforts were undertaken in this direction. The "Prohibition of Corporal Punishment Bill, 2014" was introduced to Pakistan's National Assembly to establish rules against corporal punishment of minors. Governments in Pakistan's provinces have also taken an effort to ban physical punishment in schools on a provincial level.

The Islamabad Capital Territory Prohibition of Corporal Punishment Act 2021: Rights campaigners have hailed Pakistan's passage of a measure outlawing physical punishment of minors as "historic." It happens in the midst of many high-profile instances of pupils being brutally attacked and even killed in classrooms, churches, and workplaces. National assembly enacted a measure that establishes penalties for hitting children as well as a prohibition on all forms of physical punishment in both formal and informal workplaces and in diverse educational settings, including private, public, and religious institutions. The laws against physical punishment in Pakistan's many states are patchy, and the present bill only applies to Islamabad. However, it is anticipated that the rest of the nation will soon adopt similar laws (https://senate.gov.pk/uploads/documents/1614769063_652.pdf).

Alternatives to Corporal Punishment

If teachers are not given alternatives, there is a good risk that they will continue to use physical punishment. It is essential that instructors at the very least have the fundamental training in processes and classroom management guidelines. Teacher training programs and mentorship have been shown to be effective for beginning teachers, even though fieldwork and time are needed to build the necessary competencies. Most students' controversial behavior management issues frequently focus on issues like the use of prizes, motivation, teaching pupils to follow rules and timetables in the classroom well as fulfilling academic deadlines (Witzel and Mercer, 2003). The practice of positive reinforcement has a long and illustrious history that dates back to the colonial era and maybe far earlier. The past of humanity includes it (Scott and Landrum, 2020).

Secondary school teachers used Guidance and Counselling (G&C), rewarding disciplined pupils, including students in decision-making, and enhancing extracurricular activities as alternatives to corporal punishment. Activities at school, giving rebellious pupils responsibility, sending errant and creating a language policy, encouraging pupils to talk to their parents, removing privileges, and imparting pastoral instruction (Ndembu, 2013). Effective teachers encourage good conduct, produce better work in the classroom, and meet less-disciplined classrooms (Kaufman, 2004). After physical punishment was outlawed in schools, literature offers a number of other classroom management strategies. Rules and expectations, for instance, must be stated clearly and loudly. In addition, encouraging behaviors like incentives and advantages for maintaining order in the classroom might be implemented (Busienei, 2012). Similar to the last research, another highlights the value of rewarding excellent conduct to the point that the author claims it is the first step toward a disciplined and joyful classroom (Lewis, 2001). In order to ensure a more disciplined classroom, a study highlights the use of a variety of additional positive rewards, boosting student involvement while keeping their interests in mind (Saduridin, 2012). Another research supports the adoption of the responsive classroom approach since it helps create a setting that is supportive of academic success. By encouraging responsibility and involving children in activities that enhance their sense of belonging and social skills, this method addresses discipline difficulties (Kaufman, 2004). Additionally,

counselling and assistance are crucial in influencing students' conduct to create a disciplined classroom (Ondima *et al.*, 2013; Siddiqui *et al.*, 2020).

Students undergo emotional disruptions as well as increased sensitivity and self-consciousness about bodily changes as a result of the normal human growth process. Depending on the conditions and the severity of the issue, several interventions to prohibit physical punishment may be used (Njoroge and Nyabuto, 2014). Despite the poor outcomes associated with physical punishment, it is often employed in secondary schools in Tanzania, according to Kambuga *et al.* (2018) who conducted a study on its usage as a way of reducing disciplinary issues in schools in Tanzania. Their report specifically states that corporal punishment has negative effects on dropout rates, absenteeism, fear, physical injury, psychological effects, and instructors who employ it in the classroom.

Results cannot be determined by a single incident alone because discipline is an ongoing process. It is also ineffective for parents or other careers to impose discipline after a single incident of poor behavior. What are the alternatives now that it has been determined that physical and psychological punishments are unacceptable forms of punishment?

This study was aimed to determine the alternative strategies adopted by government teachers after the ban on punishment at the secondary level in District Attock, Pakistan. This study is significant for several reasons. Firstly, it provides insights into how teachers are adapting to a policy change that affects their daily classroom practices. Secondly, it helps to identify effective alternative strategies that can be implemented to maintain discipline and order in the classroom without resorting to physical punishment. Thirdly, the study can contribute to the development of guidelines and policies for school administrators and policymakers regarding effective disciplinary practices in the classroom. Finally, the study can help to improve the overall quality of education by creating a positive learning environment and promoting better student performance.

The objectives of the study are:

1. To investigate the role of positive reinforcement as an alternative strategy to corporal punishment at secondary level schools.
2. To determine the role of motivation as an alternative strategy to corporal punishment at secondary level schools.
3. To examine the role of guidance and counselling as an alternative strategy to corporal punishment at secondary level schools.
4. To inquire the role of non-physical disciplinary measures as an alternative strategy to corporal punishment at secondary level schools.
5. To identify the role of classroom rules setting as an alternative strategy to corporal punishment at secondary level schools.

Methods

Research Design

This research was descriptive in nature. Quantitative data were collected by conducting a survey. The authors developed a questionnaire and circulated it to secondary school teachers to gather responses. Data were collected and analyzed to measure the research objectives.

Population of Study

To generalize the results of the study, the authors choose a small sample from a large group of population. All male and female secondary school teachers employed in all public schools in district Attock made up the study's target group.

Sample Size and Sampling Technique

The study employed a convenient sampling method since it was the best option to collect data in available time and resources. A total of 209 secondary school teachers from tehsil Attock were selected conveniently. The sample consisted 110 females and 99 males secondary school teachers.

Research Instruments

A questionnaire was created by the authors after extensive literature review. Thirty questions were included in the survey, covering five areas relevant to the alternative strategies to corporal punishment including i.e. reinforcement, motivation, guidance and counselling, non-physical disciplinary measures, and, classroom rules settings. A five-point scale of agreement was used to get responses from the teachers on questionnaire.

Validity and Reliability

The experts of the field substantiated the validity of the instrument before using it. The authors initially stated 40 statements. The opinions of five education experts were sought. Using the expert's feedback, five undesirable statements were deleted. The authors carried out a pilot study. After pilot testing, five unclear statements were also taken out which led to final 30 statements. Internal consistency for 30 items was 0.83 Cronbach's Alpha which is considered as good reliability of an instrument.

Data Collection and Analysis

By using Google forms, a survey was designed. The URL was distributed by using various social media platforms to the secondary school teachers. The collected data were then exported for statistical analysis employing IBM SPSS version 22. Through descriptive analysis, the average values and standard deviations of each scale were computed, while the occurrence frequency of categorical variables was assessed. A t-test was utilized to examine the gender difference in the utilization of alternative strategies to corporal punishment.

Adoption of Ethical Principles

Every ethical standard is upheld in this investigation. The information regarding the study and an invitation to sign up for permission were both presented on the first page of the online questionnaire. The survey was voluntary, and participants were asked to participate. Furthermore, none of the participants' personally identifiable data was gathered.

Results

The data were analyzed according to the objectives of the study and results presented in the form of tables.

Objective 1: To investigate the role of positive reinforcement as an alternative strategy to corporal punishment at secondary level schools.

Table 1 reveals that most of the teachers are using positive reinforcement as an alternative strategy to corporal punishment to promote positive behavior in students ($M=4.27$), improve student's interest in learning ($M=4.29$), to provide positive and supportive learning environments ($M=4.21$), encourage students to be more active ($M=4.15$), and, improve student teacher relationship ($M=4.35$). However, there is significant difference in practices of male $M=28.6$, $SD=3.50$ and female $M=29.7$, $SD=3.21$, $t(209)=2.24$, $p=.026$ (two tailed) teachers in using positive reinforcements as alternative strategies to corporal punishment.

Table 1. Result of Positive Reinforcement as an Alternative Strategy

No.	Statements	Response	f (%)	Mean ± SD
1	I use the alternative strategies to corporal punishment and they have led to a more respectful and inclusive learning environment.	SD	5(2.4)	3.92 ± 0.87
		D	9(4.3)	
		N	30(14.4)	
		A	118(56.5)	
		SA	47(22.5)	
2	I use the alternative strategies to corporal punishment and they have encouraged me to be more creative in their teaching methods.	SD	7(3.3)	4.04 ± 0.92
		D	4(1.9)	
		N	30(14.4)	
		A	100(47.8)	
		SA	68(32.5)	
3	I used positive reinforcement and I found it effective in promoting positive behaviour.	SD	0(0)	4.27 ± 0.65
		D	3(1.4)	
		N	14(6.7)	
		A	115(55.0)	
		SA	77(36.8)	
4	I use positive reinforcement and it has improved students' interests in learning.	SD	2(1.0)	4.29 ± 0.71
		D	2(1.0)	
		N	13(6.2)	
		A	109(52.2)	
		SA	83(39.7)	
5	I use positive reinforcement and it has led to a more positive and supportive learning environment.	SD	2(1.0)	4.21 ± 0.77
		D	3(1.4)	
		N	23(11.0)	
		A	102(48.8)	
		SA	79(37.8)	
6	I use positive reinforcement and it has encouraged students to be more initiative in their learning.	SD	1(0.5)	4.15 ± 0.80
		D	6(2.9)	
		N	29(13.9)	
		A	98(46.9)	
		SA	75(35.9)	
7	I use positive reinforcement and it has improved teacher-student relationships.	SD	2(1.0)	4.35 ± 0.75
		D	2(1.0)	
		N	17(8.1)	
		A	88(42.1)	
		SA	100(47.8)	

Table 1 (continued)

t-test for Gender difference

Gender	N	Mean	S. D	t-value	Df	Sig.*
Male	99	28.69	±3.50	2.24	207	.026
Female	110	29.73	±3.21			

*p<0.05

Objective 2: To determine the role of motivation as an alternative strategy to corporal punishment at secondary level schools.

Table 2 exhibits that most of the teachers are using motivation as an alternative strategy to corporal punishment to promote students' behavior (M= 4.30), increased students' participation in class (M=4.38), improve students' academic achievements (M=4.30), lead to more positive and supportive learning environment (M=4.36), encourage students to be more initiative in their learning (M=4.25) and, improve student teacher relationship (M=4.36). However, there is no significant difference in practices of male M=25.7, SD=3.12 and female M=26.2, SD=2.44, $t(209)=1.17$, $p=2.42$ (two tailed) teachers in using motivation as alternative strategies to corporal punishment.

Table 2. Result of Motivation as Alternative Strategy.

No.	Statements	Response	f (%)	Mean \pm S. D
1	I use motivation is more effective than punishment in promoting students' behaviours.	SD	4(1.9)	4.30 \pm 0.82
		D	4(1.9)	
		N	12(5.7)	
		A	95(45.5)	
		SA	94(45.0)	
2	I use motivation and it has increased students' participation in class.	SD	3(1.4)	4.38 \pm 0.76
		D	1(0.5)	
		N	14(6.7)	
		A	87(41.6)	
		SA	104(49.8)	
3	I use motivation and it has improved students' academic achievements.	SD	0(0)	4.30 \pm 0.72
		D	5(2.4)	
		N	18(8.6)	
		A	97(46.4)	
		SA	89(42.6)	
4	I use motivation and it has led to a more positive and supportive learning environment.	SD	1(0.5)	4.36 \pm 0.67
		D	1(0.5)	
		N	13(6.2)	
		A	100(47.8)	
		SA	94(45.0)	
5	I use motivation and it has encouraged students to be more initiative in their learning.	SD	1(0.5)	4.25 \pm 0.72
		D	1(0.5)	
		N	26(12.4)	
		A	98(46.9)	
		SA	83(39.7)	
6	I use motivation and it has improved teacher-student relationships.	SD	1(0.5)	4.36 \pm 0.67
		D	2(1.0)	
		N	11(5.3)	
		A	102(48.8)	
		SA	93(44.5)	

t-test for Gender difference

Gender	N	Mean	S. D	t-value	Df	Sig.*
Male	99	25.69	\pm 3.12	1.17	184.99	.242
Female	110	26.15	\pm 2.44			

* $p < 0.05$

Objective 3: To examine the role of guidance and counselling as an alternative strategy to corporal punishment at secondary level schools.

Table 3 reveals that most of the teachers are using guidance and counselling as an alternative strategy to corporal punishment to promote positive behavior in students (M= 4.35), help students to understand better and manage their behavior (M=4.36), to provide positive and supportive learning environments (M=4.26), to develop better relationships with peers and teachers (M=4.37), and, to improve students' academic performances (M=4.33). However, there is no significant difference in practices of male M=21.5, SD=2.73 and female M=21.9, SD=2.11; $t(209)=1.23$, $p=.221$ (two tailed) teachers in using guidance and counselling as alternative strategies to corporal punishment.

Table 3. Result of Guidance and Counselling as an Alternative Strategy.

No	Statements	Response	f (%)	Mean ± S. D		
1	I use guidance and counselling and it proved more effective technique than punishment in promoting students' behaviours.	SD D N A SA	1(0.5) 3(1.4) 14(6.7) 95(45.5) 96(45.9)	4.35 ± 0.71		
2	I use guidance and counselling and it helped students to understand better and manage their behaviours.	SD D N A SA	3(1.4) 1(0.5) 13(6.2) 93(44.5) 99(47.4)	4.36 ± 0.75		
3	I use guidance and counselling and it has led to a more positive and supportive learning environment.	SD D N A SA	1(0.5) 4(1.9) 16(7.7) 106(50.7) 82(39.2)	4.26 ± 0.72		
4	I use guidance and counselling and it helped students to develop better relationships with peers and teachers.	SD D N A SA	0(0) 0(0) 13(6.2) 105(50.2) 91(43.5)	4.37 ± 0.60		
5	I use guidance and counselling and it has improved students' academic performances.	SD D N A SA	0(0) 5(2.4) 18(8.6) 89(42.6) 97(46.4)	4.33 ± 0.73		
<i>t</i> -test for Gender difference						
Gender	N	Mean	S. D	t-value	Df	Sig.*
Male	99	21.45	±2.73	1.23	183.63	.221
Female	110	21.87	±2.11			

* $p < 0.05$

Objective 4: To inquire the role of non-physical disciplinary measures as an alternative strategy to corporal punishment at secondary level schools.

Table 4 reveals that most of the teachers are using non-physical disciplinary measures instead of physical punishment (M=4.22), to prove it more effective than physical punishment (M=4.17), to make children understand and take responsibility for their negative actions' consequences (M=4.16), to improve children' behavior without physical punishment (M=4.21), to have a positive impact on teacher-student relationship (M=4.24), and, to find its effectiveness (M=4.27). However, there is no significant difference in in practices of male M=25.0, SD=3.55 and female, M=25.5, SD=2.59; $t(209)=1.15$, $p=2.51$ (two tailed) teachers in using non-physical disciplinary measures as alternative strategies to corporal punishment.

Table 4. Result of Non-physical Disciplinary Measures as an Alternative Strategy.

No.	Statements	Response	f (%)	Mean \pm S. D
1	I use non-physical disciplinary measures instead of physical punishment.	SD	0(0)	4.22 \pm 0.69
		D	3(1.4)	
		N	22(10.5)	
		A	110(52.6)	
		SA	74(35.4)	
2	I use non-physical disciplinary measures and it proved more effective than physical punishment.	SD	1(0.5)	4.17 \pm 0.83
		D	8(3.8)	
		N	27(12.9)	
		A	92(44.0)	
		SA	81(38.8)	
3	I use positive behaviour so that children understand and take responsibility for their negative actions' consequences.	SD	2(1.0)	4.16 \pm 0.77
		D	4(1.9)	
		N	24(11.6)	
		A	107(51.2)	
		SA	72(34.4)	
4	I use positive behaviour because children' behaviours can be improved without physical punishment.	SD	4(1.9)	4.21 \pm 0.81
		D	4(1.9)	
		N	15(7.2)	
		A	108(51.7)	
		SA	78(37.3)	
5	I use non-physical disciplinary measures and it has a positive impact on teacher-student relationship.	SD	0(0)	4.24 \pm 0.68
		D	3(1.4)	
		N	20(9.6)	
		A	110(52.6)	
		SA	76(36.4)	
6	I use non-physical disciplinary measures effectively.	SD	2(1.0)	4.27 \pm 0.72
		D	0(0)	
		N	22(10.5)	
		A	101(48.3)	
		SA	84(40.2)	

Table 4 (continued)

t-test for Gender difference

Gender	N	Mean	S. D	t-value	Df	Sig.*
Male	99	25.00	±3.55	1.15	177.93	.251
Female	110	25.50	±2.59			

*p<0.05

Objective 5: To identify the role of classroom rules setting as an alternative strategy to corporal punishment at secondary level schools.

Table 5 reveals that most of the teachers are using classroom rules setting as an alternative strategy to corporal punishment to prove it effective in maintaining discipline in the classroom (M=4.30), to make the participation of students in making classroom rules because it helps them to follow this more effectively (M=4.31), to help students to understand that why certain behavior are important in the classroom (M=4.31), to leads to a more positive and respectful classroom environment (M=4.22), to foster students' sense of responsibility and ownership (M=4.28), and, to feel confident their ability to effectively implement it. However, there is no significant difference in practices of male M=25.7, SD=3.31 and females, M=25.7, SD=2.59; $t(209)=0.04$, $p=.967$ (two tailed) teachers in using classroom rules setting as alternative strategies to corporal punishment.

Table 5. Result of Classroom Rules Setting as an Alternative Strategy

No.	Statements	Response	f (%)	Mean ± S. D
1	I use classroom rules setting technique and it has proved effective in maintaining discipline in the classroom.	SD	2(1.0)	4.30 ± 0.76
		D	4(1.9)	
		N	15(7.2)	
		A	97(46.4)	
		SA	91(43.5)	
2	I make the participation of students in making classroom rules because it helps them to follow this more effectively.	SD	0(0)	4.31 ± 0.72
		D	4(1.9)	
		N	19(9.1)	
		A	95(45.5)	
		SA	91(43.5)	
3	I use classroom rules setting and it helps students to understand that why certain behaviours are important in the classroom.	SD	1(0.5)	4.31 ± 0.68
		D	2(1.0)	
		N	14(6.7)	
		A	107(51.2)	
		SA	85(40.7)	
4	I use classroom rules setting and it leads to a more positive and respectful classroom environment instead of punishment.	SD	1(0.5)	4.22 ± 0.74
		D	5(2.4)	
		N	18(8.6)	
		A	107(51.2)	
		A	107(51.2)	

5	I keep students involved in making classroom rules because involving students in the process of setting classroom rules helps to foster their sense of responsibility and ownership.	SA	78(37.3)	4.28 ± 0.67
		SD	0(0)	
		D	2(1.0)	
		N	20(9.6)	
		A	105(50.2)	
6	I use classroom rules setting as an alternative to punishment and I feel confident in my ability to effectively implement it.	SA	82(39.2)	4.24 ± 0.74
		SD	1(0.5)	
		D	5(2.4)	
		N	16(7.7)	
		A	107(51.2)	
		SA	80(38.3)	

Table 5
(continued)
t-test for Gender
difference

Gender	N	Mean	S. D	t-value	Df	Sig.*
Male	99	25.65	±3.31	0.04	185.16	.967
Female	110	25.66	±2.59			

* $p < 0.05$

Conclusion

The results led to the conclusion that secondary school teachers are using alternative strategies to corporal punishment for development of students' overall personalities. The results of the study showed that use of alternative strategies to corporal punishment led to a more respectful and inclusive learning environment. It was concluded that positive reinforcement, motivation, guidance and counselling, non-physical disciplinary measures, and classroom rules setting as alternative strategies to corporal punishment play an important role in promoting positive behaviour in students, improved students' interests in learning, to encourage students to be more initiative in their learning, to improve teacher-student relationships, to improve students' academic performances, helps to foster sense of responsibility and ownership in students, and to maintain discipline in classroom.

Discussion and Recommendations

The study found that all secondary school teachers are using the alternative strategies to corporal punishment. They found the use of alternative strategies more effective instead of corporal punishment. The implementation of corporal punishment in a public school has an impact on every student within the institution, even those who are not directly subjected to physical discipline.

The results reveal that most of the teachers are using motivation as an alternative strategy to corporal punishment to promote students' behavior, to increased students' participation in class, to improve students' academic achievements, lead to more positive and supportive learning environment, encourage students to be more initiative in their learning and, improve student teacher relationship. Findings seconds the piece of literature by Witzel and Mercer (2003).

The study findings show that most of the teachers are using guidance and counselling as an alternative strategy to corporal punishment to promote positive behavior in students, help students to understand better and manage their behaviours, to provide positive and supportive

learning environments, to develop better relationships with peers and teachers, and, to improve students' academic performances. These findings follow up the study of Ndembu (2013).

It is shown from the findings that most of the teachers are using classroom rules setting as an alternative strategy to corporal punishment to prove it effective in maintaining discipline in the classroom, to make the participation of students in making classroom rules because it helps them to follow this more effectively to help students to understand that why certain behaviours are important in the classroom, to leads to a more positive and respectful classroom environment, to foster students' sense of responsibility and ownership, and, to feel confident their ability to effectively implement it. These findings are aligning with the study of Lewis (2001).

It is evident from the results of the research that most of the teachers are using non-physical disciplinary measures instead of physical punishment, to prove it more effective than physical punishment, to make children understand and take responsibility for their negative actions' consequences, to improve children' behaviours without physical punishment, to have a positive impact on teacher-student relationship, and, to find its effectiveness. Similarly, positive reinforcement as an adaptive strategy is effective to use. It improves student's interest in learning, provides positive and supportive learning environments, encourage students to be more active, and, improve student-teacher relationship. These findings support the study of Scott and Landrum (2020) and, Henningham and Francis (2018) in their respective study.

A few suggestions and recommendations were offered in light of the study's discussion and findings. There should be courses related to alternative strategies to corporal punishment in teachers' training programs. Positive reinforcement strategy may be used in classroom to maintain discipline and to improve students' behaviours. Teachers may develop positive behavior with students to maintain discipline in classrooms. Teachers may establish classroom rules to avoid unpleasant situations. Positive behavior may encourage students' learning and improve student-teacher relationship.

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