REVIEW OF RELATED LITERATURE

Vinod Kumar Shanwal and Raj Lakshmi Bhat (2014) The aim was “Attitude of Students, Teachers and Parents towards Corporal Punishment” (Vinod Kumar Shanwal, 2014) The Paper examines corporal punishment in the current education system. The finding shows that inflicting physical punishment creates pain, fear and feelings of humiliation and does not remove the cause of misbehaviour. So punishment as a mean of discipline should be avoided and should aim at making the child self-disciplined. Children should know how to discipline themselves and then grow up to become adults who are responsible i.e. able to carry on the important responsibilities of life.

Ajay kumar (2014) “ Perception of Post Graduate Teachers about the different Forms of Classroom Discipline and Legal Abolition of Corporal Punishment in Hamirpur District of Himachal Pradesh” (kumar, 2014) The paper studies the perception of PGTs about various types of discipline and legal abolition of C.P. 59% of PG Male and female teachers supported use of C.P. The study highlighted that approx. 90% of teachers felt the need for in-service training on classroom management. The study was only limited to post graduate teachers. The study would have concerned all the level of teachers.

D Sagree Govender and Reshma Sookrajh (2014) The was concerned with ‘Being hit was normal’: teachers’ (un)changing perceptions of discipline and corporal punishment” (Sookrajh, 2014). The study revealed that all teachers in their childhood had undergone harsh punishment strategies and from there only they learnt that giving punishment is the best way to bring discipline and establish their authority. But today they follow “Less corporal and more self-discipline.” The study was only confined to case study and purposive sampling of teachers.

Anass Bayaga, Noncedo Khewu & George Mayo (2014) The aim was “To determine the consistency prevailing between the disciplinary practices in the schools and the principles of the Alternatives-to-Corporal Punishment strategy”. (Anass Bayaga, 2014) The results revealed that there was no established consistency between the disciplinary practices in the schools and the principles of the ATCP strategy. Teachers strongly supported for corporal punishment.
Bawinile Mthanti and Vusi Mncube (2014) The study was “The Social and Economic Impact of Corporal Punishment in South African Schools” (Mncube, 2014)The study revealed that despite the law against the punishment it was found that many teachers used psychological, physical and abusive forms of punishment as a corrective measure for misbehaviour. The research was confined to two schools only so its results can not be used for generalisation.

Dr. Aditi Sarkar (2014) The aim was “Corporal Punishment and its Effect on Class-Room Performance of Secondary School Students in the District of Kolkata” (Sarkar, 2014). The researcher concluded that in addition to internal condition of classroom there are various other factors which influence the classroom performance of students, therefore corporal punishment do not play a significant role in this. The study was affected by extraneous variable, which should be controlled.

Babu Lal Choudhary (2013) The topic was “Corporal punishment on children and Indian law”. (Choudhary, 2013) Corporal punishments violate the rights of the child to enjoy the highest attainable standard of health. Globally, about 500 million children experience violence every year. According to the study on child abuse undertaken by Ministry of Women and Child Development, Government of India in 2007; 69% children were physically abused, 65% of school going children reported for corporal punishment, 53.2% children reported having faced one or more forms of sexual abuse. Every second child reported facing emotional abuse.

Amour Haji Hassan and Theodora A.L. Bali (2013) “Assessing the Effects of Corporal Punishment on Primary School Pupils ‘Academic Performance and Discipline in Unguja, Zanzibar” (Amour Haji Hassan, 2013). The study found that 80% of teachers practised corporal punishment and was not the ATCP Project also teachers practised C.P. to control the misbehaviour rather than using for studies and 93% agreed that C.P. plays important role in maintaining discipline and also on academic performance. The study did not recommend any classroom management skills for teachers to avoid practise of C.P.

Shukla Jyoti and Singh Neetu (2013) The aim was to find the “Implications of corporal punishment on primary school children” (Shukla Jyoti, 2013). The study revealed in almost all
states of India the rate of practise of corporal punishment is too high. The teachers are not well equipped with strategies against corporal punishment to maintain discipline. The review was totally based on secondary data.

**Torin Peterson (2013)** The aim was “Eliminating Teachers’ Use of Corporal Punishment in Jordanian Public Schools: A Research and Policy Analysis” (Peterson, 2013). The research found that many new strategies to tackle with indiscipline was not excepted by the teachers. And even though they felt giving corporal punishment is not the right way, they were forced by parents to hit the child if they misbehaved. The study suggested a proper training programme for teachers. The study did not highlight the view of parents why they support punishment.

**Rimal HS, Pokharel A (2013)** The article studies “Corporal punishment and its effects in children” (Rimal HS, 2013) It found that corporal punishment is a major problem of concern and is more commonly found in developing countries. The study also found that harsh punishment is directly associated with various mood disorders, personality disorders and various other mental disorders. The expected behavioural change in students by applying corporal punishment is for short term. The child realizes his mistake is not necessary. Therefore punishment is not superior for shaping behaviour.

**Lesheleba Tiny Ntuli(2012)** “Managing discipline in post-corporal punishment era environment at Secondary Schools in Sekhukhune school district, Limpopo” (Lesheleba, 2012) The study found that educators and principals still face problem of applying positive discipline measures due to lack of training. The study was only confined to learners performance due to poor discipline. The study did not found the impact of corporal punishment on various other factors of students.

**Erin L. Yaworski (2012)** The research aims to find “Corporal punishment: Schools Ask, Spare the rod or use it?” (Yaworski, 2012) The practise of corporal punishment is more prevalent among teachers because they noticed the quick positive response from students after threat or punishment. The study had limitation that it was totally based on secondary data. No primary data was collected to know about latest scenario.
Agnes J. Busienei (2012) The aim is “Alternative methods to corporal punishment and their efficacy” (Busienei, 2012). The study was conducted in Eldoret Municipality of Rift Valley province. It was found that, although teachers use alternative methods to corporal punishment, they believe that they are less effective compared to corporal punishment. It recommends urgent need to create awareness on alternative methods and also on the overall effects of corporal punishment on the child.

Gerald N. Kimani, Augustine M. Kara, Teresa B. Ogetange (2012) The study aims at “Teachers and Pupils views on persistent use of corporal punishment in managing discipline in primary schools in Starehe Division, Kenya” (Gerald, 2012). It’s found that corporal punishment was a regular school experience for the pupils. Corporal punishment was administered by everyone in authority at school. The study concluded that school administrators and teachers are not thoroughly prepared to deal with indiscipline in the absence of corporal punishment. It recommended that the Ministry of Education should train head teachers and teachers on alternative strategies to deal with discipline problems other than use of corporal punishment.

Ritika Chopra (2012) The article “Schools take corporal route to discipline students” (Chopra, 2012) the article says that in spite of strict act made by Supreme Court against corporal punishment a study revealed that among 198 schools in 11 states, the prevalence of corporal punishment in various forms was found in 95 percent of schools. The study found that it is so much internalised in our country that no one find it as a crime.

Dr. E.D. Nakpodia (2012) The study aims to find “Principals Attitude towards Corporal Punishment In Nigeria Secondary Schools” (Nakpodia D. E., 2012) The study found that frequent form of punishment is corporal punishment and its not the effective form to be used. There is also a significant difference in public and private schools in its practise. Therefore the stake holders should be provided with best alternative strategies to avoid its use. The study should involve the perception of teachers and students towards the use of C.P. to recommend more effectively.
Dr. Pinki Malik (2012) The study was concerned with “Right to Education Act and Corporal Punishment in India” (Malik, 2012). The study found that Corporal Punishment has become an integral part of bringing discipline in each and every district private and government schools. The study is based on RTE Act Of Corporal Punishment, it has not involved the perception of stakeholders.

Hureva Tjavanga and Dr. Agreement Lathi Jotia (2012) The aim was “School bullies and education in Botswana: Impact on other students and academic performance” (Hureva Tjavanga, 2012). It revealed that the impact of school bullying on both the victims and their victims is vicious. It results in low self-esteem, withdrawal and poor academic performance. The study revealed that there are no intervention strategies to redress the emotions of both bullies and their victims. As such, the study argues that if the oppressive climate is allowed to prevail in schools, learners will be affected drastically and their academic performance may deteriorate massively.

Lavanya Raj (2011) “Corporal punishment in Indian schools”. (Raj, 2011) Corporal punishment and threat of physical violence are common in Indian schools (Saath Charitable Trust, 2006). The paper briefly introduces the condition in India, defines and discusses the implications of CP in general, explores the cultural reasons and its roots in the country, and demonstrates the prevalence and impact on students’ relationships with teachers. The Right to Education Act is discussed as a background to why it has become important that Indocentric approaches to strengthen the relationships between teachers and students, and curb abusive CP are developed.

Roseline Okiemute (2011) “Moral Conducts of Students in Secondary Schools in Delta State: An Assessment of the Effects of Native Culture on Discipline, Order and Control” (Okiemute, 2011). The study evaluates teachers’ routine experiences and their views on the effectiveness the enforcement of order, control and disciplinary actions and how school disciplines are influenced by the cultural background of the Staff and students. The paper suggests that the current educational administration and policies erodes the powers of the secondary Staff to such degree that teachers are disempowered hence, indiscipline among students continues to gather momentum causing poor academic performances.
Cosmas Maphosa (2011) “Discipline versus Punishment: Which way for educators in South African Schools” (Maphosa, 2011) The study found that teachers still use and believe in using punishment as a means to cope up with various minor and major forms of discipline. The study did not focus on the impact of various forms of punishment on students and how to inculcate self-discipline in them.

Nevine Henry Wasef (2011) “Corporal punishment in schools” (Wasef, 2011) The findings of the study reveal that the reason for corporal punishment to be still practised in schools in spite of its legal ban is the acceptance by family, lack of awareness among parents, lack of reporting by parents, acceptance by school authorities and no action against teachers. The study was only targeted to best part of the target group and therefore the selected group was biased.

Donald E. Greydanus (2010) “Corporal Punishment in Schools and its Effect on Academic Success” (Greydanus, 2010) The study found that among the total students subjected to corporal punishment one-half of them developed a disorder called Educationally Induced Post-Traumatic Stress Disorder (EIPSD) which creates increased anger, anxiety, fatigue, sadness etc. which results into lowered school achievement, tendency for school avoidance and school drop-out etc. The study lacked the aspect of teachers, parents and school administration.

Alison Mamatey (2010) “South Korean EFL Teachers perceptions of CP in School: Cultural Vs. Educational System factors” (Mamatey, 2010) The study found that educational system factors led teachers to practise C.P. rather than the cultural belief. Most of the teachers believed that corporal punishment help in better class control. The study only focussed in beliefs of English as a Foreign Language teacher (EFL). The study would have been broadly taken on all subject teachers.

Dr. Afua Twum-Danso (2010) The book studies “Children’s Perceptions of physical punishment in Ghana”. (Twum-Danso, 2010) The study revealed that children also felt the importance of physical punishment for the socialization process but it should not be abusive or excessive which can cause a long or short term injury. Therefore the study revealed that maximum of children’s supported the importance of punishment.
Shane Brennen, William J. Fielding, Marie C. Carroll, Janice C. McCants Miller, Latanya Adderley, and Mary Ann Thompson (2010) (Shane Brennen, 2010) The aim was “To examine the link between violence in homes, focusing on corporal punishment of children as a means of discipline, and other behaviours including sexual abuse, illegal drug use, domestic violence, hitting of pets. In 62% of survey participants’ homes Violence (physical or domestic) occurred. It indicated that many children were physically hurt as a means of discipline. Children were spanked in 77% of homes with children, and domestic violence was found in 23% of homes. These findings suggest that those who use violence in their homes may not understand the wider and longer-term consequences of their actions for both victims and society. Case study participants seem to view only severe physical violence as abuse. They also appeared reluctant to report abuse to the authorities.

Cosmas Maphosa and Almon Shumba (2010) “Educators’ disciplinary capabilities after the banning of corporal punishment in South African schools (Shumba, 2010)” Two research questions: (a) How do educators view their disciplinary capabilities in the post-corporal punishment period? and (b) How do educators view the usefulness of alternative disciplinary measures?. A case study of 3 purposively selected practising junior secondary school educators was used. The study found that educators generally feel disempowered in their ability to institute discipline in schools in the absence of corporal punishment. Educators revealed that learners do not fear or respect educators because they know that nothing will happen to them. Although educators are aware of alternative disciplinary measures, they view them as ineffective and time consuming.

Marie Elizabeth Smith (2010) “The role of School discipline in combating violence in Schools in the East London Region” (Smith M. E., 2010) The study found the prevalence of corporal punishment in primary and high schools. It also highlighted the view of educators for need of positive discipline and a safe learning environment for all with the assistance of parents. The research lacked the perception of parents on discipline and punishment.
Nassozi Immaculate (2010) “The effect of teachers Leadership role on students discipline in Secondary Schools in Wakiso District” (Immaculate, 2010) The study concluded that teachers play a vital role in enhancing discipline among students and therefore various stake holders should help them to carry their role of planning, teaching , supervision etc. So that positive and self discipline can be practised. The study lacked the problems faced by teachers from student part.

E. D. Nakpodia(2010) The study aims at “Teachers’ disciplinary approaches to students’ Discipline problems in Nigerian secondary schools” (Nakpodia, 2010) The study highlights the reasonableness of a punishment—whether the punishment is based on school board laws of corporal punishment, whether it is in proportion to the mistake done by students and on the basis of their age, sex and various other factors their capability to bear the punishment. The study is purely based on secondary data.

Ebele Joyce Egwuynyenga (2009) The study was carried out “To examine and analyze the use of corporal punishment in disciplinary control of secondary schools students in Delta State” (Egwuynyenga, 2009). The findings revealed that: corporal punishment was the most frequently used form of punishment in secondary school and it is not an effective tool in disciplinary control; and, there was significant difference between public and private secondary schools in the use of corporal punishment.

Elizabeth T. Gershoff(2008) “Report on Physical Punishment in the United States: What Research Tells Us About Its Effects on Children” (Gershoff E. T., 2008). The research found that there is little improvement in child’s behaviour after exposure to physical punishment. The research highlighted that children exposed physical punishment are at a risk of physical abuse, serious injuries and problems related mental health. The researcher left the scope for studying the impact of these factors on academic performance.

Jim Mtsweni (2008) The study was “The role of Educators in the management of School Discipline in the Nkangala region of Mpumalanga” (Mtsweni, 2008) The study highlighted the importance of a well managed, disciplined school and a positive climate plays a significant role
in keeping teachers happy and free from preoccupied stress and which directly avoids the chance of giving punishment. The study was based on secondary data only.

Matsidiso Naong(2007) The aim was “The impact of the abolition of corporal punishment on teacher morale: 1994-2004 (Naong, 2007) There is a direct correlation between (teacher) morale and (learner) discipline at school. The findings of the study indicated that more than 65% of teachers, claimed that discipline at schools had deteriorated, and that their passion for teaching and the joy they had once found in their work had been adversely affected since the abolition of corporal punishment.

Sara Zane Morris (2007) “Causal Effect of Corporal Punishment on Children’s Internalizing and externalizing behavioural outcomes: Results from a Propensity Score Match Analysis” (Morris, 2007) The study gave a contradictory result that corporal punishment does not have an effect on behavioural outcomes. The study had a limitation of dichotomous variable and the study don’t discuss about the frequency and severity of punishment used. If these factors would have been taken into account then may be the result would have been different.

Anne B. Smith (2006) The aim was “The state of research on the effects of Physical Punishment” (Smith, 2006) Physical punishment is associated with increased child aggression, antisocial behaviour, lower intellectual achievement, poorer quality of parent–child relationships, mental health problems (such as depression), and diminished moral internalisation. Short-term compliance can, however, be achieved as effectively without using physical punishment. The findings supports ongoing efforts to help parents use more positive methods of parenting, and the removal of a defence in law for the use of physical punishment against children.

Loretta Cicognani (2004) The study “To punish or discipline? Teachers attitudes towards the abolition of corporal punishment” (Cicognani, 2004) The study revealed that teachers have a perception that corporal punishment have a place in education. The teachers also use alternatives but they still feel that training provided is not sufficient to meet their needs.

Ten of the 11 meta-analyses indicated that parental corporal punishment was associated with undesirable behaviours and experiences:- decreased moral internalization, increased child aggression, child delinquent and antisocial behaviour, decreased child mental health, increased risk of being a victim of physical abuse, increased adult aggression, increased adult criminal and antisocial behaviour, Corporal punishment was only associated with one desirable behaviour, that is, increased immediate compliance.