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# Impact of Corporal Punishment on the Mental Health and Physical Health of Secondary-Level Learners

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### ABSTRACT

Child abuse has been recognized as a universal emerging social issue. The study evaluates how corporal punishment can affect children in Pakistan, especially in Balochistan's cultural context. The study is quantitative and quantitative and utilized the survey research design. A sample of 160 students (eight public sector schools and eight private sector schools) is carried out, and only 10 students are randomly selected from each school (5 from grade 9 and 5 from grade 10). The multistage sampling method is used to choose these institutions from District Quetta, Baluchistan. Data is analyzed through SPSS. Internal Reliability of the quantitative section of the scale questionnaire was .917, determined by using Cronbach's Alpha through a pilot study. This study revealed that corporal punishment has an effect on the mental health and physical health of the learners at the secondary stage. The learner's nurture is based on providing appropriate and organized assistance, good education, and a strict attitude free of physical punishment. This study recommended that the teachers, parents, and administrators of institutions should make an effort collectively to address the loopholes in mental and physical health to improve the social life of sufferers along with educational performance.



## Introduction

Children are the assets of our society. They are the determinants of learners who can bring sustainable changes to society. The social and moral development of children is fundamentally based on the environment offered to them by society. However, today children face numerous

changes, such as corporal punishment. But the most severe problem in Pakistan about children's rights is not much discussed due to cultural sensitivities (Parveen, 2016) .

Physical injuries cause damage to the mental health of a child. As corporal punishment consists of damage and wounds to the body of children, similarly, mental abuse represents harm to the mental health of a child. Corporal punishment is very frequent in every part of Pakistani culture, which is a cruel method of discipline. It is due to the lack of desire and inclination to manage by caretakers and parents. The exercise of brutal punishing procedures in the institutions is the main exceptional cause for instructional abuses. Its result is very severe, which is physically and mentally damaging to thousands of children (Shah, Ashiq, & Malik, 2007).

Corporal punishment and mental abuse are exposing children to domestic brutality. These are the types of abuses which are faced by children in particular (Trocme, 2005) . Although the fact is that the ratio of rural and urban areas regarding abuse cases was 33 to 67 percent in the whole country. There were larger parts of the incidents regarding child abuse were 2,054 in Punjab. At the same time, 875 cases took place in Sindh and 297 child abuse cases in Balochistan. Furthermore, 152 cases of abuse occurred in Khyber Pakhtunkhwa and 90 cases in Islamabad. Likewise, 38 cases in Azad Kashmir and one case in Gilgit-Baltistan (Mansor, 2015).

Most of the non-governmental organizations (NGOs) such as Sahil, Aahung, and SPARC in Pakistan, Their purpose is to highlight the severe cases regarding child abuse. However, cases of corporal punishment are underreported by different NGOs for the most part. Corporal punishment is commonly practiced in the public and private schools of Pakistan. The most common type of abuse is corporal punishment in the institutions of Pakistan which represents the lack of responsiveness among children, parental abuse as well as the nonexistence of lawful security of children

Corporal punishment may consist of bodily hurt that is formed by several methods together including extreme exercise drills, paddles and requiring children to imagine hurting positions of the body (Northington, 2007) . Corporal Punishment is forbidden in the government institutions of Sindh since 2004. Corporal violence is extensively common in private and government institutions. All offspring's have a right to lead a life which is unrestricted from violent behavior, including embarrassing and physical punishment. The acceptance, implementation, and understanding of children rights can slowly but surely abolish brutality against children in all types and from the whole institutions (Sadaruddin, 2011) .

Corporal punishment is constantly occurring in institutions all over the world. It is prevailing particularly in those countries where it is forbidden and those countries where it is considered legal.. More than ten years ago, it was estimated in 2003 in the "Society for Adolescent Medicine, Corporal Punishment in Schools" that every year in the U.S between 10,000 and 20,000 children, the medical concentration was compulsory as an outcome of institutional corporal punishment. However it was strange, the U.N. has recognized various issues of students, who expired as a consequence of corporal punishment at the institutions, just like a schoolboy of 7 years old in Malaysia, a boy who was of 9 year old, in South Africa, a girl of 11 year old in India, another girl of Sri Lanka who was 13 year old, and in the Philippine, a boy of 14 years old (Covell K, 2011) .

### **Statement of the Problem**

Child abuse is socially unfavorable, and the reduction of abuse is a worthy goal. It is a multidimensional and integrated phenomenon. These abused children do not get pleasure from the basic facilities of life and are showing permanent elements of physical impairment. This is also

damaging the ability of their creativity and imagination. Abuse of any type may affect the mental, physical and moral development of children.

The problems we are facing today in Pakistan are corporal punishment that is having incredible negative effects on the life of a child. Corporal punishment affects the behavior, academics, emotional, social development and well-being of children. Therefore, the present study is focused on investigating the effect of corporal punishment on the mental and physical health of secondary-level learners.

### **Objectives**

1. To investigate the relationship between physical abuse and mental health according to the perceptions of secondary-level learners.
2. To explore the perceptions of secondary-level learners regarding the relationship between physical abuse and physical health.

### **Research Questions**

1. How does physical abuse affect the mental health of secondary level learners?
2. In what ways physical abuse affects the mental health of secondary level learners?

### **Literature Review**

#### **Physical Abuse**

Physical abuse is the practice of physically violent behavior as a means of fear, discipline, and frightened. There are different kinds of physical abuse, including beating and beating with any object, kicking, pushing, slapping, punching, and restraining an individual. Physical cruelty is extremely easiest kind of mistreatment to be identified as well as defined (Beitchman, 1992) . Physical abuse involves brutality and violence, like beating with the hands and with any object, shaking, pushing, biting, and burning directly to the children by the elders and parents, who are accountable for the care of the children (Yucel, 1993) .

Children who are abused physically have experienced a variety of undesired and unwanted outcomes. Loss of memory, speech delay, growth retardation, inadequate peers and friend's interaction, the tendency of suicide and academic failure, interpersonal, emotional, rational, as well as behavioral issues, are highly practical in the children. A child who is the subject of constant physical mistreatment often feels panicked around their parents. Without any problem, they can stay away from a beating and can be excessively violent as well as feel reserved and hesitant, shying away from making physical contact with a mature person (Lewis, 1992) .

Children who are being potentially harmful and physically hurting, the corporal penalty of the institutions is time and again embarrassing the children emotionally. Feelings of disgraceful may possibly be sensitive when children have experience of punishment in front of the entire classroom. When the response of the children to the penalty is demonstrated over the institutions of the community, the system of an organization tries to do the effort to instruct a message to the other children of the schools (Varnham, 2013) ; (Feinstein & Mwahombela, 2010) .

Children who are physically mistreated as a result not only have effects on the academic performance of these children and their behavior but also their emotional well-being and happiness are severely impacted. Signs and symptoms of physical abuse differ by age and sometimes even gender. Children who are verbally ill-treated at the same time physically mistreated tend to be more aggressive towards their friends and other children. The reason is that they develop a thought

that is common and usual. These children always try to imagine being friends with someone who is constantly criticizing and making sure that he has sufficient good qualities. Physically abused children always make an effort to keep companionship and sustain a healthy and strong social life (Di Venturi, 2012) .

### **Islamic Perspective of Corporal Punishment**

#### **i) In the light of Quranic Verses**

The importance of positive discipline may be traced from the Holy Quran.

The following verses from the Holy Quran speak/emphasize treating gently with youngsters/other fellowmen.

(1) وَقُولُوا لِلنَّاسِ حُسْنًا ﴿83﴾

waqooloolilnnasih<sub>u</sub>nsan

And speak kindly to people. Quran (2: 83)

(2) ادْفَعْ بِالَّتِي هِيَ أَحْسَنُ السَّيِّئَةِ نَحْنُ أَعْلَمُ بِمَا يَصِفُونَ ﴿96﴾

IdfaAAbi<sub>l</sub>latee hiya ahsanualssayyiatanah<sub>n</sub>uaAAalamubimaya<sub>s</sub>ifoona

Repel evil with what is best, we are well aware of the things they say. Quran (23:96)

(3) وَلَا تَسْتَوِ الْحَسَنَةُ وَلَا السَّيِّئَةُ ادْفَعْ بِالَّتِي هِيَ أَحْسَنُ فَإِذَا الَّذِي بَيْنَكَ وَبَيْنَهُ عَدَاوَةٌ كَأَنَّهُ وَلِيٌّ حَمِيمٌ ﴿34﴾

Walatastaweealhasanatuwalaa<sub>l</sub>ssayyiatuidfaAAbi<sub>l</sub>latee hiya  
ahsanufaitha<sub>l</sub>latheebaynakawabaynahuAAadawatunkaannahuwaliyyun<sub>h</sub>ameem<sub>un</sub>

Good and evil acts are not equal. Resist evil with what is better; then you will realize that one who was once your opponent has become your dearest friend, Quran (41:34)

(4) وَذَكَرْ فَإِنَّ الدِّكَرَى تَنْفَعُ الْمُؤْمِنِينَ ﴿55﴾

Wathakkirfainna<sub>l</sub>th<sub>h</sub>thikratanfaAAualmumineena

... but keep on exhorting them, for exhortation benefits the believers, Quran (51:55)

(5) قَوْلٌ مَّعْرُوفٌ وَمَغْفِرَةٌ خَيْرٌ مِّنْ صَدَقَةٍ يَتْبَعُهَا أَذًى وَاللَّهُ غَنِيٌّ حَلِيمٌ ﴿263﴾

QawlunmaAAaroofunwamaghfiratunkhayrun min  
sadaqatinyatbaAAuha<sub>q</sub>athanwaAllahughaniyyun<sub>h</sub>aleem<sub>un</sub>

A sympathetic word and mercy is better than a charitable deed followed by hurtful words: God is self-sufficient and forbearing

Quran (2:263)

## (ii) In the light of Hadiths

### 1) Narrated Anas bin Malik:

(1) حَدَّثَنَا مُحَمَّدُ بْنُ بَشَّارٍ، قَالَ حَدَّثَنَا يَحْيَى بْنُ سَعِيدٍ، قَالَ حَدَّثَنَا شُعْبَةُ، قَالَ حَدَّثَنَا أَبُو النَّيَّاحِ، عَنْ أَنَسٍ، عَنِ النَّبِيِّ ﷺ قَالَ " يَسِّرُوا وَلَا تُعَسِّرُوا، وَبَشِّرُوا وَلَا تُنْفِرُوا

The Prophet (ﷺ) said, "Facilitate things to people (concerning religious matters), and do not make it hard for them and give them good tidings and do not make them run away (from Islam). (Bukhari,69)

(2)باب مَا كَانَ النَّبِيُّ ﷺ يَتَّخِذُهُمْ بِالْمَوْعِظَةِ وَالْعِلْمِ كَيْ لَا يَنْفِرُوا

(2) The Prophet (saws) used to take care of the people in preaching by selecting a suitable time so that they might not run away (never made them averse or bored them with religious talk and knowledge all the time) (Bukhari, 11)

قال(3) حَدَّثَنَا مُحَمَّدُ بْنُ بَشَّارٍ، حَدَّثَنَا يَحْيَى بْنُ سَعِيدٍ، عَنْ إِسْمَاعِيلَ بْنِ أَبِي خَالِدٍ، حَدَّثَنَا قُتَيْبَةُ بْنُ أَبِي حَازِمٍ، حَدَّثَنَا جَرِيرٌ بْنُ عَبْدِ اللَّهِ، قَالَ: هَذَا حَدِيثٌ حَسَنٌ صَحِيحٌ، قَالَ: مَثَلُ بَرِّ النَّاسِ لَا يَزِيحُ عَنْهُمَا اللَّهُ، قَالَ أَبُو عِيسَى: قَالَ رَسُولُ اللَّهِ ﷺ لَا يَصْلُحُ اللَّهُ عَلَيْهِمْ سَلَامٌ وَفِيهِ الْبَابُ عَنِ عَبْدِ الرَّحْمَنِ بْنِ عَوْفٍ، وَأَبِي سَعِيدٍ، وَأَبِي هُرَيْرَةَ، وَعَبْدِ اللَّهِ بْنِ عُمَرَ.

(3) Jarir bin Abdullah narrated that the Messenger of Allah said:

“Whoever does not expression mercy to the individuals, Allah will not expression kindness to him.” (Tirmidhi: 1922)

(4) حَدَّثَنَا حَرَمَلَةُ بْنُ يَحْيَى التَّجِيبِيُّ، أَخْبَرَنَا عَبْدُ اللَّهِ بْنُ وَهْبٍ، أَخْبَرَنِي حَبِوَةُ، حَدَّثَنِي ابْنُ الْهَادِ، عَنْ أَبِي بَكْرٍ بْنِ حَزْمٍ، عَنْ عَمْرَةَ، - يَغْنِي بِنْتُ عَبْدِ الرَّحْمَنِ - عَنْ عَائِشَةَ، زَوْجِ النَّبِيِّ ﷺ أَنَّ رَسُولَ اللَّهِ ﷺ قَالَ " يَا عَائِشَةُ إِنَّ اللَّهَ رَفِيقٌ يُحِبُّ الرِّفْقَ وَيُعْطِي عَلَى الرِّفْقِ مَا لَا يُعْطِي عَلَى الْعُنْفِ وَمَا لَا يُعْطِي عَلَى مَا سِوَاهُ " .

'A'isha, the wife of Allah's Apostle (ﷺ), reported that Allah's Messenger (ﷺ) said:

'A'isha, verily Allah is kind and He loves kindness and confers upon kindness which he does not confer upon severity and does not confer upon anything else besides it (kindness).

(Muslim : 2593)

"ليس المؤمن بالطعان، ولا اللعان، ولا الفاحش، ولا البذي". ((رواه وعن ابن مسعود رضي الله عنه قال: قال رسول الله ﷺ : الترمذي وقال حديث حسن))

(8) *"A true believer is not involved in taunting, or frequently cursing (others) or in indecency or abusing."* (Tirmidhi:45)

### Corporal Punishment in the Institutions

Somewhere, the society or the community is the reason for humiliating acts, and this creates confusion between abuse and discipline. (Loue, 2005). The victims of childhood abuse suffer various losses in different spheres of life. And this loss adversely affects childhood, hence, results in a negative term that includes low self-confidence and anxiety badly affects childhood. They suffer from a high level of stress for the rest of their life. A complete posttraumatic platform should be arranged for the awareness of children and family (Guterman & Hahm, 2001).

Some teachers suggested corporal punishment for the sake of bettering children's behavior. Numerous teachers have insisted on recourse to slightly beating the children and also other types

of corporal punishment to ensure obedience among the children. The study “Plan Pakistan in 2013” stated that 20% of the teachers were sure and 47% were somewhat agreed that at least a little bit of penalty is required for children. About 41% of adults, along with parents were completely agreed and 38% somewhat agreed with the statement. The 3<sup>rd</sup> ratio of teachers and 84% of the parents approved that teachers are correct for thrashing, beating naughty students. And, 20% of teachers were completely agreed whereas 31% somewhat agreed that a little bit of physical punishment does not affect as much on the child badly (Green, 2010) .

Every single individual of a society is responsible for the abuse of children and social workers, teachers, counselors, guidance experts, and psychological experts must perform their work for this issue. For making awareness among family members the experts need to cope with the personal matters of families to know the real stress exists in the family, both financially and socially. That is the reason for child abuse in that family. Depression among families is the cause of childhood abuse. To search for the causes of child abuse, some seminars regarding stress identification, prevention of child abuse, counseling, and precautions must be applied to reduce the risk (Youssef, Attia, & Kamel, 1998) .

The “Corporal Punishment Act of Sindh” applies to the Sindh province and forbids all physical punishment of children socially, economically, institutionally either formal or non-formal including private and public sectors in child caring institutions including short-term care, or at other different care center’s either public or private, and also in the “Juvenile Justice System” (Turhan, Sangun, & Inandi, 2006) .

Governing bodies have failed in monitoring corporal punishment, and other security authorities have failed in controlling such humiliation. Corporal punishment is usually applied at home, in schools, and in prisons. The “Juvenile Justice System Ordinance” (JJSO) also forbids any type of penalty for innocent teenagers. Pakistan Penal Code holds several provisions in contradiction of high traffic blocks, forced youth marriages, sexual abuse, and mistreatment. Though many laws regarding underage marriage or sexual abuse are concerned with only girls, not boys (Chianu, 2000) .

### **Child Abuse in Pakistan**

All children have the right to be sheltered from whole type of abuses, forcefulness, and exploitation. Article 19 of the convention acknowledged that it is the responsibility of any country to catch all achievable defensive actions such as apply policies, implement laws, as well as generate an appropriate system and organization to guarantee the security of all children and care who are living there (Convention on the Rights of the Child, 2009) .

Child exploitation is not merely an extensively experienced fact in Pakistan despite the Islamic background, but it is increasing. It is culturally and socially banned. Child mistreatment takes several forms in Pakistan. The government organized a “National Plan of Action” (NPA) for children's defense to address prostitution, poverty, child labor, shelter, health, education, and childhood mortality in Pakistan. In 2006, the Children Protection Bill was enacted to safeguard and prevent a child from exploitation, along with the recovery of harmed children. The government and society have unsuccessful to establish a highly regarded situation for children. The corporeal abuse of children is ongoing extensively. Corporal punishment and child abuse were supposed to be the key causes of drop-out in the institutions. (Sadaruddin, 2011) .

However numerous cultural and social causes, children undergo violence at school, at home, in child protection legal systems in the community, and at work. Therefore, children are mistreated

exactly in those places where they must be provided with affection, protection, shelter, developmental stimulation, as well as advancement for their privileges. (Pinheiro & Sergio, 2006) .

### **Child Abuse in Balochistan**

The Balochistan Child Protection Bill 2015 (Bill No.10 of 2015) was passed on November 7, 2016, by the Provincial Assembly of Balochistan and was signed into law on November 15, 2016 by the Governor of Balochistan. It is recognized as "The Balochistan Child Protection Act, 2016. ACT NO. VII OF 2016" and defends offspring in Balochistan from entire forms of mental and bodily violence, negligent treatment and neglect, injury, exploitation, and maltreatment. It is a fact that some countries of the world, as well as Pakistan, have listed their disagreement with physical penalty in schools, as forcefulness has increased. Nevertheless, the anti-violence actions, these happenings are on the rise, as it was proved by the firing spree at Virginia Tech University, which appealed the lives of 33 individuals, including the supposed gunman (BBC, April 17, 2007).

In Balochistan province, human rights violations have drawn worry or blame in the global municipal (Akbar & Siraj, 2011) .In Balochistan, the abuses and violence have exaggerated the anger. Though the Pakistani armed forces, as well as Baloch militants, willingly exploit the unhappiness of citizens for their political agendas, they have been unsuccessful in addressing these complaints or taking accountability for them (Gibb & Abela, 2008) .

Child abuse of all forms and children marriage remain a thoughtful alarm in Pakistan, 21 percent of girls are getting married earlier age, the age of 18.It aims to increase the lawful minimum stage to 18 for women and announce severer penalties for persons who organize children marriage in 2016. The government of Pakistan has been unsuccessful in fulfilling its global legal responsibility to defend children from harassment as well as other exploitations (Kamran, 2004) .

Basically, Baloch society is an ethnic one where sayings of grownups or principal of the tribe are like an instruction. The children of civilization are compulsory to initial weddings without knowing or asking their consent. This exploitation disturbs the child's not solitary education but similarly interrupts their psychological state. Shortages of mindfulness as well as insufficiency powers parents to become their children wedding in initial age well before 18. The teaching of children is not bearable for the parents. To control the exercise of initial child marriages, there is a shortage of anti-child marriage and child safeguard rules. In Balochistan, the practice of child in voluntary weddings is distressing the girl children as compared to boy children as well, and consequently it disrupts exploitations and then destroys human morality. Initial wedding bullies to the existence of the girls who experience threats such as abuse, violence, fitness problems, and initial decreases. This exercise of the initial wedding is one of the great child humanist proportions (Baloch, 2016) .

The government of Pakistan has set its sights on prohibiting a physical penalty, an extensively acknowledged practice in schools as well as other educational organizations throughout the country. Teachers frequently used harsh corporal punishment to guarantee discipline or to encourage students' behavior in the schoolrooms. The "Sindh Provincial Assembly" approved a bill forbidding physical punishment of students and any type of humiliating treatment, as well as abuse. Then, in Punjab province supplied an announcement was made forbidding physical punishment in educational organizations in the province in 2017. The physical penalty is among the causes why hundreds of thousands of children in KPK and other parts of the country are not attending school. The condition has improved for students to a certain degree. Colleges, Schools as well and even seminaries are ignoring physical penalty (Khan, 2018) .

In Balochistan, the corporal penalty is a routine problem, and nearly every instructor penalizes learners for diverse conduct. The “National Assembly of Pakistan” had approved a bill in 2013 that banned the physical punishment of children in educational organizations. Despite this, numerous madrasas and schools continue to dish out physical punishment because of cultural approval. It was presented by the government of Balochistan, in partnership by the “United Kingdom’s Department for International Development” (DFID) and the “United Nations Children’s Fund” (UNICEF), the “Commencement Workshop on Children Defense Case Organization and Referral Scheme” in Pakistan is being held to suggest methods as well as resources to efficiently counter the problem of children exploitation in the state. It is most significant that we make an effort together to increase mindfulness among societies, mainly by implementing a scheme method to confront the problem as well as to advance a mutual understanding of how the schemes must function. The Balochistan government holds a workshop in Islamabad on countering child abuse (Tahir, 2016) .

## **Research Methodology**

This study is undertaken to evaluate the influence of corporal punishment on the mental and physical health of secondary-level learners. The research work is carried out in secondary schools of Quetta, Balochistan. The institution selected was taken from public and private sector secondary schools of Quetta, Balochistan.

### **Research Design**

The present study adapted a mixed research methodology. In this paradigm, the survey method of research is used to collect the data.

### **Population**

All the girls and boys students of public and private sector secondary schools of Quetta, Balochistan, designed the population for this study.

### **Sample and Sampling**

For this research, multistage sampling is used. The selection of the institutions is taken through convenience sampling, and from those selected institutions, students are selected randomly. Eight public schools of secondary schools and eight private schools of secondary schools for girls and boys are selected for this study. Out of 8 public schools, 4 institutions for girls and 4 institutions for boys are selected, and out of 8 private schools, 4 institutions for girls and 4 institutions for boys are selected. Only 10 students are randomly selected from each school (5 from grade 9 and 5 from grade 10). The total sample size for this study is 160.

### **Research Instrument**

The data is collected through an adapted scale for this research. The scale was originally developed by Marengo et al., (2013) and Halpérin D.S (1996). To measure the influence of corporal punishment on mental health and physical health of the secondary level. The scale is a 20 items self-report measure. Additionally for Qualitative data semi structured interviews were conducted.

### **Reliability and Validity of the Research Instrument**

Internal Reliability of the quantitative section of the questionnaire of scale was .917, determined by using Cronbach’s Alpha through a pilot study. In the process of piloting 20 secondary school



students. For the pilot study, the sample is drawn from the actual sample. The reliability analysis shows that the scale used to measure these variables in the data is reliable. The data in this form is acceptable and can be used in further study.

### **Data Collection**

Data were collected through personal visits of the researcher. The questionnaire was distributed among male and female learners of public and private sector secondary schools of Quetta, Balochistan. Additionally, interviews from randomly selected 10 participants were also conducted.

### **Data Analysis**

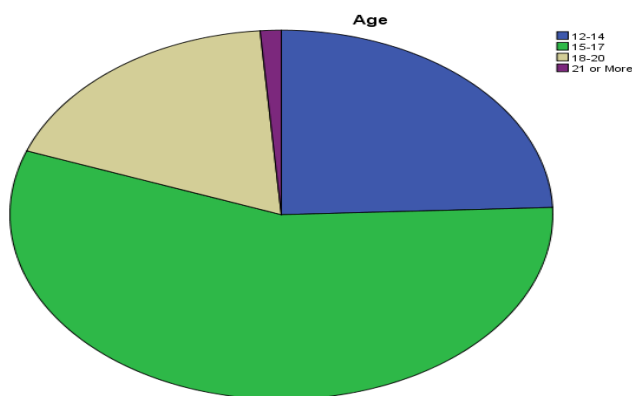
#### **Section**

SPSS is used to analyze numerical data statistically. The data is analyzed through a Chi-square (One-Tailed) test of significance. Quantitative data has been analyzed thematically.

This chapter consists of the discussion and analysis of the data and responses of the researcher questionnaire that had been collected regarding the topic of the research which is “Impact of corporal Punishment on the Mental Health and Physical Health of Secondary Level Learners.

The collection of the data was conducted through the use of secondary data. The sample size in which the questionnaire was distributed was 160 students of public and private sector secondary schools.

The chart shows the age groups of participants. The chart exhibits that 39 participants (13 males and 26 females) belonged to the youngest group i.e. 12-14 years of age while 90 participants fell under 15-17 years of age group (45 males and 45 females). 30 participants (20 males and 10 females) were the age between 18-20 years while 1 male participant aged 21 years and above.

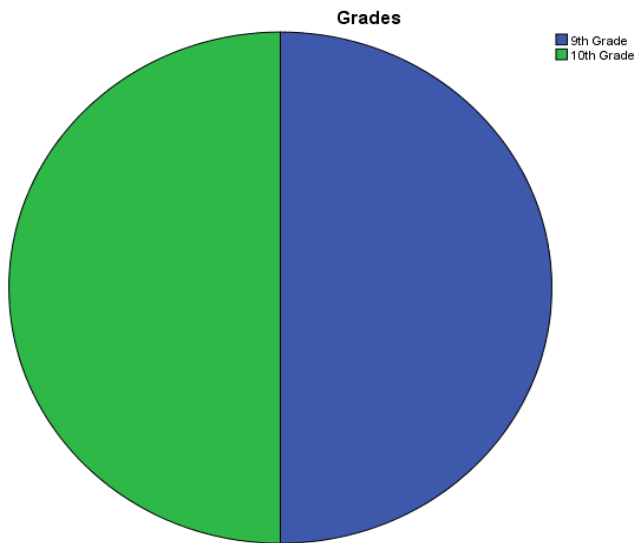


**Figure 1: Participants' Age**

**Table 1 Participants' Grades**

|       |            | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | 9th Grade  | 80        | 50.0    | 50.0          | 50.0               |
|       | 10th Grade | 80        | 50.0    | 50.0          | 100.0              |
|       | Total      | 160       | 100.0   | 100.0         |                    |

The above graph demonstrates the academic qualification of the respondents in which 40 respondents are from grade 9<sup>th</sup> (40 Females and 40 Males) 40 respondents are from grade 10<sup>th</sup> out of which 40 are male respondents and 40 respondents are females.

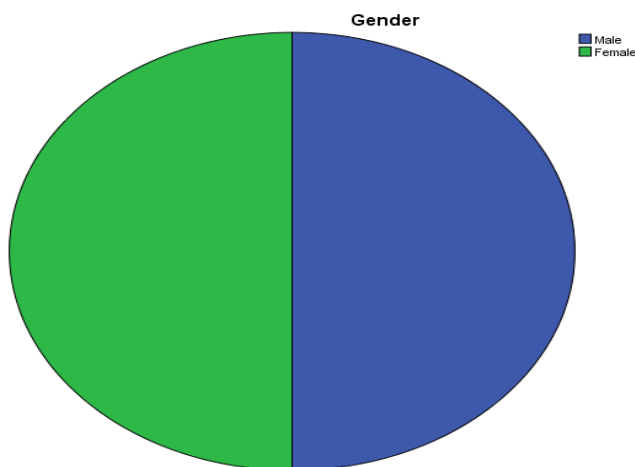


**Figure 2: Participants' Grade**

**Table 2 Participants' Gender**

|       |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | Male   | 80        | 50.0    | 50.0          | 50.0               |
|       | Female | 80        | 50.0    | 50.0          | 100.0              |
|       | Total  | 160       | 100.0   | 100.0         |                    |

The above graph demonstrates the gender in which 40 respondents are females and 40are males taken from public sector schools while 40 respondents are males and 40 respondents are females taken from private sector schools of district Quetta, Balochistan.

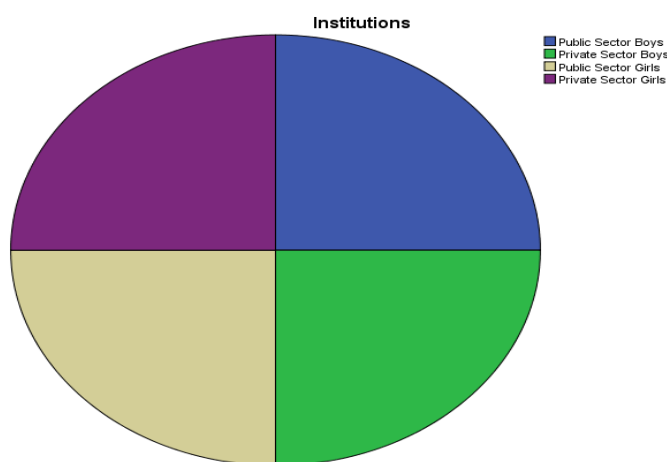


**Figure 3: Participants' Gender**

**Table 3 Participants' Institution Types**

|       |                      | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------|-----------|---------|---------------|--------------------|
| Valid | Public Sector Boys   | 40        | 25.0    | 25.0          | 25.0               |
|       | Private Sector Boys  | 40        | 25.0    | 25.0          | 50.0               |
|       | Public Sector Girls  | 40        | 25.0    | 25.0          | 75.0               |
|       | Private Sector Girls | 40        | 25.0    | 25.0          | 100.0              |
|       | Total                | 160       | 100.0   | 100.0         |                    |

In the study, there were 16 secondary schools randomly selected from the district Quetta. Both public and private schools of secondary schools were selected for the study. Females and male were given equal representation, which is given in the table below:



**Figure 4 Participants' Institution Type**

## Section

### Impact of Corporal Punishment on Mental Health

A question is asked by the participants that, 'corporal punishment does not affect the mental health'. The responses of the participants are shown in the table as under:

### Impact of Corporal Punishment on Mental Health

**Table 4 Impact of Corporal Punishment on Mental Health**

|                                      |         |           |         |               |            |
|--------------------------------------|---------|-----------|---------|---------------|------------|
| N                                    | Valid   | 160       |         |               |            |
|                                      | Missing | 0         |         |               |            |
| Mean                                 |         | 3.18      |         |               |            |
| Median                               |         | 3.00      |         |               |            |
| Mode                                 |         | 5.00      |         |               |            |
| Std. Deviation                       |         | 1.605     |         |               |            |
| Variance                             |         | 2.577     |         |               |            |
| Range                                |         | 4         |         |               |            |
| Corporal Punishment on Mental Health |         |           |         |               |            |
|                                      |         | Frequency | Percent | Valid Percent | Cumulative |

|       |                   |     |       |       | <b>Percent</b> |
|-------|-------------------|-----|-------|-------|----------------|
| Valid | Strongly agree    | 37  | 23.1  | 23.1  | 23.1           |
|       | Agree             | 28  | 17.5  | 17.5  | 40.6           |
|       | Neutral           | 18  | 11.3  | 11.3  | 51.9           |
|       | Disagree          | 23  | 14.4  | 14.4  | 66.3           |
|       | Strongly Disagree | 54  | 33.8  | 33.8  | 100.0          |
|       | Total             | 160 | 100.0 | 100.0 |                |

The data reveals that 65 respondents support the statement that corporal punishment does not affect mental health. The data in the table reveals that 37 respondents strongly agree and 28 participants agree with the concept that corporal punishment does not affect mental health, 18 participants have neutral responses, 23 respondents disagree with this idea while 54 respondents strongly disagree with the statement that corporal punishment does not affect the mental health.

The majority of the participants are of the view that physical abuse affects the mental health of the learners.

### **Impact of Corporal Punishment on Physical Health**

| <b>Impact of Corporal Punishment on Physical Health</b> |                   |                  |                |                      |                           |
|---------------------------------------------------------|-------------------|------------------|----------------|----------------------|---------------------------|
| N                                                       | Valid             | 160              |                |                      |                           |
|                                                         | Missing           | 0                |                |                      |                           |
| Mean                                                    |                   | 2.21             |                |                      |                           |
| Median                                                  |                   | 2.00             |                |                      |                           |
| Mode                                                    |                   | 2.00             |                |                      |                           |
| Std. Deviation                                          |                   | .98023           |                |                      |                           |
| Variance                                                |                   | .961             |                |                      |                           |
| Range                                                   |                   | 4                |                |                      |                           |
| <b>Corporal Punishment on Physical Health</b>           |                   | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
| Valid                                                   | Strongly Agree    | 40               | 25.0           | 25.0                 | 25.0                      |
|                                                         | Agree             | 66               | 41.3           | 41.3                 | 66.3                      |
|                                                         | Neutral           | 37               | 23.1           | 23.1                 | 89.4                      |
|                                                         | Disagree          | 14               | 8.8            | 8.8                  | 98.1                      |
|                                                         | Strongly Disagree | 3                | 1.9            | 1.9                  | 100.0                     |
|                                                         | Total             | 160              | 100.0          | 100.0                |                           |

### **Impact of Corporal Punishment on Physical Health**

The data reveals that 40 respondents strongly support the statement that corporal punishment affects physical health. The data in the table reveals that 37 respondents are neutral and 14 participants disagree with the concept that corporal punishment affect the physical health, 66 respondents are agree with this idea while 3 respondents strongly disagree with the statement that corporal punishment affect the physical health.

Majority of the participants are of the view that corporal punishment affects the physical health of the learners.

## **Section**

### **Interview of the Participants**

#### **Theme No1: Criminal Tendencies**

Many participants were of the view that when children are physically punished, they develop criminal tendencies for example the question was asked to P1- that how does corporal punishment affect the mental health and physical health of secondary level learners, the participant shared his views that “Children who are abused by their families, they are having higher criminal tendencies.” And they indulge themselves in different illegal activities which lead them to destruction of the family and society. As P-5 shared his views that “corporal punishment leads the learners to violent behavior, aggression and all other depressing and harmful behaviors.”

#### **Analysis**

Corporal punishment has severe effect on the learners because it creates such a destructive environment that he performs those activities which are banned in our society. As a result learners always have aggressive and violent behavior with other members of the society and creates depressive environment and does not care of his family.

#### **Theme No 2: Loopholes in Education**

Some participants were of the view that corporal punishment has enormous outcome on the learning of the learners. As P2- and P-6 expressed their thoughts that “Physical aggression, interpersonal issues, and all other depressing and harmful behaviors of learners, it may create loopholes in the education of a learner. As a result that learner is unable to focus on learning when these problems occur”. Corporal punishment not only affects the behavior of the learners but also educational performance of the learners. As P-4 shared his views that “corporal punishment is not only damaging the personality of learners but demolish his academic career as well.” Corporal punishment create depressive environment in the life of the learners. This atmosphere force him to do the destructive tasks for the community.

#### **Analysis**

The consequences of corporal punishment are very destructive. It not only has the effect of the personality of the learners but also affect the learning of the learners. Harmful behavior and depression has such power that force the learner to misbehave with others. Sometimes harmful behavior of the learner create big lose for him .He could not concentrate on his study properly. That’s why always neglected by the teachers and parents. His poor performance affects his academic career and always face failure in educational activities.

#### **Theme No 3: Introvert Behavior**

Some participants were of the view that corporal punishment has enormous consequence on the behavior of the learners. As P-7 shared his thoughts that “when children are physically punished, they have an experience of variety of undesired and unwanted outcomes”. Some of the learners loss their memory because they are physically punished again and again. As P-3 and P-8 had the same views that “It badly affects the growth of the learners. They have inadequate peers and friends.” They became isolated from the members of the society and stay away from individuals. They try to avoid themselves in social activities.

## **Analysis**

Corporal punishment has huge outcome on the behavior of the learners. These learners do not sit in the gathering of the friends and people. They do not have ability to make new friends. They feel shy and do not have confidence to express their thoughts in gathering. That's why these learners feel loneliness and do not participate in social activities. Some of the learners have severe affect. Due to introvert behavior and lack of confidence, these learners face failure in every step of their lives. The sufferer is always neglected from the society.

## **Some miscellaneous views**

- Some behavioral issues are faced by the secondary level learners. P9- expressed his views that "A child who is the subject matter of the constant physical mistreatment, they often feel panic with their parents and society members". Those learners who are punished again and again, they are afraid of their parents. These learners could not share anything with their parents. They feel loneliness and they are unable to face the members of the society.
- P10-shared his views that "Children who are physically abused again and again, suicide attempts and suicidal ideation is more frequent in those learners". If the incidents of corporal punishment is occurring again and again in the lives of the learners. Sometimes it may compel them to attempt suicide because they think suicide is the easiest way to get rid of these types of problems.
- Due to corporal punishment learners feel hesitation in front of other. According to the views of the P11-"Children are having a tendency to feel embarrassed when they are putting down by the elders and parents." They are not capable to recognize their own worth. There is the reason behind that these children may separate themselves physically, stay away from the contributing in usual activities of the society and they may possibly be separated emotionally.
- P12- expressed his views that "These children always feel aggression and violence in their lives and surroundings. These learners always have an experience of sadness and helplessness". Corporal punishment create miserable situation in the lives of the secondary level learners. These learners could not enjoy the happiness of life. They always feel that society is treating them badly, and due to aggression and violent behavior, they are unable to differentiate between right and wrong.
- Learners, who are the sufferers of corporal punishment, always lose confidence. They could not believe in others. As views are shared by P-13 that those who are punished again and again experience losses in several domains. Loss of self-belief, stress, and anxiety affect the lives of these learners." They have an experience of constant despair and anxiety.
- Some participants suggested that corporal punishment is necessary for the betterment of the learner's behavior. They think punishment create discipline in the lives of the learners.

## **Findings**

For the purpose of understanding the impact of corporal punishment on the mental health and physical health of secondary level learners in Balochistan, the respondents of the secondary school are having different responses as per their understanding and perceptions. The questionnaires are analyzed through SPSS.

The data reveals that 65 respondents support the statement that corporal punishment does not affect mental health. The data in the table reveals that 37 respondents strongly agree and 28 participants agree with the concept that corporal punishment does not affect mental health, 18

participants have neutral responses, 23 respondents disagree with this idea while 54 respondents strongly disagree with the statement that corporal punishment does not affect the mental health.

The majority of the participants are of the view that corporal punishment affects the mental health of the learners.

The data reveal that 40 respondents strongly support the statement that corporal punishment affects physical health. The data in the table reveals that 37 respondents are neutral and 14 participants disagree with the concept that corporal punishment affect the physical health, 66 respondents are agree with this idea while 3 respondents strongly disagree with the statement that corporal punishment affect the physical health.

The majority of the participants are of the view that corporal punishment affects the physical health of the learners.

Corporal punishment has a severe effect on the learners because it creates such a destructive environment that they perform those activities that are banned in our society. As a result, learners always have aggressive and violent behavior with other members of society and create a depressive environment, and do not care for their family.

The consequences of corporal punishment are very destructive. It not only affects the personality of the learners but also affects their learning of the learners. Harmful behavior and depression have such power that they force the learner to misbehave with others. Sometimes the harmful behavior of the learner creates a big loss for him. He could not concentrate on his studies properly. That's why always neglected by the teachers and parents. His poor performance affects his academic career, and he always faces failure in educational activities.

Corporal punishment has a huge impact on the behavior of the learners. These learners do not sit in the gathering of friends and people. They cannot make new friends. They feel shy and do not have the confidence to express their thoughts in the gathering. That's why these learners feel lonely and do not participate in social activities. Some of the learners have severe affect. Due to introvert behavior and a lack of confidence, these learners face failure in every step of their lives. The sufferer is always neglected by society.

## **Conclusion**

Child abuse is a worldwide problem that arises in several situations, educational institutions are one of these states of affairs. Mistreatment of children has severe implications for the learning and educational organizations in Balochistan. It presents a severe drawback on the children's behavior, particularly in educational development. To protect the children from mistreatment, there is a need to develop school programs for these children.

The outcome of the research indicated that there is a significant effect of corporal punishment on the mental health and physical health of the learners at the secondary school in Balochistan.

This research also indicates a few suggestions that parents, teachers, and administrators of educational institutions need to make an effort collectively the purpose of managing abused students to help them in educational activities. Awareness is needed at the governmental level, with the cooperation of civil society organizations, to inform people of the basic rights issues, parental responsibilities, and preventive measures for safeguarding children from abuse and corporal punishment.

## **Recommendations**

The present study has addressed the phenomenon of child abuse in families with particular reference to Pakistan, especially Baluchistan's cultural context. After analyzing the findings, the severe outcomes of mistreatment of children, particularly when occurred in educational institutions, there are a few recommendations for the prevention of child abuse.

The following are the recommendations:

1. There should be programs in the educational institutions to guide and train students by providing awareness about abuse, different forms of violence, and mistreatment to defend students from more harm.
2. Parents, teachers, and administrators of the educational institutions need to make an effort collectively to handle mistreated students to help them in educational activities. The abused students should be provided with more remedial education to help them improve their education.
3. A harsh attitude and strict behavior of teachers and parents towards the problems of the children in educational institutions and homes should not be neglected to reorganize the children in daily life. The imbalance in the life activities of these children will put in danger and it will affect the personality of a child.

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