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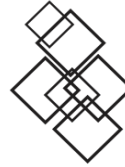
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TOPIC

**IMPACT OF CORPORAL PUNISHMENT LAW ON THE ACADEMIC
PERFORMANCE OF THE STUDENTS AT THE SECONDARY
SCHOOL LEVEL**

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IMPACT OF CORPORAL PUNISHMENT LAW ON THE ACADEMIC PERFORMANCE OF THE STUDENTS AT THE SECONDARY SCHOOL LEVEL

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Abstract

Corporal punishment in schools has been a persistent and contentious issue worldwide. This comprehensive research article investigates the effects of corporal punishment laws on students' academic performance in public secondary schools in Kasur District, Pakistan. The study explores the prevalence of corporal punishment, its impact on academic achievement, and the awareness and opinions of teachers and students regarding its implementation. The research instruments involved were the students' questionnaire (Cronbach Alpha, 0.69), which consisted of 53 items regarding the effect of and awareness about corporal punishment, and the teachers' questionnaire (Cronbach Alpha, 0.92) which consisted of 49 items regarding corporal punishment law. The population of this study consisted of all secondary school teachers along with all students enrolled in secondary schools in Kasur district. Employing a descriptive research and survey design through a multistage random sampling technique, 32 schools, 125 teachers, and 750 students were selected; this research delves into the relationship between corporal punishment and students' educational outcomes, providing valuable insights into a critical aspect of the educational landscape. For the further implication of this research, it should be conducted on a large scale.

Keywords: Corporal Punishment, Academic Performance, Achievement, Awareness, Educational Outcomes

Introduction

Education is often hailed as the cornerstone of a society's progress and development. In pursuit of this ideal, schools are entrusted with the crucial task of imparting knowledge and nurturing students' intellectual growth. However, the means by which discipline is maintained and students are guided in their academic journey have been the subject of ongoing debate.

Corporal punishment, defined as the deliberate infliction of physical discomfort or harm through the use of physical force, continues to be a matter of concern in education.

The practice of corporal punishment in schools, where students are subjected to physical punishment for perceived misconduct, has raised questions about its effectiveness, ethics, and long-term impact on students' well-being and academic performance. While many countries have taken steps to reduce or eliminate corporal punishment in schools, it persists in various forms and degrees in different parts of the world, including Pakistan.

In this study, we aim to comprehensively examine the impact of corporal punishment laws on students' academic performance in Kasur District, Pakistan. We will investigate the prevalence of corporal punishment, its effects on academic achievement, and teachers' and students' awareness and opinions regarding its implementation. By employing a descriptive research and survey design, we seek to provide a detailed understanding of the relationship between corporal punishment and students' educational outcomes, shedding light on a critical aspect of the educational landscape.

Literature Review

Corporal punishment in schools is a deeply controversial practice that has been the subject of extensive research and debate. The literature review provides an overview of the existing knowledge and key findings, setting the stage for our research.

Background: The use of corporal punishment in educational settings has a long history, with practices varying across cultures and time periods. Historically, corporal punishment was considered an acceptable means of discipline and was often endorsed as a way to maintain order in the classroom (Abid et al. 2022). However, over the years, there has been a shift towards recognizing the potential harm it can inflict on students, both physically and psychologically.

Definition of Corporal Punishment: Corporal punishment in schools is commonly defined as the intentional infliction of physical discomfort or harm with the aim of disciplining students or correcting their behavior (Committee on the Rights of the Child, 2009). This can take various forms, including striking students with an open hand or using implements such as lashes, canes, straps, shoes, or wooden paddles.

Global Trends in Corporal Punishment: While there has been a global trend towards reducing or eliminating corporal punishment in schools, its prevalence still varies significantly from one country to another (Amjad et al. 2021). In the United States, for example, corporal punishment

has been banned in many states, but it remains legal in some, primarily in private schools (Amjad et al. 2022 a, b).

In Pakistan, corporal punishment, often referred to as "paddling," is a practice that varies in acceptance and implementation across schools and regions.

Practice of Corporal Punishment in Pakistan: In the context of Pakistan, corporal punishment is a complex issue with varying degrees of acceptance and enforcement. The practice is not limited to public schools; it also occurs in some private schools, albeit to a lesser extent (Rani et al., 2022a,b).

The application of corporal punishment has often been justified as a means to control students and improve their learning outcomes. Some argue that it is an effective method for maintaining classroom discipline and garnering respect for teachers.

However, this perspective is not universally accepted. Critics argue that corporal punishment can have severe negative consequences for students, including poor academic performance, psychological distress, and a hostile learning environment (Gershoff, 2002; Kaur, 2005; Tharps, 2003).

The debate over the merits of corporal punishment versus alternative disciplinary methods has sparked discussions on how to create a safe and conducive learning environment for students.

Data and Methodology

In this section, we delve into the research methodology employed to investigate the impact of corporal punishment laws on students' academic performance in Kasur District, Pakistan.

Schematic Presentation of Variables: The study primarily focuses on examining the impact of corporal punishment laws on students' academic performance in public secondary schools in Kasur. The key variables involved are

- Independent Variable: Corporal Punishment Law
- Dependent Variable: Students' Academic Performance, measured through the annual results of students in the Board of Intermediate and Secondary Education.

Hypotheses

To guide our research, we have formulated several hypotheses:

1. There is no significant relationship between corporal punishment and students' academic performance.
2. There is no significant difference in the academic performance of students who were subjected to corporal punishment compared to those treated with alternative disciplinary methods, based on their locality.

3. There is no significant difference in the psychological effects of corporal punishment on students based on their gender.
4. There is no significant difference in awareness about the Corporal Punishment Law among students based on their gender.
5. There is no significant difference in teachers' opinions about implementing corporal punishment laws.
6. There is no significant difference in the opinions of teachers about the use of corporal punishment based on their gender.

Research Design

The research follows a descriptive research and survey design, which is appropriate for investigating the cause-and-effect relationship between corporal punishment and students' academic performance. Descriptive studies can be cross-sectional or longitudinal and involve interactions with participants or observational studies. In our case, we are conducting a cross-sectional study to explore the relationship.

Population

The study encompasses all public secondary schools, teachers, and students in Kasur District. This includes 155 secondary schools, 1,250 teachers, and 7,500 students.

Sample of the Study

To ensure a representative sample, a multistage random sampling technique was employed. A sample of 32 schools, 125 teachers, and 750 students was selected. This sample size was chosen based on recommendations considering the size of the accessible population.

Instruments of the Study

Questionnaires were used as data collection instruments. Separate questionnaires were constructed for students and teachers to gather information on corporal punishment and its effects. Likert scales were employed for response options.

Pilot Study of the Instruments

A pilot study was conducted in eight secondary schools to identify and rectify any issues with the questionnaires. The responses from this pilot study were used to modify the instruments to enhance content validity and reliability.

Administration of the Instruments

The questionnaires were administered in selected 10th-grade classes, with the researcher personally conducting the data collection. Ensuring that respondents were well-informed about

the procedure and the purpose of the research, all 125 teacher questionnaires and 750 student questionnaires were collected, resulting in a 100% response rate.

Sources of Data

Primary data sources included the list of secondary schools and teachers provided by the EDO Education office in Kasur. Secondary data sources consisted of documents, books, journals, previous research, and official publications obtained from libraries (Amjad et al. 2022).

Analysis of Data

Quantitative data was analyzed using inferential and descriptive statistics. Data was coded and entered into a computer, and statistical software (SPSS) was utilized to conduct tests such as ANOVA, independent sample t-tests, Chi-Square, and frequency analysis to examine the hypotheses. The reliability of the tools, demographic variable (Tehsil, locality, gender) of the respondent, the fulfilment of research objectives, the results of null hypotheses are revealed and the opinions of the respondents were analyzed through the above-said tests.

In quantitative research, hypotheses are the statements in which the researcher forecasts or estimates the outcome of the research study. Hence, for the forecasting of the results of the study, the researcher also verbalized the hypothesis. Therefore, the results of these hypotheses are shown in this section. On 0.05 level of significance, all hypotheses were tested.

Hypotheses No.1

“There no significant relationship between corporal punishment and students’ academic performance.”

Table No.1

Correlation Analysis to find the relationship between corporal punishment and students’ performance (N=750)

Variables	Eta	Eta Squared
Corporal Punishment Students’ Performance	.706	.499

* Level of sig <.05

Table-1 shows eta-value (.706) indicates a strong relationship between corporal punishment and students’ academic performance. So, the null hypothesis of no significant relationship between corporal punishment and students’ academic performance is rejected.

It is concluded that there is a strong relationship between corporal punishment and students’ academic performance.

Hypotheses No.2

“There is no significant difference in the academic performance of the students who were treated through Corporal punishment and who were treated through alternatives mean as mean of discipline by their teacher regarding their group of locality.”

Table No. 2 (a)

Uni-variate Analysis of variance for the analysis of academic performance of the students who were treated through Corporal punishment and who were treated through alternatives mean as mean of discipline by their teacher regarding their group of locality (Kasur Rural & Urban=375, Kot Radha Kishan Rural & Urban=375)

Source	SS	Df	MS	F	Sig.
Intercept	7845.13	1	7845.13	18.06	.147
	434.45	1	434.45(a)		
Locality	2.93	3	.98	.97	.511
	3.03	3	1.01(b)		
Punishment	434.45	1	434.45	430.59	.000
	3.04	3.012	1.01(c)		
Locality*	3.03	3	1.01	1.72	.161
Punishment	435.34	742	.59(d)		

a. MS (Punishment), b. MS (Locality * Punishment) c. 996 MS (Locality * Punishment) + .004 MS (Error) d. MS (Error), P=0.05

Table No.2 (a) indicates that there is no significant difference (sig=0.511) in the performance of the students who treated by alternatives and who treated by punishment whether they belong to any locality. But there is significant difference (sig=.000) in the treatment of punishment and alternatives by their teachers as mean of discipline regarding their group of locality. So, the Null hypothesis that there is no significant difference in the academic performance of the students who were treated through Corporal punishment and who were treated through alternatives as the mean of discipline is accepted.

It is concluded that the students who were treated by punishment whether he/she belonged to rural or urban locality, performed equally and the students who treated by alternatives whether he/she belong to rural or urban locality, performed equally but there is difference in the use of punishment regarding their group of localities.

To determine further as the students of which locality was treated by more punishment, a Post-Hoc test was applied. Therefore, Fisher’s Least Significant Difference (LSD) test has been applied in.

Post Hoc Table No. 2 (b)

(I) Locality	(J) Locality	MD (I-J)	Std. Error	Sig.
Kasur Rural	Kot Radha Urban	.33(*)	.079	.000
Kasur Urban	Kot Radha Urban	.30(*)	.079	.000
Kot Radha Rural	Kot Radha Urban	.41(*)	.079	.000

Based on observed means, * the mean difference is significant at the .05 level.

The table 2(b) shows that difference in the use of punishment is due to rural Kot Radha Kishan and rural and urban area of Kasur.

It is concluded that teachers of Kasur and Kot Radha Kishan rural and Kasur urban locality use more corporal punishment as a mean of discipline.

Hypotheses No.3

“There is no significant difference in the effects of corporal punishment on students regarding their group of gender”

Table No. 3 (a)

Analysis of Variance for the analysis to find out the difference in the effects of corporal punishment on students regarding their group of gender.(Kasur Rural Boys & Girls=187 and Urban Boys & Girls=188, Kot Radha Kishan Rural Boys & Girls=187and Urban Boys & Girls=188)

	SS	df	MS	F	Sig.
Between Groups	6670.94	7	952.99	6.93	.000
Within Groups	102095.68	742	137.60		
Total	108766.62	749			

Table No. 3(a) indicates that the F-value for the analysis of effect of corporal punishment regarding their group of gender is significant at 0.05 level significant. So, the null hypothesis that there is no significant difference in the effects of corporal punishment on students regarding their group gender is rejected.

It is concluded that corporal punishment effect differently to students regarding their groups of gender.

To determine further as to whom (male or female) corporal punishment effect more, a Post-Hoc test was applied. Therefore, Fisher’s Least Significant Difference (LSD) test has been applied in.

Post Hoc Table No. 3(b)

(I) Gender	(J) Gender	Mean Difference (I-J)	Std. Error	Sig.
Kasur Urban Girls	Kasur Rural Boys	5.923(*)	1.725	.001
	Kasur Urban Boys	7.078(*)	1.712	.000
	Kot Radha Rural Boys	6.668(*)	1.725	.000
	Kot Radha Rural Girls	6.744(*)	1.730	.000
	Kot Radha Urban Boys	6.125(*)	1.725	.000
Kot Radha Urban Girls	Kasur Rural Boys	5.894(*)	1.711	.001
	Kasur Urban Boys	7.048(*)	1.698	.000
	Kot Radha Rural Boys	6.638(*)	1.711	.000
	Kot Radha Rural Girls	6.714(*)	1.716	.000
	Kot Radha Urban Boys	6.096(*)	1.711	.000

* The mean difference is significant at the .05 level.

Table No. 3 (b) shows that there is a significant difference in the effect of corporal punishment due to only female students of urban areas of Kasur and Kot Radha Kishan. So, corporal punishment had more effect on female students of Kasur and Kot Radha Kishan urban areas.

Hypotheses No. 4

There is no significant difference in the awareness about Corporal punishment law between the students regarding their group of gender.

Table No. 4 (a)

Analysis of Variance for the analysis the differences in the awareness about Corporal Punishment law between the students regarding their group of gender. (Kasur Rural Boys & Girls=187 and Urban Boys & Girls=188, Kot Radha Kishan Rural Boys & Girls=187and Urban Boys & Girls=188)

	SS	df	MS	F	Sig.
Between Groups	6670.94	7	952.99	6.93	.000
Within Groups	102095.68	742	137.60		
Total	108766.62	749			

Table No. 4(a) indicates that the F-value for the analysis of the awareness of the students about corporal punishment law regarding their group of gender is significantly different at 0.05 level of significance. So, the null hypothesis that there is no significant difference in the awareness of Corporal punishment law between the students regarding their group of gender is rejected. It is concluded that students had different awareness about corporal punishment law regarding their groups of gender.

To determine further which students (boys or girls) had more awareness about corporal punishment law, a Post-Hoc test was applied. Therefore, Fisher’s Least Significant Difference (LSD) test has been applied.

Post Hoc Table No. 4(b)

(I) Gender	(J) Gender	Mean Difference (I-J)	Std. Error	Sig.
Kasur Urban Girls	Kasur Rural Boys	5.923(*)	1.725	.001
	Kasur Urban Boys	7.078(*)	1.712	.000
	Kot Radha Rural Boys	6.668(*)	1.725	.000
	Kot Radha Rural Girls	6.744(*)	1.730	.000
	Kot Radha Urban Boys	6.125(*)	1.725	.000
Kot Radha Urban Girls	Kasur Rural Boys	5.894(*)	1.711	.001
	Kasur Urban Boys	7.048(*)	1.698	.000
	Kot Radha Rural Boys	6.638(*)	1.711	.000
	Kot Radha Rural Girls	6.714(*)	1.716	.000
	Kot Radha Urban Boys	6.096(*)	1.711	.000

* The mean difference is significant at the .05 level.

Table 4(b) shows that there is a significant difference in the awareness about corporal punishment law due to only urban girls students of Kasur and Kot Radha Kishan. It is concluded that girls students of Kasur and Kot Radha Kishan urban areas had more awareness about corporal punishment law than the other students.

Hypotheses No5

“There is no significant difference among the opinion of overall teachers about the implementation of corporal punishment law regarding their group of tehsil.”

Table No. 5

Independent sample t-test for the analysis to find out the difference among the opinion of overall teachers about the implementation of corporal punishment law regarding their group of tehsil. (Tehsil Kasur=62, Tehsil Kot Radha Kishan=63)

Variable	Tehsil	Mean	Std. D	df	t-value	Sig
Opinion about the use of CP	Tehsil Kasur	39.10	11.34	123	1.905	.059
	Tehsil Kot Radha Kishan	34.97	12.83	121.62		

Table No. 5 indicates that t-value of the teachers of tehsil Kasur (M=39.10, St.D=11.34) and teachers of tehsil Kot Radha Kishan (M=39.10, St.D=12.83) comparison on opinion about the implementation of corporal punishment law is not significant at 0.05 level of significant. So, the null hypothesis that there is no significant difference among the opinion of overall teachers about the implementation of corporal punishment law regarding their group of tehsil is accepted.

It is concluded that teacher of both tehsil had same opinion about the implementation of corporal punishment law.

Hypotheses No. 6

“There is no significant difference among the opinion teachers about use of corporal punishment regarding their group of gender”

Table No.6

Analysis of Variance for the analysis to find out the difference among the opinion teachers about use of corporal punishment regarding their group of gender (Kasur Rural & Urban Male and Female teachers=62, Kot Radha Kishan Rural & urban male and Female teachers=63)

	SS	df	MS	F	Sig.
Between Groups	7638.19	7	1091.17	11.66	.000
Within Groups	10947.78	117	93.57		
Total	18585.97	124			

Table No. 6(a) indicates that F-value for the analysis of opinion of the teachers about the use

of corporal punishment is significant difference at 0.05 level of significant. So the null hypothesis that there is no significant difference in the significant difference among the opinion of teachers about use of corporal punishment regarding their group of gender is accepted.

It is concluded that teachers had different opinion about the use of corporal punishment and they use it for different purpose.

To determine further as whom teacher (boys or girls) use more corporal punishment Post-Hoc test was applied. Therefore Fisher’s Least Significant Difference (LSD) test has applied in.

Post Hoc Table No. 6 (b)

(I) Gender	(J) Gender	MD (I-J)	Std. E	Sig.
Kasur Rural Female	Kasur Urban Male	17.31(*)	3.42	.000
	Kasur Urban Female	11.04(*)	3.48	.002
	Kot Radha Kishan Rural Male	15.44(*)	3.42	.000
	Kot Radha Kishan Rural Female	25.04(*)	3.48	.000
Kot Radha Kishan Urban Male	Kasur Urban Male	14.31(*)	3.42	.000
	Kasur Urban Female	8.04(*)	3.48	.022
	Kot Radha Kishan Rural Male	12.44(*)	3.42	.000
	Kot Radha Kishan Rural Female	22.04(*)	3.48	.000

* The mean difference is significant at the .05 level.

Table 6(b) indicates that there is a significant difference in the opinion of teachers about the use of Corporal punishment due to only Kasur rural female teachers and Kot Radha Kishan urban male teachers (Abbas et al. 2024).

Results and Discussion

The analysis of data reveals several key findings, which we will discuss comprehensively.

Impact of Corporal Punishment on Academic Performance

One of the primary objectives of this research was to examine the relationship between corporal punishment and students' academic performance. The findings indicate a significant negative relationship, suggesting that corporal punishment is associated with poorer academic outcomes for students. This supports the argument that corporal punishment can have detrimental effects on the educational achievement of students (Abid et al. 2022)

Gender and Locality Differences

The research also explored differences in opinions and awareness about corporal punishment laws among teachers and students based on gender and locality. Female students and urban students tend to have greater awareness of these laws. This finding highlights the need for targeted awareness campaigns and education on the subject to ensure that all students, regardless of their background, are informed about their rights (Sial et al. 2022)

Teachers' Opinions on Corporal Punishment

The analysis of teachers' opinions about corporal punishment revealed interesting insights. A significant portion of teachers disagreed with the idea that corporal punishment leads to better performance or is an effective method for correcting student behavior. This indicates that many teachers do not view corporal punishment as a productive means of maintaining classroom discipline or gaining students' respect (Amjad & Rehman, 2023).

Students' Perceptions of Corporal Punishment

When students were asked about their experiences and perceptions of corporal punishment, a notable number reported feeling fearful and anxious in school due to the possibility of punishment. This fear can have a detrimental impact on their overall well-being and ability to focus on their studies. Additionally, students who had experienced corporal punishment tended to perform less satisfactorily in their academic assessments (Amjad et al., 2023).

Findings & Conclusion

This research underscores the detrimental impact of corporal punishment on students' academic performance in Kasur District, Pakistan. The study provides substantial evidence supporting the argument that corporal punishment negatively affects students' educational outcomes. Furthermore, it highlights variations in awareness and opinions about corporal punishment laws among teachers and students based on gender and locality.

In conclusion, this research advocates for discontinuing corporal punishment in schools and the promotion of alternative disciplinary methods that prioritize students' well-being and academic success. Creating a safe and nurturing learning environment is essential for fostering positive educational outcomes and shaping responsible citizens. It is imperative for policymakers, educators, and society at large to recognize the harmful effects of corporal punishment and work toward its elimination from the educational landscape (Wang et al., 2022).

While significant progress has been made globally in reducing the prevalence of corporal punishment in schools, further efforts are needed to ensure that all students can access quality education in an environment free from physical harm and fear. This research contributes to the ongoing dialogue on this critical issue and provides valuable insights for policymakers, educators, and stakeholders in the field of education in Kasur District and beyond (Rafique et al., 2022).

By addressing the issue of corporal punishment and advocating for its elimination, we can take significant steps toward creating a more inclusive, safe, and effective educational system that truly nurtures all students' intellectual and personal growth. This endeavour requires a collaborative effort from all stakeholders to ensure that education becomes a beacon of enlightenment rather than a source of fear and harm for future generations (Asghar et al., 2022a, b).

In light of the findings and insights generated from this research, it is crucial to formulate recommendations and policy implications that can help guide educational stakeholders, policymakers, and practitioners in Kasur District and beyond. The ultimate goal is to create a safer, more conducive learning environment that prioritizes students' well-being and academic success.

Ban Corporal Punishment

The most immediate recommendation is to ban corporal punishment in all schools in Kasur District, including both public and private institutions. This ban should be enforced rigorously, with clear consequences for those who continue to use corporal punishment. The ban should extend to all forms of physical punishment, including paddling, caning, and other physical means of discipline.

Teacher Training

Teachers play a pivotal role in shaping the educational experience of students. It is essential to provide teachers with comprehensive training in alternative disciplinary methods and classroom management techniques. This training should emphasize positive reinforcement, conflict resolution, and effective communication as alternatives to corporal punishment.

Awareness Campaigns

Launching awareness campaigns targeted at both teachers and students is crucial. Teachers should be made aware of the legal ramifications of corporal punishment and the negative impact it can have on students. Students should also be educated about their rights and the unacceptability of corporal punishment.

Parental Involvement

Parents should be actively involved in efforts to eliminate corporal punishment. Schools should engage parents in discussions about disciplinary methods and encourage them to support non-violent approaches to discipline at home.

Monitoring and Reporting Mechanisms

Establishing a robust system for monitoring and reporting incidents of corporal punishment is essential. Students, teachers, and parents should have clear avenues for reporting violations of the ban on corporal punishment, and these reports should be promptly investigated.

Counselling Services

Schools should provide counselling services to students who have experienced corporal punishment or who exhibit signs of emotional distress. These services can help students cope with trauma and provide support for their overall well-being.

Research and Evaluation

Ongoing research and evaluation should be conducted to assess the effectiveness of the ban on corporal punishment and its impact on students' academic performance and well-being. This research should inform adjustments to policies and practices as needed.

Alternative Disciplinary Strategies

Schools should actively implement and promote alternative disciplinary strategies that focus on positive reinforcement, empathy, and conflict resolution. These strategies can help create a more respectful and conducive learning environment.

Teacher-Student Relationships

Encourage the development of positive teacher-student relationships built on trust and respect. Teachers should create an atmosphere where students feel safe, valued, and motivated to learn.

Policy Dissemination

Ensure that the ban on corporal punishment is widely disseminated and understood by all stakeholders, including teachers, students, parents, and school administrators. Clear communication of the policy is essential for its effective implementation.

The findings of this research have significant policy implications not only for Kasur District but also for educational systems in Pakistan as a whole. Policymakers at the provincial and national levels should take note of these implications and consider the following actions:

1. National Legislation

Consider enacting national legislation that explicitly bans corporal punishment in all educational institutions, public and private, across Pakistan. This legislation should be in line with international conventions and commitments to child rights.

2. Teacher Education

Incorporate training on classroom management and non-violent disciplinary methods into teacher education programs. Teachers should be equipped with the skills and knowledge to create a positive learning environment.

3. Monitoring and Enforcement

Establish a regulatory body responsible for monitoring and enforcing the ban on corporal punishment. This body should have the authority to investigate complaints and impose sanctions on violators.

4. Curriculum Integration

Incorporate lessons on child rights and the unacceptability of corporal punishment into the national curriculum. This will help raise awareness among students about their rights and the importance of a violence-free educational environment.

5. Data Collection and Research

Invest in data collection and research to continually assess the impact of the ban on corporal punishment and identify areas for improvement. Data-driven policymaking is crucial for the success of such initiatives.

6. International Commitments

Align national policies with international commitments such as the United Nations Convention on the Rights of the Child (CRC), which Pakistan ratified in 1990. Upholding children's rights, including protection from violence, is a shared global responsibility.

The issue of corporal punishment in schools is not isolated to one region or country; it is a global concern that demands attention and action. This comprehensive study in Kasur District, Pakistan, sheds light on the impact of corporal punishment laws on students' academic performance and well-being. The findings underscore the negative relationship between corporal punishment and academic success, highlighting the need for change.

Educational stakeholders, policymakers, teachers, parents, and students must work together to create a learning environment that fosters respect, empathy, and positive discipline. By banning corporal punishment, providing teacher training, raising awareness, and implementing alternative disciplinary strategies, we can pave the way for a brighter, violence-free future for our students.

The lessons learned from this research extend beyond Kasur District and serve as a call to action for the entire education community in Pakistan and beyond. It is our collective responsibility to ensure that education becomes a source of empowerment and enlightenment, free from the shadows of corporal punishment, and that every student can flourish academically and emotionally in a safe and nurturing environment.

By taking concrete steps to eliminate corporal punishment from our schools, we can pave the way for a more just and inclusive educational system that upholds the rights and dignity of every child, ultimately contributing to a more equitable and enlightened society.

It is concluded that female teachers of Kasur rural area and male teacher of Kot Radha Kishan urban area had more opinion about the use corporal punishment than the other teachers.

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