



Study of Effect of Punishment on Students' Academic Achievement in Schools

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ABSTRACT

Punishment is one of the hazardous aspects in educational course of a student that is persevering to vacate the roots of personality development and academic career of the subject students. This study aimed to establish the relationship between teachers' punishment and its effects on student's academic achievements. The study was carried out in Itarsi in Madhya Pradesh, India. The study employed survey research design. Questionnaire was the main instrument for data collection. Two schools were randomly selected in which one was government and another was non government school in Itarsi city, 80 students (40-40 each) in which 20-20 were boys and girls were the sample of the study. The major findings of the study revealed that Students between the ages of 10 but below 13 dominated the study with disagree that punishments were administered to them at the right cause, also 60% of the student disagree with the statement that disciplinary committee was maintained to handle students in school. The correlation result showed that at 0.05 level of significance administration of punishment is negatively related to academic achievement implying that as punishment increases there is a decline in the achievement of students. The study came up with the following conclusions based on the findings that punishments were poorly administered to students; this creates room for chaos in schools characterized with school property destruction, and thus affecting students' general academic achievement. There are proposed some recommendations in the study to deal with the wide spread and increasing levels of indiscipline among children. These include counselling and guidance in schools, strengthening school rules and regulations. As to address the effects of indiscipline in schools, a strong parent-teacher relationship need to be established and to achieve its objectives teachers should be the role models of discipline if this struggle.

Keywords: Punishment, Academic achievement, Students

Punishment can be defined as "The use of physical force, mental assaults or verbal misbehaviour with students either to maintain discipline or to maintain decorum of the class

as well as school. The concept is further elaborated by Gershoff (2002) that punishments are; behaviours, which do not result in significant physical injury . Punishing means subjecting a penalty for an offense and usually includes inflicting some kind of hurt; in this regard, to Thomas and Peterson (1986), a practice of disciplining in which, something unpleasant is present or positive reinforces are removed following behaviour so that it happens less often in future. Most of the child welfare organizations have policies opposing the use of punishment. Many educationists are against punishment because of the affront to the child's dignity. Punishment is being used as a means of disciplining action against children and students worldwide but as catalytic action of education, it needs to be planned meticulously and executed with great sensitivity (Pandey 2001).

Need Of The Study:

Discipline in rising and teaching of children is necessary if they are to become social, productive and responsible adults. Punishment is only a method of disciplining (Sanderson 2003). Parents, guardians and teachers, who use harsh and punitive practices to discipline their children, may succeed in making the child conform to their standards but resentment will be reflected by the child's behaviour sooner or later. A frequently punished child will be a problematic person tomorrow. Punishment is physiologically as well as psychologically damaging children's lives. Since it affects child by not only mental harassment but also feeling of helplessness, worthlessness, depression, inhibition, aggression, shame and self-doubt, guilt, social withdrawal, feeling of inferiority, rigidity, lowered self-esteem, stress and heightened anxiety which may reduce his/her self confidence (Pandey 2001). Punishment has been associated with a variety of psychological and behavioural disorders in children and adults, including anxiety, depression, withdrawal, low self-esteem, impulsiveness, delinquency and substance abuse. In India corporal punishment is prohibited but it is found that punishment has been given to the students in many other ways which can affect their academic achievement. To reveal the effect of punishment on academic achievement of students this study has been conducted.

Significance of the Study

Children are regarded as the milestone and future of a nation. Without giving proper attention to children; it remains impossible to get the desired and dreamt goals of development as intended development can be obtained through qualified people and quality education. For the overall development of a child; there is a need of cooperative and expressive family environment, productive peer group's environment as well as effective school and classroom environment. School experience after family has remarkable effects on emotional, personal and social development of children. It's school or classroom that is considered as a place of learning, socialization, self expression and development for children (students). Keeping in view the mentioned reality, this research study focuses on the numerous impacts drawn by

punishment on the subject person (students). In this context effective results can be achieved about the development of children (students) through combating various factors, which badly affect the above mentioned environments. Punishment, given by the teachers to students in classrooms is one of these threatening factors, which affect students psychologically, socially and in long term their academic career and performance is affected as well. As a matter of concern; long term results of this kind of punishment are to react against or to surrender. Punishment causes students' mental activities to reduce, play truant from school, increase in reacting against to existing social system, loss of self confidence and boldness, creates cramming qualities in students overturn to aggression, disrespect towards teachers and elders. Furthermore, after punishment; the students impose in inferiority complex that causes less intelligence. Teachers who see punishment as a mean of establishing discipline in classroom management, actually they ignore the destructive effects of punishment, as for a loving, respectful, self-disciplined child, harsh and cruel punishment is not the only resolution. Mostly teachers think that they do well by punishing students. They also believe that it is the best way to motivate students in order to behave more properly. Teachers and even children do not know the consequences of punishment. They just imitate all these from their teachers in schools and classrooms that give a hidden and long lasting message to them and they consider it is alright to punish others. Similarly, when the teachers slap them, pinch them, twist their ears, the teachers indirectly teach them that violence and anger are the preferred ways to solve problems. This paper is an attempt to investigate the impacts of punishment on students' academic achievement.

Statement of the Problem

“Study of effect of Punishment on students' Academic Achievement in Schools”

Conceptual Framework

Different concepts related to punishment have been defined in relation to the current study. They are given as:

- ❖ **School Level:** School describes an educational institution where education up-to 12th grade (class) is given. It is the combination of elementary, primary education, secondary and senior secondary levels may leads to award of degree or University or higher education.
- ❖ **Education:** Education is a learning process and the term “to Educate” refers to “the development of knowledge, skill, or character of...” Thus, it might be assumed that the purpose of education is to build the capacity and develop the faculty of student in respect of knowledge, skill, or character.
- ❖ **Punishment :** Punishment in the context of criminology refers to some manner of punishment has different means such as hitting the child with a hand or other objects

or pulling the hair, caning or whipping etc. hitting or slapping students pushing and pulling, in this study some other type of punishment like scolding bitterly, verbal insult of the child has also been considered as punishment.

- ❖ **Academic achievement:** The performance of the students during session.

Objectives

- ❖ To find effect of punishment on academic achievement of students.
- ❖ To find effect of punishment on academic achievement of students from government schools.
- ❖ To find effect of punishment on academic achievement of students from non government schools

Hypothesis

- ❖ **H₀1:** There is no effect of punishment on students' academic achievement.
- ❖ **H₀2:** There is no effect of punishment on students' academic achievement of government schools.
- ❖ **H₀3:** There is no effect of punishment on students' academic achievement of non government schools.

Methodology

Two different schools were selected to study the effect of punishment on students' academic achievement. The first is a nongovernmental school running as a traditional school. and the other is governmental school both schools are from Itarsi, Madhya Pradesh The main objective of this school is to measure the effect of punishment on students' academic achievement. Survey research method was applied for the study.

Sampling

For this research, two different schools were selected. Students (20 boys and 20 girls) from both the schools were selected as sample.

Tools and Techniques

The survey method was opted. Convenient method for collection of data was selected. Researchers' self made questionnaire was constructed according to situations and subject based questions.

Analysis

H_0 1 There is no effect of punishment on students' academic achievement.

Table 1

Variable	Sample	Corelation	P -Value	Level of Significance
Punishment	80			
Academic Achievement	80	- 0.97	3.748	-1.0781*

*rejected

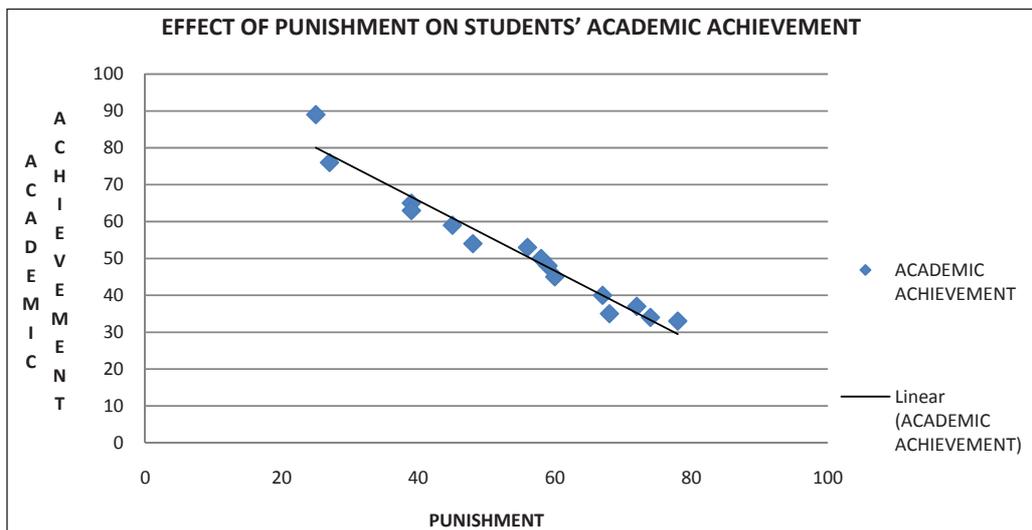


Fig. 1

Interpretation: From the above table it is clear that calculated P - value is more than table value at level of significance .05, which shows negative correlation hence we can conclude that There is significant negative effect of punishment on students' academic achievement. So, the null hypothesis is rejected.

Generalization: There is a negative effect of punishment on students' academic achievement, the negative correlation coefficient value shows - 0.97 the negative correlation and thus the null hypothesis is rejected.

H_0 2: There is no effect of punishment on students' academic achievement of government schools.

Table 2

Variable	Sample (GOVE.)	Corelation	P -Value	Level of Significance
Punishment	40	- 0.9	3.748	-1.0781*
Academic Achievement	40			

*rejected

Interpretation: From the above table it is clear that calculated P - value is more than table value at level of significance .05, which shows negative correlation hence we can conclude that There is significant negative effect of punishment on students’ academic achievement of government schools. So, the null hypothesis is rejected.

Generalization: There is a negative effect of punishment on students’ academic achievement of government schools, the negative correlation coefficient value shows - 0.9 the negative correlation and thus the null hypothesis is rejected.

H₀3: There is no effect of punishment on students’ academic achievement of non government schools.

Table 3

Variable	Sample (GOVE.)	Corelation	P -Value	Level of Significance
Punishment	40	- 0.96	3.748	-1.0781*
Academic Achievement	40			

*rejected.

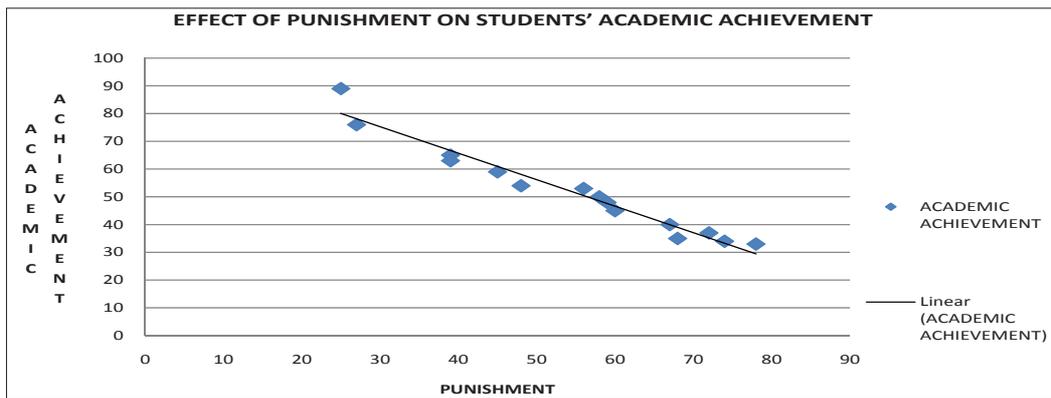


Fig. 2

Interpretation: From the above table it is clear that calculated P - value is more than table value at level of significance .05, which shows negative correlation hence we can conclude that There is significant negative effect of punishment on students' academic achievement of non government schools. So, the null hypothesis is rejected.

Generalization: There is a negative effect of punishment on students' academic achievement of non government schools, the negative correlation coefficient value shows - 0.96 the negative correlation and thus the null hypothesis is rejected.

RESULTS AND FINDINGS

There is a negative effect of punishment on students' academic achievement, the negative correlation coefficient value shows - 0.97 the negative correlation and thus the null hypothesis is rejected.

There is a negative effect of punishment on students' academic achievement of government schools, the negative correlation coefficient value shows - 0.9 the negative correlation and thus the null hypothesis is rejected.

There is a negative effect of punishment on students' academic achievement of non government schools, the negative correlation coefficient value shows - 0.96 the negative correlation and thus the null hypothesis is rejected.

CONCLUSION

This study reveals that there is a negative effect of punishment on academic achievement of students hence major steps must be taken by school administration to maintain the process of teaching and learning without any fear and pressure so that the achievement of students can be enhanced. The study came up with the following conclusions based on the findings that punishments were poorly administered to students; this creates room for chaos in schools characterized with school property destruction, and thus affecting students' general academic achievement. There are proposed some recommendations in the study to deal with the wide spread and increasing levels of indiscipline among children. These include counselling and guidance in schools, strengthening school rules and regulations. As to address the effects of indiscipline in schools, a strong parent-teacher relationship need to be established and to achieve its objectives teachers should be the role models of discipline if this struggle.

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