

TEACHERS' OPINION TO PREVENT THE PRACTICE OF CORPORAL PUNISHMENT IN SCHOOLS

By

Jubaida Sakin
Student ID: 19357045

A thesis submitted to the BRAC Institute of Educational Development in partial
fulfillment of the requirements for the degree of
Master of Education in Educational Leadership & School Improvement

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BRAC University
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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material that has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I acknowledged all main sources of help.

Student's Full Name & Signature:

Jubaida Sakin
Student ID: 19357045

Approval

The thesis titled “Teachers Opinion to Prevent the Practice of Corporal Punishment in Schools” submitted by

Jubaida Sakin, Student ID: 19357045

of Spring, 2021 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Education in Educational Leadership & School Improvement on 24 August 2021.

Examining Committee:

Supervisor:
(Member)

Dr. Mohammad Mahboob Morshed
Associate Professor, BRAC Institute of Educational Development

Program Coordinator:
(Member)

Dr. Mohammad Mahboob Morshed
Associate Professor, BRAC Institute of Educational Development

External Expert Examiner:
(Member)

A. K. M. Badrul Alam
Senior Lecturer, BRAC Institute of Educational Development

Head of the Institute:

Dr. Erum Mariam
Executive Director, BRAC Institute of Educational Development

Ethics Statement

I hereby declare that the research presented in this paper is my own work. The process of data collection from the participants was according to the guidelines provided by The BRAC Institute of Educational Development, BRAC University. The consent of the participants for their participation was taken beforehand and anonymity is maintained throughout the paper. My inner biases did not affect the data collection process and results of this research. No living beings were harmed during the timeline of this research.

Jubaida Sakin

Student ID: 19357045

Abstract

Any sort of punishment that causes pain or discomfort to a person is considered as corporal punishment (CP). CP is banned yet practiced. There must be gap between the intention and action regarding CP. This study discussed CP in our educational institutions by emphasizing the rationale and perspective of teachers on the ways of preventing the act. “*Teachers Opinion to Prevent the Practice of Corporal Punishment in Schools*” is qualitative research, aiming to explore the reason behind the practice of corporal punishment in government primary schools to find out the methods to prevent the use of the act. There were 15 teachers as participants from 5 GPS who were chosen on the basis of their working experience of 8-10 years as GPS teachers. Data were collected through one to one interview. Participants stated that the use of CP is treated as a method of teaching-learning and classroom management tools. They found out that it is often used by teachers who lack teaching techniques. Moreover, they highlighted that it is culturally supported since parents encourage CP. They also came up with solutions and recommendations on the procedure of preventing it such as awareness programs, trainings and more i.e. alternatives to CP.

Keywords:

Corporal Punishment; Teachers’ Opinion; Discipline; Alternative, Teaching-Learning.

Dedication

This thesis is dedicated to my beloved father and mother for always being supportive, and guiding me towards my dream.

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I am really grateful to the participants of this research for allowing me time to work with them during this pandemic situation. I am forever thankful to all the faculties of BRAC IED for building my foundation over the course of the last two and half years in the field of Education. Due to their valuable support and guidance, I was able to create a strong foundation. I would like to show my gratitude to my colleague (also ex-student of BRAC IED) Md Rifat Hasan for supporting me with his knowledge and experience. Heartiest thanks and gratitude to my Supervisor, Dr. Mohammad Mahboob Morshed for his constant support, guidance, and valuable advice which helped me to work harder and to aim for the best.

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List of Acronyms

HT	Head Teacher
AT	Assistant Teacher
UN	United Nations
CRC	Committee on the Rights of the Child
UNICEF	United Nations International Children's Emergency Fund
NGO	Non-Governmental Organization
BLAST	Bangladesh Legal Aid And Services Trust
ASK	Ain o Salish Kendra
SCI	Save the Children
NCTB	National Curriculum and Textbook Board
SMC	School Management Committee
COVID 19	Coronavirus Disease 2019

Chapter 1

Introduction and Background

1.1 Introduction

Teaching-learning system in our country is one sided and teacher directed. (Mamun, 2011). Moreover, few teachers make students to learn by using physical and mental forces. (2010). Physical force, known as corporal punishment (CP) is broadly observed in the education system of Bangladesh. A survey shows that 91% of the students of Bangladesh are victims of CP which includes hitting the palm with a ruler or stick, standing in class, hitting other body parts with a ruler or stick, and slapping (UNICEF, 2009). A great number of educational institutions apply CP to reach to their goal. (UNICEF, 1999). This is not considered as an issue by maximum stakeholders. (UNICEF, 1999). Even though practicing corporal punishment is barred by rules and laws, it is socially and culturally acceptable by society. (Mohiuddin, Khatun, & Kama, 2012). The acceptability of corporal punishment in schools among guardians is high at 95% ((CAMPE), 2015). This rate is an alarming and such a mindset also encourages teachers to practice CP on students. Though it is said that CP is practiced to maintain discipline and for better learning, a survey found that Children highlighted that many children stop going to school because of corporal punishment (UNICEF, 2013).

According to the ruling of 2011 of the Supreme Court of Bangladesh, Corporal punishment is unlawful in schools (Corporal punishment of children in Bangladesh, 2020). The laws of Bangladesh and international conventions also banned this brutal act on students. However, there still exist few gaps which is the bar to prevent it. We have heard the voice of the authors, children but not the teachers in this regard from any report, research, or survey. They mainly

focuses on the concept of CP and impact of CP and some of them are to be found in my literature reviews but not directly capturing the perspective and opinion of the teachers. Therefore, this is the main focus of my research to capture the opinion of teachers on the procedure of preventing the practice of CP in schools. This study captured teachers' opinions on how to prevent corporal punishment on students in schools also by capturing suggestions from the teachers on methods of teaching-learning.

1.2 Research Topic

The topic of this study is corporal punishment. The topic addressed the reasoning behind the practice of it so that methods and alternatives can be found out to prevent the act. Initiatives have been taken by the government of Bangladesh to stop corporal punishments in schools including making laws, rules and amending curriculum. However, school culture and practices shows a different scenario. Therefore, I will be conducting the research under the title of "Teachers Opinion to Prevent the Practice of Corporal Punishment in Schools" because teachers' opinion and suggestion is very important in this regard to prevent corporal punishment since they are the executioner who can address the issue in a better way.

1.3 Statement of the Problem

Although CP is a degrading act, it is very frequently witnessed in schools of Bangladesh. It is embedded as a part of teaching-learning techniques in our country from the age unidentified. It is socially acceptable as part of the teaching process among teachers, students, parents, and other stakeholders. There exists national, regional, and international laws and regulations to prevent corporal punishments. Moreover, this burning issue has been addressed numerous times by many authors, journals, editors of different newspapers but do not seem enough to eliminate the practice in educational institutions. There is a gap between the intention and execution of the plan of preventing the practice of corporal punishment. Something is missing

from our knowledge which needs to be found out and resolved. This type of action is a violation of child rights and protection which teaches them to be ok with violence on them, and others. Therefore, I would like to find out the reason behind practicing the act from the perspective and belief of teachers who plays a key role in educational institution. Moreover, I will capture the opinion and suggestions from the teachers on the process and technics of preventing corporal punishment.

1.4 Research Questions

Research questions for the study are given as follows-

1. What are the reasons behind practicing corporal punishment in schools?
2. How to prevent corporal punishment in Schools?

These two questions will lead the researcher to capture reason behind the existence of corporal punishment and some ways to prevent the same.

1.5 Purpose of Study

Though all types of CP have been barred by the government of Bangladesh, this demeaning act is been evident from several incidents. There must be a gap between the rules and the target people. This research aims to find out the ingredients that causes the act and will help in preventing the same. The purpose of this qualitative study is to explore the reasons behind practicing the banned act of corporal punishment upon students in government primary school so that ways can be found out to prevent the act. This study will capture the opinion and recommendation of the teachers' as the ways to stop the practice of corporal punishments in schools.

1.6 Significance of Study

This study is important to erase the gap between regulation and execution which will be identified by the study. The impact of corporal punishments is vast on students. It is injurious to their physical and mental health, yet it is practiced. The study is needed to understand whether there is any belief or reason behind practicing corporal punishments in government primary schools. Understanding the reasons will help to figure out methods of preventing corporal punishments in government primary schools. The study will identify some means that will be able to prevent the practice of corporal punishments. Based on the result, the study further provided ways of improving this condition of the educational institution.

Chapter 2

Literature Review and Conceptual Framework

2.1 Literature Review

Every single word and actions are something which children imitate consciously and unconsciously. As per Block and Fathman (1988) “application of corporal punishment in schools encourages a dangerous message and that is ‘violence is acceptable’”. Therefore, school should be model of protecting rights rather to hampering them.

2.1.1. Concept of Corporal Punishment

Corporal punishment, in simple sense means inflicting physical pain. Journal of Adolescent Health (2003) in their paper defines corporal punishment as intentionally applying physical force as a method of bringing change to ones’ behavior. According to the UN Committee on the Rights of the Child (2006) corporal punishment is any sort of punishment which involves physical force, applied and intended to cause some degree of pain or discomfort. “Corporal punishment involves and includes hitting such as smacking, slapping, spanking with the hand or with an implement, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion” ((CRC), 2006).

2.1.2. Initiatives against Corporal Punishment

To defeat the heinous act on children UN, UNICEF and other international organization has developed treaty, regulations, and committee to address the issue. Universal Declaration of Human Right (1948), International Covenant on Civil and Political Rights (1966), and United Nations Convention against Torture (1984) states that no person shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. Convention on Rights of Child

(1989) urges that children shall not be subject to cruel, inhuman treatment and torture in any circumstances. Article 28(2) of CRC directs all State parties to 'take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention'. Being the signatories to these conventions, all these provisions are binding upon Bangladesh. CRC general comment 8 (2006) is specifically designed to abolish corporal punishment upon children.

According to the constitution of Bangladesh (1972); no person shall be subjected to torture or to cruel and inhuman treatment or punishment. The Children Act (2013), under section 70 states that, any physical harm to children is punishable offence. Moreover, besides laws Government issued circular and guidelines in 2010 and 2011 to prohibit corporal punishment in educational institutions (Chowdhury, 2016).

2.1.3. Scenario of our Country

Despite having clear instructions on national and international laws, treaties and curriculum, corporal punishment is reported by many NGOs and national dailies which shows a cruel impact of corporal punishment in our country. There was suicide of a student of a government school in Mymensingh, since he was beaten by a school teachers and hospitalization of students due to failure in bringing color pencils to schools ((BLAST), 2010). On 2010, large numbers of corporal punishments in schools were reported. Then BLAST and Ain o Salish Kendra (ASK) through filing a writ petition challenged the systematic failure of the Government to take action concerning frequent and severe incidents of corporal punishment in schools and madrasas (BLAST and ASK vs. Bangladesh and others, 2010). In 2011, by responding to the case High Court of Bangladesh declared all types of corporal punishment 'illegal and unconstitutional' in schools. However, there is no definite

and detailed law in our country exclusively addressing CP. It is found that CP harms learning atmosphere and teacher student bond (Akhtar & Awan, 2018).

2.1.4. Reason and Impact

It is high time to prevent CP in our country for the betterment of educational environment. To prevent it, knowing the reason behind imposing corporal punishment is important. Bangladesh Legal Aid and Services Trust (BLAST) in association with Save the Children (SCI) prepared a report namely ‘Corporal Punishment on Children in Schools: Present Scenario and Preventive Responsibilities’ (2017). The survey found that 69% of the participants think corporal punishment is a handy tool to bring discipline to the classroom. CP is a common practice for on children in the name of ‘discipline’ (Progotir, 2015). Another survey showed some more reasons for using physical punishment such as poor educational performance (72%), child misbehaved (65%), Complaint from others (9%) (Huda, 2019).

Corporal punishment causes both physical and mental breakdown. It is pleaded that students’ should not be forced to do something by using physical force (Awan, 2011). A research found that, corporal punishment causes low attendance rate, less participation, slow down self-confidence, hamper teacher student relationship (Akhtar & Awan, 2018). Corporal punishment leads a message that aggressive behavior is a solution to conflict. (Pritchard, 2006). Children do not learn the expected attitude through physical punishment. As an alternative, they learn to avoid the negative behavior in presence of the adult (Rimal & Pokharel, 2013).

2.1.5. Methods to Prevent Corporal punishment

Though, it has become a culture to use corporal punishment as a reforming tool, it is to note that many countries have successfully abolished the practice. As per Human Rights Watch (2014), about 90% of the countries declared corporal punishment for children illegal. Sweden

was the first country who fully outlawed corporal punishment in 1979 (Durrant J. E., 2000) and till today 59 countries have banned corporal punishment (Bada, 2019). Save the Children (2010) in its manual published that governments of Europe, Latin America, East Asia, Middle East and other regions are pursuing legal reforms actively to eliminate corporal punishments. The manual also highlighted some the best cases where law reform is complemented by extensive awareness raising initiative about the new law and rights of children along with public education and professional training on positive discipline. These do not mean that teachers or staffs must learn an entirely new set of skills to prevent corporal punishment rather use a range of disciplinary methods including positive, non-violent techniques which are already in practice (Resources for eliminating corporal punishment in schools, 2012). Positive discipline can be a good solution based on the principles of respect and dignity which aims to foster children's development and learning by constructing their self-confidence and self-discipline. It trains teachers with classroom management techniques focusing on finding constructive resolutions to challenging situations, rather than using corporal punishment (Durrant J. E., 2010). Reasoning behind right and wrong can change children's behavior and for wrong behavior or indiscipline act, removal of reward or pleasure can be alternative to corporal punishment (Training Session on Alternatives to Corporal Punishment, 2009).

2.2 Conceptual Framework

From the literature review it has been found that corporal punishment is used as a tool to bring change in the behavior of the student. There is a theory which can put light to the matter and that is behaviorism. It is a learning theory, known as behavioral psychology as well.

The theory of behaviorism was established in 1913 through the publication 'Psychology as the Behaviorist Views It' by John B. Watson's classic (Malone, 2014). During 1920 to 1950, in psychology, behaviorism was renowned as the dominant school of thought (Cherry, 2019). This theory treats learner as passive, who changes behavior depending upon external stimuli. The conduct of the learners depends to the reinforcement which can be positive and negative both. Positive reinforcement means applying of a stimulus and on the other hand negative reinforcement refers to the suppression or taking away of a stimulus (I. P. Pavlov, 2003). Under this theory, learning means responding to conditions such as classic conditioning proposed by I. P. Pavlov and other is operant conditioning developed by B.F. Skinner. In 1st case, neutral stimulus responds to naturally occasioned stimulus and other is where behavior and its consequence are measured by the desired behavioral outcomes (Cherry, 2019).

Corporal punishment is physical force used on to students to control their behavior. Though not invaded in the theory, CP is used as a form of negative reinforcement. The theory itself does not promote corporal punishment; however the punishment is used as stimuli to control the behavior of the learners. Therefore, this particular theory is well fitted to describe its application. In this paper it will be dissed that why corporal punishment is used. Depending on the literature review and the theory it has been found out that change in behavior is the main factor behind practicing corporal punishment which includes discipline, attentiveness etc. this is how the 1st research question is addressed and the 2nd one is to preventing corporal punishment. This will also be brought under the theory as to how this theory can help in identifying the alternatives to corporal punishment to prevent the practice.

Chapter 3

Methodology

3.1 Research Approach and Method

The research approach for this study is Qualitative. The study were focusing mainly on finding out the reasons behind practicing corporal punishment in Government Primary Schools and to figure out the ways to prevent it. The ultimate purpose of qualitative approach is to learn. (Rossman & Rallis, 2003). This matches the intention of the study that was to learn the perspectives of teachers. The outcomes of the data were descriptive in nature. It helped doing in depth analysis of the meaning and practice of corporal punishment from the data. Since qualitative research approach gives in-depth information, this approach served the purpose of study.

If we consider the research questions, then it is clear that the research requires in-depth understanding on the concept which can be captured easily through interview. As per Kahn and Cannell (1957) interviewing means a conversation with a purpose. Interview is the best way to capture the in-depth understanding of participants perspective on the vary topic because it involves personal interaction. (Marshall & Rossman, 1999). It helped participants to share their opinion and belief. Moreover, the systematization questioning also guided them to unfold their aspect. Furthermore, an interview is a useful way to get large amounts of data quickly which easily serves the purpose of the research. Therefore, I Used interview as my research approach. Before conducting the interview, consent was taken in proper way. It was online based one-to-one interview with the participants which took around 50-60 minutes in average for each participant to cover the reasoning and method to prevent CP.

3.2 Research Site

Government primary schools (GPS) of Lalbag Education Thana of Dhaka are my research site. This covers schools from Puran Dhaka, Lalbag, Azimpur and some part of Hazaribag. There are many primary schools under this area, however, I choose schools on the basis of a criteria such as where 'Teach for Bangladesh' assigns fellows. I set the criteria to ease my research since the teachers are easily accessible by fellows and their knowledge about our work, study and research makes them comfortable to open up with us. I selected 5 schools based on this criteria and conducted the research with Head Teachers and Assistant Teachers. However, I did not conduct the study where I was assigned. The schools were not my target rather the teachers. Schools were selected so each the research procedure with the participants. Selected five GPS had about 1000, 500, 800, 600 and 950 students and 12, 6, 11, 8 and 10 teachers including HTs and ATs respectably. These GPS are well known for their academics and extracurricular activities in the locality. These schools have similar socio-economic background. Publics of the locality get admitted here and none of them live so far from the schools. Maximum of them are non-locals rather came from different village to work here. Since the area is a place for factories, mills and workshops, parents are labors, day workers or factory workers. Students belong to low class or low middle class family. Due to being GPS, these schools are affordable by poor.

3.3 Research Participants

The participants of this study were 5 Head teachers and 10 assistant teachers from 5 Government primary schools as mentioned above. The reasons behind selecting the participants were to reach to the objective of study. They were interviewed to know their perspective about corporal punishment, why do they think it is practiced and how are they suggesting to prevent it.

Those who has at least 8 to 10 years of working experience in this field were selected maintaining the gender equity. Working experience of the participants was kept in mind while selecting the teachers. This range of teaching experience was priority so that wide idea about the topic can be captured. Since they had experience of working in many schools and many cities, they were able to showcase personal, professional, local and cultural varieties of thoughts from their experience and understanding. There were 8 female and 7 male teachers as participants. They are not any individual subject teachers. In GPS, every teacher teaches different subject in different grade. Therefore, I did not only get any specific view of one class or grade rather found the overall view of the whole institutional practice of CP from the interview from each participants. Moreover, they shared their prior experience related to CP.

3.4 Research Tool

The research tools that were used for this study was interview questionnaire. Interviews were conducted for teachers separately and individually. There were open ended questions regarding the topic and research questions. The target underlying the questions were to know their opinion on the reason behind giving corporal punishments, alternative approach to it and how to prevent it. These related questions were addressed by the participants which helped in capturing the opinion of participants about corporal punishments.

Data was collected in between February 10, 2021 to March 25, 2021. Interviews were conducted with the HTs and with ATs through online platform due to Covid-19 situation. Participants' suitability were kept in mind. Their convenient online platforms were used to collect data such as Imo, Whatsapp, Zoom, Messenger or phone call. Questions were presented in their convenient language and enough time was given to each participant to complete their answers and giving their opinion. Data were then instantly recorded.

3.5 Data Collection Methods

Data were collected by the researcher on variables of interest which enabled participants to answer the stated research questions. The researcher interviewed the teachers individually in their convenient language. Quality of data were assured and controlled. Therefore, there were no forestalling problems rather standardized protocol was maintained. All the data were recorded without any alteration and noted properly.

Participants were conducted through online platform by using Zoom, Messenger, Imo, what's app as per their convenience. Since they are now quite familiar with these apps due to online class system, they preferred distance interviewing which ensured safety for both ends.

3.6 Data Analysis Process

Data were collected from interview through deductive approach. Researcher used the questions as a guide for analyzing the data. It were organized in terms of research tools and categorized under themes to understand the reasons behind practice of corporal punishment and means to prevent. After collecting all data researcher arranged those data and organized them properly. According to Miles and Huberman (1994), three steps are followed during data analysis in qualitative research i.e. data reduction, data display and drawing and verifying conclusions and these steps were also been followed by the researcher. Data deduction happened throughout the research such as editing and summarizing the data, finding themes, conceptualizing and explaining. Data display was also used during the analysis e.g. organizing, summarizing and assembling information. After validating the data researcher concluded the analysis process and incorporated the information under the themes of the research. Lastly, conclusion was drawn.

3.7 Role of Researcher

As a researcher, I performed responsibility such as communicated my research with my research participants and behaved honestly and ethically in the course of the whole research. The researcher attempted to access the thoughts and feelings of participants. Prior to start of conducting the study with them consent were taken in a proper way from each and every participants and were not disclosed their identity. Moreover, I ensured safeguarding participants and their data which will be maintained also in future times. Nowhere in the study, identities of the participants were revealed nor had any hints which could ever expose them. Moreover, I used 'he' for every participant of my study so that there comes no scope of presumption as to whom or which gender stated the opinion. Furthermore, the name or any identification of any schools had been mentioned in the paper. After taking consent, name of the participant had been deleted from the questionnaire and code was used. Also the data were recorded under the code instead of name ID. This technique will protect the data from being identified even if found by anyone. Moreover, there is no scope for data to be exposed since it is in a USB drive which is password protected safe in my locker.

3.8 Ethical Issues and Concerns

Ethical standards was ensured properly. I took proper consent before interviewing the participants and recording the phone calls, I prepared a consent letter describing about all about my research and sent it to them before conducting the research. Moreover, I clearly described why they are participating in this research and I also explained that if they don't want to participate in the interview process or want to omit any information from their interviews they can do it any time. Before conducting the interview I collected the signed consent letter from them. Also to maintain the confidentiality of the participants, I have not mentioned the name of the schools and the participants. As the interviews progressed I was careful and conscious about not imposing my personal beliefs on the participants. I was

careful that my role stays as an objective listener and do not influence their interview experience by behaving professionally. While conducting this study, my bias was towards desirability. I expected and hope that the participants will give their honest opinion But I made sure that my bias does not affect the quality of data by refraining from sharing my thoughts and desirability.

3.9 Credibility and Rigor

To establish trustworthiness, detailed description of the study and data collection methods were provided to the participants. Since the purpose of the study is to know the perspective on corporal punishment to find out the reason behind it and to come up with alternatives to prevent it, therefore, the information given by participants is inserted without alteration and written as of their opinion to establish the trustworthiness and rigor by maintaining credibility, dependability, conformability and audit traits. I also maintained rigor. Before starting the study, I reviewed different literature to understand the context. Moreover, my previous working experience in the teaching field and learning experience from BRAC IED created the base of my abilities to conduct this study with ease. Survey data from literature review about CP on schools helped me to validate the data. Moreover, interpretive validity was maintained and so the researcher interpreted the participants' words or actions accurately. To improve the accuracy respondent validation was conducted by testing interpretations and summarized information.

3.10 Limitations of Study

- One of the limitations for the study is that the study lacks relatable literature with my topic. There are not enough literature covering the perspective of teachers on corporal punishment.

- Due to social distancing rules, the data collection method was based on a phone interview. Therefore, there existed internet connection disability and illiteracy of few about social communication platform. Also as the information came from the phone interviews with time constraints it limited the opportunity to examine into further conversations with the participants.
- My research sample was limited to few GPS of one urban area only. Therefore, there may be different scenario in other area which was not addressed in this study.
- There could be other reasoning and recommendations regarding CP as per other stakeholders such as students and parents which are not covered under this study since it focused only on the perspective of teachers on CP.

Chapter 4

Results

Introduction

This chapter presents and demonstrates the findings I have obtained through in depth interviews. As per Boyce (2006), “In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea.” My research fits the criteria since in this study I conducted the same with 15 teachers (5 Head Teachers and 10 assistant teachers) of 5 government primary schools of Lalbag Education Thana of Dhaka city which was presented under the chapter Through the interviews their perceptions about the reasoning behind practicing corporal punishment and ways to prevent it have been captured. I have categorized the data under three themes and these themes are:

4.1. Form and Impact of corporal punishment

4.2. Reasons behind practicing corporal punishment in schools

4.3. Methods of preventing corporal punishment in Schools

These themes are illustrated with some sub themes hereinafter.

Results

4.1 Form and Impact of Corporal Punishment

Interviewing with the participants included a part of understanding the practiced form of corporal punishment in the schools including its impacts on students as per the experience of the teachers. This part will help in visualizing the scenario of schools where corporal punishment exists.

4.1.1. Usual form of practiced corporal punishments and the nature of the punishment

The participants expressed that there are some traditional form of punishments such as beatings with hand or stick or dusters and scales, kneel down, standing in one foot, putting head under table and standing with putting hand on ear. New form of corporal punishment has also been pointed out by the participants such as claiming stairs for couple of times, keeping books for heavy weight in the head or hand, standing in sunlight, and jumping like frog. (Interview # 4, 17.2.2021 and Interview # 10, 28.2.2021).

It is visible from the data that corporal punishment gives student pain and discomfort. It also shows the cruelty on students by the teachers.

4.1.2. Reasons for using these sort of corporal punishment

Lacking behind in the educational or performance race is the main reason as per the teachers. According to the participants corporal punishment is used to correct the actions of the students or to make them understand the importance of one thing and the consequence of not following. ‘When a teacher says something to a student, he should follow it. When one does not follow, the easy way to make him do it is to punish him. This method also work as exemplary way for others.’ – This is how a teacher stated his opinion while he was thinking about the reasons for practicing corporal punishments. (Interview # 11, 1.3.2021). The same point came again that it depends on the mindset, mood or nature of the teachers. One teacher added, ‘the clever or outspoken students or who thinks out of the box gets more punishment than other for not following the instructions as it is. (Interview # 14, 10.3.2021).

After analyzing the data from the theme, it is derived that students’ behaviors are reason behind practicing corporal punishment on students. Means students are blamed for getting corporal punishments.

4.1.3. The outcome of practicing corporal punishment

Participants listed many outcomes of using corporal punishment. Most common results are low attendance, escaping school, breaking of confidence, depending on punishment structure etc. Some added that it hampers teacher student relationship and bonding. One participant said, ‘students at one point forget that we are their mentors and want to give them valuable knowledge as gift. They started treating us as one source of punishment. Instead of knowledge, they receive fear from us and instead of respect, they gave us memorized words from book to get released from the fear. (Interview # 5, 20.2.2021). The teacher’s presence becomes a fearful one and student teacher relationship is hampered and proper learning does not get ensured. One participant with heavy heart said, ‘I had one student, very intelligent, outspoken and inquired so much. He used to talk a lot with me in class and outside the class. I may not recall the exact reason but I had beaten him with scale. As a result he stopped talking to me and started hiding from me. My action made him introvert. He perhaps thinks he’s nature caused him the punishment same as other teachers treat him.’ (Interview # 7, 24.2.2021). Participants also added that dropout is also seen due to heavy punishments.

Therefore, after analyzing the outcome from the data, it is clear that the underlined result is that CP does not raise learning rather harms the learning process in several ways.

4.1.4. The impact of corporal punishment on students

Every participant agreed on the fact that it causes physical pain. They added that it creates a psychological toll on the mental health of the students. One teacher stated, ‘the main purpose of corporal punishment is to make students do something which they are not willing to do. This can only happen when they are afraid of the consequence such as pain caused by punishment. So in order to avoid the pain they follow the teachers because the fear works in their mind. This means corporal punishment affect then physically and mentally. (Interview # 1, 10.02.2021). Few other impacts were found out from the participants such as it reduces confidence, reduces their eagerness to study, creates fear for school, and hampers effective

teacher student communication. It has also been came out from one interviewee that if any students become depended on punishment to study when there is no fear of punishment there is no learning which means this destroys the natural learning process of that students. (Interview # 5, 20.2.2021). Another information deduced from the interviews is that it bars students to see teacher as a guidance so there exist no smooth communication, rather they treat teachers with fear and started hating the process which ultimately result in low performance. One participants spoke about how it teaches violence to students. He said, ‘when a child sees that his not following the order causes him pain, he copies it knowingly or unknowingly and apply it on others e.g. siblings, classmates and friends’. (Interview # 15, 12.3.2021).

From the discussion it is clear that CP has a massive impact on students. First of all students obviously get hurt, injured due to the beating. It can cause minor bruise to major injuries. Moreover, it is also injurious to mental health.

4.2 Reasons behind practicing corporal punishment in schools

The discussion includes a part of understanding the reasons behind practicing corporal punishment in schools. All the interviewee are acquainted with corporal punishment. Teachers explained some usual purpose and beliefs in their interview as the reason of the practice on students.

4.2.1. Usual reason of practicing corporal punishment

More or less similar answers were given by the HTs and ATs when asked why corporal punishment is practiced usually. They pointed out a reason of practicing corporal punishment which is for the better learning of students. As per most participants ‘corporal punishment is not used to hurt students rather practiced to quicken and smoothen the teaching learning process.’ (Interview # 1, 10.02.2021) and (Interview # 4, 17.2.2021). Moreover, keeping

discipline in the classroom is one of the reasons of using it. Most of the teachers said that it is treated as an easy and useful classroom management tool. 'I can teach easily and fast when I carry stick to my classroom, I don't need to beat them nor use it. Just showing my stick and carrying it in my hand while walking throughout the class help me to manage the class better. They stay silent and follow my instructions. I think it is a good teaching techniques.' – He was laughing and saying his experience while answering the question. (Interview # 10, 28.2.2021). Some participant said that it is used as a reforming tool such to reform the behavior or attitude of the students. One teacher said, 'I do not think practicing corporal punishment requires any reason, sometimes it depends on the mood of the teacher. Mood does not justify reasons to beat anyone. It changes time to time so as the action of the teacher.' (Interview # 9, 27.02.2021). Another teacher expressed similar thoughts and said, 'there is no specific reasoning behind corporal punishment. A teacher who uses corporal punishment can use it in whatever situation he feels like in the name of necessity.' (Interview # 6, 22.2.2021). Few mentioned it as a form of showing superiority.

After analyzing the data based on the above theme, it is found out that, teachers see corporal punishment as a teaching-learning tool. It is believed that this is one of the easiest way to make student learn fast and better. Another highlighted point was that sometimes practicing corporal punishment is mere showcasing of power and superiority.

4.2.2. Religious believe behind practicing corporal punishment

There were no firm answers from the teachers whether corporal punishment is allowed in any religion; however they expressed their experiences and some hearsays. One of the teacher said, 'I heard and believed that beating is allowed to learn Quran and I have experienced it. However, I did find any evidence on this statement but found it as a strong believe in peoples' mind. (Interview # 1, 10.02.2021). It is found out from the interview that Islam supports corporal punishment but must be proportionate, necessary and carried out publicly.

However, no one mentioned that it was meant for children or as a teaching method nor they were well aware about the explanation. Even another result from the interview was that Christianity also supports corporal punishment but no specific example was been found out from the interview. However, few participants thinks that this sort of mindset or belief has been incorporated in the mind of the people so that some can exercise their power or aggression on the inferior one. (Interview # 8, 25.2.2021). Most popular hearsay has been highlighted from an interviewee who said that the beaten body parts of the students will directly go to the heaven. ‘It is believed that teachers are like the guardian. Since they are capable of framing a person, they are like god. As a result whatever is done by the teacher to reframe the student is allowed. Moreover, if teacher beat a student in any part of the body that body part will directly go to the Jannah.’ (Interview # 11, 1.3.2021).

All the data pointed out on the belief of parents, teacher and society without being certain of any source. It is clear that this belief of parents encourages teachers to practice corporal punishments. Moreover, religion is used as a tool to justify the practice of corporal punishments.

4.2.3. Cultural belief of practicing corporal punishment

The participants mostly highlighted the traditional view behind practicing corporal punishment is that students are most disciplined when corporal punishment is implemented. Teachers who practice corporal punishment think that this is the only tool to establish rules into their classroom and ensure the expected behavior from the students. ‘Practice of corporal punishment is like inherent attitude, what parents and teacher faced are implemented on children and students’, said one teacher. (Interview # 2, 13.02.2021). Parents allows teacher to punish their children by saying, ‘flash is yours, bones are mine so do whatever is needed to make my child learn’. One participant said ‘when I first joined, I was very young. I decided to teach without using stick. But there were few students in my class who were repeaters and

not willing to study. They were only habituated to learning through punishment. Yet, I tried. One day, parents of few of those student came to class and started convincing me to beat them to study. The kid from his neighbor was also like his son but made it to next grade since he was beaten so hard that made him study hard and pass. So the parent said to me, not to worry because the flashes of his child is mine and only the bones are his. It amazed me but found the same thoughts on many other parents in my teaching experience which still exists in the society. (Interview # 11, 1.3.2021).

Thoughts of the parents prove that the culture is so invaded in them which allows someone to be above them to rule on them with the power of punishing if done wrong. Participants treated the action as showcasing of superiority and tool to gain respects through creating fear.

4.2.4. Classroom norm behind practicing corporal punishment

From the interviews, it has been found that mindset matters in case of practicing corporal punishment. The usual classroom norms are that listening to teachers, following instructions, respecting teacher and peers, submitting class or homework, being quiet, ask permission for raising questions or going out, not disturbing the class environment etc. Participants mentioned these classroom norms which do not include corporal punishment. However, CP become a part of classroom management when student do not maintain the norms. ‘If one student talk in the class, few other start talking. It creates a disturbance in the class and hampers the teaching learning flow. This time teachers personal method comes into play, I mean punishing that student. This method helps in regaining the control over class and other student by seeing this follow the norm so set for the class.’ – said one participant. (Interview # 13, 8.3.2021). Moreover, participants pinpointed the lack of knowledge of teaching technic as a reason of incorporating punishment in case of violation of classroom norms. They said when a teachers fails to maintain the class with teaching learning tool, they use corporal punishment as a tool to get the expected behaviors from the students, to warn students not to

make the same mistakes, to punish students if they are behind in their studies. A participant mentioned that, ‘one of my teacher used to say that, ‘there is no better medicine than beating to get the best result’, and I still see this sort of mindset in some of my colleagues’. (Interview # 3, 15.2.2021).

There is no norm in any classroom which allows punishment if not performed. However, it is practiced as part of classroom management tool. Lack of teaching techniques and management competencies are probable reasons.

4.3 Methods of preventing corporal punishment in Schools

One of the major parts of the discussion with teachers was to understand the method of preventing the practice of corporal punishment in school as per the teachers’ perspective. Through the interviews they described their thoughts, opinion and suggestions on the very point. The opinions of the participants were categorized under the following sub-themes:

4.3.1. Amendment in the legal framework

Most of the participants are not aware about the legal framework in this regard but knows that CP is barred. However, few participants know about the rules and regulations that government enacted. One of the participant said, ‘there might be laws on prohibiting corporal punishment but it does not have any impact since law cannot change mindset. What was common then is common now. I experienced corporal punishment as a student, saw the same when joined and still it exists even though laws and rules are created.’ (Interview # 13, 8.3.2021). They added that change in legal framework is not needed, knowing and following it is important. One teacher mentioned that national laws, international obligation and judgments will not bring any change unless it is formally communicated with the educators and institutions with proper guidance. He added that these are not available in schools and not given to teachers let alone being communicated to parents. If not aware about rules then how

to apply or change in accordance – he further added. (Interview # 1, 10.02.2021). Another participant added that, change might be in execution, legal words will not help student or parents nor teachers unless there is awareness and monitoring system. (Interview # 8, 25.2.2021).

Participants mostly focused on communicating with stakeholders about the rules and proper execution of existing rules to make the legal framework effective in order to bring change.

4.3.2. Change the policy

Few common suggestions have been brought by the participants. They felt some changes is required in the policy by mentioning and clarifying the behavior of teachers toward students. ‘Policy sometimes does not make any sense to me. May be I am not capable enough to understand or it gives mere directions without strict order. Since the policy makers are not aware about the root and not well acquainted about the field (school environment), they make policy or rules what they think is proper without really examining the fact and practice. I think that is one of the reasons that policy stays in their place and cannot make any place in the school or in teachers’ mind.’ – expressed one participants. (Interview # 2, 13.02.2021). Another participant states that, ‘Policy should be strict and clear cut about the impact of corporal punishment and the consequences of using corporal punishments.’ (Interview # 12, 4.3.2021). Another participants raised a unique point such as evaluation policy. ‘The teacher who will use corporal punishment will lose marks which will bar him to get additional facilities’ – mentioned one teacher. (Interview # 11, 1.3.2021)

From the opinion of participants, policy should be built by analyzing the field and it should be proper, strict, and clear with some attractive provisions for teachers.

4.3.3. Role of executing body

From the interview of the participants it is found out that they wish for a strong executive body that should come out with ways for supervision to reduce corporal punishments in schools. A teacher said, ‘there should be executing body. There are rules, laws, and policies but those are not serving its purpose due to lack of execution. Sometimes ATO comes to school but unable to see the mismanagement because when he steps in the area schools knows and get prepared with the scenario they want to present. Even students know how to act during that time, no rule breaking, and no punishment. That is why an executing body is important to note and report the irregularities such as practice of corporal punishment.’ (Interview # 7, 24.2.2021). Also executive bodies should have the power to take action against the person who is using corporal punishment. One of the participant said that which institution has a strong executive body that institution has a good working environment with good outcome. (Interview # 2, 13.02.2021). Every participants feels positive about executive body with aware and strong nature. Even example of schools has been mentioned which is functioning well and witnessed no corporal punishment due to have a monitoring body with qualified persons. (Interview # 3, 15.2.2021 and Interview # 15, 12.3.2021).

It is clear from the understanding of the teachers that they feel the necessity of executing body with strong nature to help in preventing CP.

4.3.4. Ways to aware teachers and students about impact of corporal punishments

Every participant suggested training for teachers regarding corporal punishment. They added training the teachers frequently will be help in breaking the habit and belief. Another participant added ‘communicating from the upper management of the school system and arranging regular reflection session for the teachers are also needed besides training to monitor whether contents of the training are being helpful or executed’. (Interview # 6,

22.2.2021). It has previously also be mentioned that all the laws, regulations and policies should be given to their knowledge for awareness and to act in accordance.

To aware students, teachers mentioned about designing regular weekly or monthly seasons on corporal punishment and its consequence. A participant thinks workshop and seminars with visual effect will be more impactful on students to aware them. (Interview # 5, 20.2.2021).

Moreover, few suggestions like including the impact of Corporal punishment on their textbooks elaborating why it's bad and if something like this happens to them, what to do and where to contact and inform the incident were added by the participants.

Participants gave priority to awareness programs since being aware is the 1st step to bring change which can be ensured by training, workshop, seminars and similar program.

4.3.5. Participants of awareness program

Similar answers were derived from the interview that teachers and students need to be aware about the rights and duties related to prevention of corporal punishment. One participant felt that awareness in guardian is more important since they thinks it is a tool of teaching method so they not only encourage teachers to do that rather prefer the system. (Interview # 14, 10.3.2021). 'Teachers are not always has the courage or will to use corporal punishment on students. Once I was beaten terribly by my teacher due to not completing my homework. It was really painful so I told my mother. She scolded me for going to paying cricket and not completing the homework rather than supporting me. She also told my teacher to complain to my father if I repeat such action. This slackened my whole body with fear. She was a village woman so it was expected? This trend still goes on. Most guardian not only allow this but few ask for it. Only teachers cannot be treated guilty here.' (Interview # 9, 27.2.2021). Moreover, they added that other stakeholders should be aware since they have role to play here such as parents, guardians, SMC members and other involved persons.

Therefore, as per data analysis all the stakeholders should be part of awareness program.

4.3.6. Adding chapters in NCTB curriculum about corporal punishments

Mixed reactions were found under this theme. Some participants agreed to add chapters in NCTB curriculum. They felt that it will be helpful, easy and handy tool to aware students and parents about corporal punishments. One participant said, ‘teachers teach in class and student follow it. They listen, read, understand, note, write and revise the topic. If any topic is about corporal punishment then it will aware them and help them to build mutual bond between teacher-student to prevent it. When I taught the chapter of social science about the importance of cleanliness, students of my class started keeping the class clean. I kept a bin in my class and now they leave the trash on the bin. So they will also understand the impact of corporal punishment as well. (Interview # 13, 8.3.2021). Another logic participants drew behind their thought was that since it is in the book so teachers will not be able to skip it and students will read to understand it because they have to attain it in exam. They also added that parents will know about it so as tutor which will be able to engage and aware lot stakeholders at a time. On the other hand, different and logical thoughts have also been raised by few participants. A teacher said, ‘I do not think adding chapters in NCTB curriculum will be helpful since words will be kept in the book in the same way rules are laying down somewhere in the paper but not able to make any change. Those who practices corporal punishment may easily skip the chapter’. (Interview # 4, 17.2.2021). Those who thinks it will not be helpful underlined some reasoning. They added, since question papers are now prepared by subject teachers, there is a huge scope for them to choose which chapters to teach and which to skip and they can easily skip teaching the chapters if he practices corporal punishment.

Both the results are logical. However, majority supported adding chapter about corporal punishment.

4.3.7. Regular campaign to aware prevention

All participants gave positive vibes regarding regular campaign related to prevention of corporal punishment. They felt that regular campaign is much needed since even in this 21st century they hear parents urging teachers to beat their own children because they think that's the only way. 'The most important initiative to change a system is to aware about its affect. If people do not know why the change is needed, why would they comply? At 1st they need to know and feel the necessity. Only then they will take step to make change. That is why awareness program is best needed for all the stakeholders.' (Interview # 12, 4.3.2021). They added that this can be a tool to change mindset because many of the teachers, SMC members feels beating students will make the students better both in studies and in behaviors. Participants also mentioned unless they are not aware about how this beatings and punishments are impacting their children, they are not going stop uttering these statements and actions.

After analyzing the opinions of the participants, it is clear that regular campaign for the stakeholder will be able to aware them about CP to prevent it.

4.3.8. Training program to encourage teachers in preventing it

Some of my participants had training on discouragement of practicing corporal punishment though not directly addressing prevention of corporal punishment. It has been found out from the interview that not everyone had the opportunity to attain such training. One participant said, 'our training was based on teaching method and included few basic matters for the teachers. We were not that lucky. However, without making it as an excuse, there could be a solution to1 it. Seasonal training program could be launched on the very topic for those teachers.' (Interview # 3, 15.2.2021). Moreover, they added, new teachers are having variety of contents in trainings including prevention of corporal punishments which were not part of old trainings. 'Even though trainer says to stop using corporal punishment, he does not

believe without it smooth learning is possible which is understood from their words such as saying try not to use it, if need practice it in a little, and sometimes says with a laugh that use it in a way that doesn't hurt much or stays secret because you will not follow the rules anyway so maintain the force' – one said. (Interview # 10, 28.2.2021).

Therefore, training for teachers on preventing CP is required and wished by the participants.

4.3.9. Program to encourage using alternative to corporal punishment

Participants suggested properly organized training sessions designed with activity which would alter corporal punishments. 'Programs mentioning why corporal punishment should be prevented may not be enough. Because as a teacher and being part of this education system, I believe all teachers knows that it is prohibited and harmful. Either they use it because of being arrogant or being ignorant about other ways. Those who think this is teaching tool, they can only be encouraged to prevent it when they will be given alternatives. So I think programs should be designed with proper tool which will encourage us to follow the new ways rather than mere words which gets in by one ear and gets out by another.' (Interview # 8, 25.2.2021). Some said monitoring and evaluating program will encourage using alternative to corporal punishment. They added training on behavior management, reward, and cognitive behavior changes can increase teachers' knowledge of alternative ways. (Interview # 9, 27.2.2021).

Teachers gave a very useful insights on this theme. Programs designed with alternatives to corporal punishment will encourage teachers to prevent the practice of CP and will motivate them to use alternatives.

4.3.10. Alternatives to corporal punishment

Participants' under previous theme already preferred alternatives and under this theme they suggested some of the alternatives to CP. 'Do we even know what a student is going

through? I remember giving punishment to a student for being always late. Seeing him, few others thought it would be ok to be late because he does so they also can. It made me angry and so I did not let him seat for the rest of the time in my class. Yet he repeated the action on the next day. He was ashamed but ask for permission to come to class. He was afraid as well. I felt bad so I called him to my desk and asked why is he late for the 4th day in a row? He replied that his father works in night and mother left in early morning. They have only one time water supply. He has to collect water from that pipe every morning. For few days water comes late in the area which cause him late arrival in class. After knowing the reason I felt sad for him. We do not feel the pain of the disadvantages. If we had shifts in school students or parent would have the opportunity to choose convenient time. Or at least rules need to be equitable.’ – shared by one participant. (Interview # 12, 4.3.2021). Miscommunication or communication gap creates misunderstanding between teachers and students. Some participants said that they acted depending on the present or see situation without knowing the reason behind the act of the students. Therefore, one to one conversations with the students and home visit will help them to understand the students’ need. Another different thought came out of a participant who asked for changing classroom privilege status e.g. changing seat. (Interview # 7, 24.2.2021). They also added extra home works, cutting of privileges, reducing stars (incentives) can be alternative to corporal punishment.

Participants said that there exists alternatives to CP and also suggested few alternatives such as home visit, one to one conversation, shift in schools, deducting incentives and etc. These can be consequence to their not following norms but will not harm them physically or mentally.

4.3.11. Teaching learning technics to prevent it

Participants urged for changing classroom scenario. Student centric teaching learning techniques, where teachers work as only facilitator may be a way, they added. A participant

stated that, ‘during drawing class, students do not disturb in class rather enjoy it. But when it comes to math or English, they lost themselves in crowd and start breaking classroom norms. I think it’s because they enjoy the former class but scared of the later. If every class becomes as fun as drawing, they will not break rules and teacher will not use punishment.’ (Interview # 14, 10.3.2021). Also activity based learning will help students to engage more with the learning process so the students will understand more. Teachers said they should come out with clear instructional strategies for their students and set classroom norms for expected behavior and associate reward with that behavior. ‘I got training on how to create lesson plan and why it is important. I saw the impact. When I plan my lesson and conduct the class, my class goes so smoothly. But when I feel lazy and think I can easily take the class, I can feel the difference and can see disorder.’ (Interview # 15, 12.3.2021). Other participants mentioned that engaging and entertaining classroom can ease the learning and decrease disorder in classroom which will erase the need of practicing corporal punishment. One participant said, ‘multimedia class as an alternative teaching technique which will help students to be attentive and so corporal punishments will not be needed to maintain discipline’. (Interview # 10, 28.2.2021).

In easy word the result is that kinesthetic learning can help in preventing CP. If a classroom is engaging and fun then there will be no disorder and so CP will not be practiced.

4.3.12. Monitoring body in schools and its functions

Participants feel positive about having monitoring body in schools and think it will be helpful to prevent practice of corporal punishment. As of function of the organ they suggested that the monitoring body can look after teacher’s discipline, talk with teachers about their professional development and stress management so that they don’t use corporal punishment to beat off stress. They also added that the monitoring body can observe class and interview students, participate in parents meeting and take sessions on the impacts of corporal

punishment. Moreover, it can come up with ideas for engaging classrooms and new teaching learning techniques.

A strong monitoring body with proper functioning is treated to be a good tool for preventing CP.

Chapter 5

Discussion and Conclusion

5.1 Discussion

Under this chapter, I will discuss the experiences I have gathered, observations I had and the learnings I have developed from the research with the supported of the data and results already presented in result section. I would also like to compare the findings with the literature review I presented in Chapter two. In the study, I have also tried to capture the opinion of the teachers' for finding out ways to prevent corporal punishment which will also be discussed here with data and result previously mentioned.

5.1.1. Outcome of Corporal Punishment

CP means any sort of punishment which involves physical force and cause pain or discomfort ((CRC), 2006). If the definition of CP is considered, then the practice of punishment in the schools falls under the definition and explanation. Teachers' gave some examples of CP such as slapping, beating and many others which cause pain and discomfort. Analysis of data matches literature which means CP is practiced in schools of our country.

As per the report of BLAST and other researches, corporal punishment is mostly practiced in the mane of increasing educational performance. Similarly, from my interview results, it has been derived that teachers practice corporal punishment for better learning. However, research shows that it decrees confidence, attendance rate, performance etc. (Akhtar & Awan, 2018). I found similar result from my research. Moreover, my literature also highlighted a point such as learning negative or aggressive behavior and applying it. (Rimal & Pokharel, 2013), (Pritchard, 2006). My participants also gave me same observation on the very fact that they learn negative attitude which they apply on siblings or classmate if something goes

against his desire. (Interview # 15, 12.3.2021). My research results clearly supports literature in this point.

Additionally, I observed a teacher's reaction and regret when he was giving his opinion on the impact of practicing corporal punishment on students. He shared one of his experience that due to peer pressure he started practicing corporal punishment even though he does not think it's a tool to teach. Performance on his subjects were poor than other teachers' subjects since students fear them and so study those more than his subjects. (Interview # 7, 24.2.2021). This is a new findings which I did not find in my literature. From my observation, I felt he was actually expressing a bitter truth.

5.1.2. Grounds of practicing corporal punishment in schools

Behaviorism treats learner as passive, who changes behavior depending upon external stimuli. (I. P. Pavlov, 2003). Learning under this theory is like making response to some external fact. And as per the definition, Corporal punishment is physical force used on students to control their behavior. If I relate this with my interview result then it is found that teachers practice corporal punishment to control or change the behavior of the students. The result shows that, teachers use corporal punishment as a tool of teaching learning process or as a method of controlling the class. Some participant said that it is used as a reforming tool such to reform the behavior or attitude of the students. Moreover, fear of punishment (showing punishment tool) also changes the behavior and helps in archiving the goal easily. (Interview # 10, 28.2.2021). Therefore, it is clear from the data that, corporal punishment is practiced to change the present behavior of students to the desired outcome of the teacher. Though different data have also been collected which I did not found in my literature review is that corporal punishment is practiced to show the superiority or as per teachers mood and belief. (Interview # 6, 22.2.2021 and Interview # 9, 27.02.2021). However, the intention behind the action is to control or change the behavior of the students.

The result of the research also relates to the literature review of chapter two. If we recheck the survey of BLAST and SCI from chapter two then we can find that corporal punishment is treated as a useful tool to bring discipline to the classroom. This survey data was also supported by other researches that in the name of disciplinary issue corporal punishment is practiced (Progotir, 2015). The data relates to my research as well. Percipients also mentioned that teachers use it to control the class room as a classroom management tool means keeping the discipline in the class and on the behavior of the students. One participants states this method helps in regaining control over the class. (Interview # 13, 8.3.2021). Therefore, my data result are fully collaborate with literature.

My result shows that few participants making points on the fact that religious belief may also be the reason behind practice of CP. However, they were unable give any logical explanation or proof. After analyzing the data it has been found that religion is used to justify the reason. I do not have any literature to support or deny the result that whether religious belief promotes the use of CP or not. Since it has been part of education system for a long time, it has been embedded in the education system of Bangladesh. This passes to generation to generation as a form of teaching learning procedure and can also be found from the statement of a participant, 'Practice of corporal punishment is like inherent attitude, what parents and teacher faced are implemented on children and students', said one teacher. (Interview # 2, 13.02.2021).

5.1.3. Techniques of preventing corporal punishment in Schools

Law, policy and executing body: Along with international laws, treaties, and rules, we have specific national Acts to prevent corporal punishment. The constitution of Bangladesh (1972) and The Children Act (2013) banned corporal punishment. In 2011 High Court of Bangladesh declared all types of corporal punishment in schools 'illegal and unconstitutional'. (BLAST and ASK vs. Bangladesh and others, 2010). Moreover, Government issued guidelines in 2010

and 2011 to prohibit corporal punishment in educational institutions. Still the practice is seen. In response to this issue teachers suggested to make the laws and guidelines handier by raising awareness among teachers, students and parents. In participants' opinion, communicating about the rules and its impact to educators is important. The importance of awareness raising. (Interview # 1, 10.02.2021). They preferred having strong executive body in this field to maintain the tie between the word and action. They added that policy needs to be clear and straight. They believed that executing body can have a big role to stop the practice of corporal punishment. (Interview # 8, 25.2.2021), (Interview # 2, 13.02.2021). According to their opinion, this method will be able to bring the positive change in the mindset which will be able to prevent the practice. Similar results were found in the literature review section. The countries who successfully prevented corporal punishment focused on extensive awareness raising initiative about the new law and rights of children along with public education and professional training. (Resources for eliminating corporal punishment in schools, 2012).

Alternative to CP: teachers suggested campaign, awareness program, workshop, meeting with stakeholders to raise the consciousness about the necessity to ban it. Moreover, they recommended training sessions for teachers with a strong content on CP. Furthermore, to make the initiative work they proposed to have a strong monitoring body to keep an eye on the performance of method to prevent the practice of CP in schools. Considering chapter two on how other countries banned CP refers to awareness program, teachers training. Means my result and the literature are supporting each other.

The data shows that teachers need proper training related to prevention of corporal punishment and its impact on students and society. Participants added that they should be trained and encouraged not to practice corporal punishment as a teaching learning tool rather be acquainted with alternative ways of teaching. Resources for eliminating corporal

punishment in schools, 2012 directed to use a range of disciplinary methods including positive, non-violent techniques which are already in practice. Moreover, Save the Children suggested positive discipline training of teachers (Durrant J. E., 2010). Not every teachers use corporal punishment every time. They get training on teaching learning techniques but in exercise sometimes the learning goes faded day by day due to environmental effect. Monitoring them regularly will keep the alternatives to corporal punishments in practice, added by the participants. Removal of reward or pleasure can be alternative to corporal punishment which is also a part of teaching learning techniques. (Training Session on Alternatives to Corporal Punishment, 2009). Participants mentioned cutting of privileges such as stars, changing seats etc. can be alternative to CP. (Interview # 7, 24.2.2021). This also relates to behaviorism. Controlling behavior using external factors. This can help in maintaining the classroom management and thus teaching will be smooth. There will be no need to practice corporal punishment as a teaching learning tool.

5.1.4. Observation

This results are very important to improve a particular educational situation namely preventing practice of corporal punishment. We know that corporal punishment is banned by law and government guidelines. However, the use of corporal punishment is widely in practice. Though having all we need to ban a thing, we failed to stop it. Because some supporting ingredients are missing or not reaching to the field. In this research the opinion of the teachers are been captured who are known to be the practitioners of the act. Therefore, they are the key person who can improve the situation in the education field. Since teachers are the participants of the research who gave their opinion as to the procedure of preventing corporal punishment, these results would be the best solution to improve this educational issue.

There are many researchs on the field of corporal punishment which mainly focuses on the reason and impact of corporal punishments. I have not found enough national research which suggested the method of preventing it from the teachers' perspective. My research or findings do not reject other research nor conflict with them rather it can be treated as supplementary to other research results. Therefore I believe this result will add value in the field of education.

Since some participants' raised question about the validity and effectiveness of the training contents, further research can be held on this topic.

5.2 Conclusion

I conducted this study to understand the perspective and opinion of the teachers regarding corporal punishment. I decided to conduct the study with primary school teachers. Head teachers and assistant teachers were my participants. I choose them because corporal punishment is practiced by the educators in the educational institution. Since they are the executor of the rules and guidelines in the institution, therefore they will the best fit to understand the reason behind the practicing corporal punishment and so they can suggest best possible ways to prevent it.

From the result section and from the above discussion, it is found that corporal punishment is in practice. The practice is common in educational institution due to religious and cultural belief as an effective tool of teaching learning and maintaining discipline. Teachers, students and parents become so habituated that they do not consider it as an issue rather some stakeholders encourage this system. They have a fixed set of mindset far from the light of awareness about the impact of corporal punishment.

The result of the research is very important since it captures the opinion of the teachers on the method of preventing the practice of corporal punishment. Participants gave their valuable opinion and suggestion that how change in the legal system or policy can play a strong role in

preventing the practice. They also suggested having executive body with its role. They found out effective ways to aware them and other stakeholders. They also added some alternative ways to prevent the practice.

The research I conducted has reached its purpose since the target of the research was to understand the perception of the teachers regarding the prevention of corporal punishment. Teacher expressed their opinion regarding the usual reasons behind practicing the act and some methods that that help in preventing the practice. If the result and discussion section is considered then the research gave possible way out to this educational problems. Moreover, I observed their action and reaction during interview which lead me to a new perception of teachers. I learnt the about the religious belief and cultural pressure on corporal punishment. Moreover, how and why they practiced it and what they suggest instead of this method. Furthermore, this study gave me a clear idea in regard to how the practice can be prevented by the teachers from their opinion which was lack in other research on corporal punishment in the educational institution of Bangladesh.

5.3 Recommendations

Grounded on the result and discussions of my research, I would like to give the following recommendations which have been suggested by the participants of the research to prevent practice of corporal punishment. All the recommendations and suggestions are directly provided by the teachers or derived from the data analysis.

- Strict and clear policy highlighting the impact of corporal punishment on students or stakeholders including the consequence of the violation of the policy.
- Strong and Active executive body, run by qualified persons with detail and defined role.

- Regular training, seminar and workshop for teachers on corporal punishment to aware them about the issue and action to prevent the practice.
- Regular weekly or monthly sessions for teachers, students and parents to change the mindset about corporal punishment.
- Regular campaign for stakeholders in regard to raise awareness to prevent the practice of corporal punishment in educational institution.
- Training programs for teacher with various content relating to prevention of corporal punishment such as encouraging in stopping corporal punishment, alternatives to corporal punishments, anger management, classroom management and joyful classroom teaching learning.
- Adding chapter in NCTB curriculum relating to corporal punishment and also keeping it in syllabus so that teachers and students have better understanding about the concept and necessity of preventing it.
- Teaching students bonding and regular communication such as home visit, parents meeting.
- Advanced and joyful classroom for students' active participation and attentiveness.
- Teachers' evaluation program to discourage practicing corporal punishment and encourage in using alternative method of teaching.
- Last, strong and active monitoring body to observe and evaluate the activity in schools with defined function of working for preventing the practice of corporal punishment in schools. This body should monitor all the above said activities for improving the situation.

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Appendices

Appendix A. Consent Letter

Name: _____ Profession: _____

Age: _____ Institution: _____

Experience: _____ Code: _____

Name of the Researcher: Jubaida Sakin

Organization/University: BRAC University

Research Title: “Teachers Opinion to Prevent the Practice of Corporal Punishment in Schools”

Information about research:

I am Jubaida Sakin. I am doing my M.Ed from BRAC Institute of Educational Development. As a topic of my M.Ed Thesis, I choose to explore the current practice of corporal punishment in Government Primary Schools to find out the alternatives to prevent it. I am going to give you detailed information about my research and invite you to be one of the participants. You can decide now or you can decide within one week whether you wish to participate in this research.

Purpose of study: The purpose of the study is to understand and analyze the reason behind practicing the banned act of corporal punishment upon students in government primary school to find out ways to prevent the act. This study will help in identifying process of preventing corporal punishments.

Intervention: This research will involve your participations in an interview which is one hour long at most. I will record your interview.

Voluntary Participation: Your participation in this research is voluntary and you can choose not to take any participation after a period of time even if you agreed earlier.

Confidentiality: Any information you provide will be kept confidential and your anonymity will be maintained. Note that extract from our conversation can be presented in paper but with anonymity.

Benefits: You will not be monetarily benefited from this research.

Certificate of Consent:

I have read and understood the above information and I had the opportunity to ask further questions the answers of which were satisfactory to me. I agree voluntarily to be part of this study.

Name: _____

Signature: _____

Date: _____

I confirm the reading of the consent and information form by the participant and the individual had the opportunity for more clarification. The participant has given the consent willfully.

Name: _____

Signature: _____

Date: _____

Appendix B. Interview Guide

Before starting the discussion the interviewer will state the objectives of the research; which is to understand the reason behind the practice of corporal punishment in government primary schools to prevent the use of the act which are:

Research Question 1

What are the reasons behind practicing corporal punishment in schools?

Research Question 2

How to prevent corporal punishment in Schools?

Research Tools

Code:

Topic: “Teachers Opinion to Prevent the Practice of Corporal Punishment in Schools”

Interview Questionnaire for Teachers

1. General information

- How long have you been teaching?
- Have you taught any schools outside of Dhaka? Where?

2. In your teaching career have you ever seen or heard about the practice of corporal punishment? If yes then answer the following questions.

- Why corporal punishment is practiced usually?
- Is there any religious believe behind it?

- What is the cultural belief of practicing? (Traditional view) please describe.
- What is the classroom norm behind practicing it?
- What type of punishments are mostly given? Specify nature of the punishment with example.
- Why these sort of punishments are given?
- What is the outcome of the action?
- What is the impact on students?

3. How to prevent practice of corporal punishment?

- What type of amendment will you suggest in the legal framework?
- What sort of change is needed in the policy?
- What is the role of executing body in this case?
- How to aware teachers and students about impact of corporal punishments?
- Who needs to be aware about the rights and duties related to prevention of corporal punishments?
- Can adding chapters in NCTB curriculum be helpful to aware students and parents about corporal punishments?
- Do you think regular campaign is required to aware stakeholder to prevent it?
- Is there any training program to encourage teachers in preventing it?
- What type of program do you suggest to encourage teachers to use alternative to corporal punishments?
- Suggests alternatives to corporal punishment.

- What type of teaching learning technics can prevent use of it?
 - Do you suggest monitoring body in schools as helpful organ to stop it? If yes, suggest some functions.
4. Is there anything you want to suggest or add apart from the above questions regarding preventing corporal punishment in government primary schools?