

**CHAPTER II**  
**REVIEW OF**  
**RELATED**  
**LITERATURE**

## **CHAPTER-2**

### **REVIEW OF LITERATURE**

#### **2.1 INTRODUCTION**

In the first chapter, researcher presented with an introduction to the problem, stated the problem and brought out the rationale of the problem. Further researcher formulated objectives of the study and also framed research questions that guided the research work. At the end, the researcher has mentioned limitations of the study.

In the present chapter, researcher will be dealing with the review of related literature. Research takes advantage of the knowledge which has accumulated in the past as a result of constant human endeavor. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. A careful review of the research journal, books, dissertations, thesis and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study. A review of related literature must precede any well planned research study. It helps us to know about the research gaps. Good, Barr and Scates (1972), pointed out that reviewing assist in avoiding the risk of duplication, identifying appropriate research methods, searching theories, explanations and hypotheses, valuable in formatting research design, locating data for making comparisons and interpretations, having a vision of totality of field to be investigated.

#### **2.2 PURPOSE OF THE REVIEW**

Review of the related literature besides allowing the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research, serves the following specific purpose.

- 1) The review of related literature enables the researcher to define the limits of his field.
- 2) By reviewing the related literature, the researcher can avoid unfruitful and useless problem area.

3) By reviewing the related literature, the researcher can avoid unintentional duplication of well established findings.

4) The review of related literature gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted.

5) The advantage of reviewing the related literature is to be providing insight into the statistical methods through which validity of results is to be established.

6) The final and important specific reason for reviewing the related literature is to know about the recommendation of the previous researchers listed in their studies for further research.

Thus, the literature in any field forms the foundation upon which all future work must be build. If we fail to built this foundation of knowledge provided by the review of literature, our work is likely to be shallow and will often duplicate work, that have already been done better by someone else. The insights and knowledge gained by the review inevitably lead to a better designed project and greatly improve the chances of obtaining important and sufficient result.

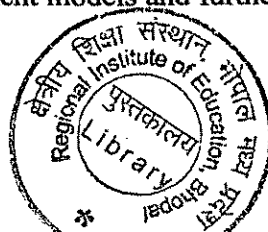
### 2.3 REVIEW OF RELATED LITERATURE

In this chapter, the researcher attempts to review literature that has been generated elsewhere on two themes i.e. 'corporal punishment' and 'self esteem'. From the past many years, research on corporal punishment and self esteem has been conducted and it is seen that in spite of banning corporal punishment there are still many schools where students are undergoing corporal punishment and it is showing adverse effect on child.

### 2.4 RESEARCHES ON CORPORAL PUNISHMENT AND SELF ESTEEM

#### 1. Demo, David, H. (1985)The measurement of self-esteem: Refining our methods. Journal of Personality and Social Psychology

A review of the literature indicates that (a) very little attention has been devoted to measurement problems plaguing the study of self-esteem and (b) few studies employ more than one type of self-esteem instrument. This study addresses these issues by using eight measures of self-esteem involving self-reports, ratings by others, and a projective instrument. Their intercorrelations are examined to provide preliminary validation evidence; then, confirmatory factor analysis is used to construct measurement models and further assess the validity



of the measures. The results suggest that two traditional questionnaires and a personal interview are valid in measuring experienced self-esteem, and three measures involving ratings by others are valid in measuring presented self-esteem. These findings are consistent with previous multidimensional conceptualizations of self-esteem, indicating that a variety of methods is necessary to adequately measure self-concept.

**2. Grogan-Kaylor, A. (2004). The Effect of Corporal Punishment On Antisocial Behavior In Children.**

This study had three aims: to examine the effect of corporal punishment on antisocial behavior of children using stronger statistical controls than the previous literature in this area; to examine whether the effect of corporal punishment on antisocial behavior is nonlinear; and to investigate whether or not the effects of corporal punishment on antisocial behavior differ across racial and ethnic groups.

The study used a non-experimental design and data from the National Longitudinal Survey of Youth. The analysis was conducted using fixed effects methods to control for observed independent variables as well as all unobserved time invariant variables. Dummy variables were constructed for corporal punishment to allow for potential nonlinear effects. Interaction terms of corporal punishment and racial or ethnic group were constructed to test for the possibility of differing effects of corporal punishment on antisocial behavior across racial and ethnic groups.

Corporal punishment has a nontrivial effect on children's antisocial behavior in later years despite the strong controls introduced by the fixed effects models. Both lower and higher levels of corporal punishment appear to have this effect. The analysis provides no evidence for differences in the effect of corporal punishment across racial and ethnic groups.

This study provides further and methodologically rigorous support for the growing literature that suggests that the use of corporal punishment is associated with an increase in children's antisocial behavior.

**3. Grogan-Kaylor, A. (2005). Corporal Punishment and the Growth Trajectory of Children's Antisocial Behavior**

Despite considerable research, the relationship between corporal punishment and antisocial behavior is unclear. This analysis examined: (a) the functional form of this relationship (b) the correlation of initial antisocial behavior and changes in antisocial behavior (c) differences in the relationship of corporal punishment and antisocial behavior by race (d) whether this relationship could be accounted for by unmeasured characteristics of children and their families. Data from 6,912 children in the National Longitudinal Survey of Youth were analyzed using hierarchical linear models. Findings suggested that corporal punishment has a relationship with children's initial antisocial behavior and with changes in antisocial behavior. No evidence was found for differences in the effect of corporal punishment across racial groups. The relationship between corporal punishment and antisocial behavior persists even when accounting for unmeasured time invariant characteristics of children and families. The findings suggest that corporal punishment is not a preferable technique for disciplining children.

**4. Grogan-Kaylor, A. (2005). Relationship of Corporal Punishment and Antisocial Behavior by Neighborhood, Archives Of Pediatric and Adolescent Medicine, 159(10), 938-942.**

This paper examined the relationship of corporal punishment with children's behavior problems while accounting for neighborhood context, and while using stronger statistical methods than previous literature in this area. The design of the study is Longitudinal cohort study. Study took place in general community. There were 1,943 mother child pairs from the National Longitudinal Survey of Youth. It was found that parental use of corporal punishment was associated with a .71 increase ( $p < .05$ ) in children's externalizing behavior problems even when several parenting behaviors, neighborhood quality, and all time invariant variables were accounted for. The association of corporal punishment and children's externalizing behavior problems was not dependent on neighborhood context. The research found no discernible relationship between corporal punishment and internalizing behavior problems.

**5. Bhutia, Tashi Yangzom. (2006). Corporal punishment in Chennai schools: a study. Chennai : Manitham**

This study was done to assess the corporal punishment given in Chennai schools. Data was collected from more than 20 schools by interviewing teachers, students, parents, journalists and school principals in Chennai, Tamil Nadu. Interviews with students revealed that corporal punishment was still used in spite of instructions not to use it. Majority of the school principals and teachers mentioned that they did not use corporal punishment at all which was not true. Several stakeholders (journalists, advocates, personnel from the education department, writers and political leaders) mentioned that corporal punishment should not be totally eliminated, but simple forms of punishment like canning, etc. in the right spirit, not with the intention to hurt the child, could be given. Many teachers mentioned that they did not resort to corporal punishment but they employed other means of punishing children like making them write impositions, giving them physical exercises, making them pay a fine, cutting off their lunch time or play time, or making them learn lessons thoroughly. According to parents, corporal punishment could harm children's dignity, and they felt that other methods could be used like giving advice, explaining things to them in a friendly environment, and using non-violent means. Corporal punishment should be removed from schools and other alternatives like counseling, parents' teacher meetings, making the student learn lessons, etc. should be preferred.

**6. Mehta, Salial et al. (2006). Impact of corporal punishment on school children: a research study. New Delhi: Plan International India.**

This study looked at the incidence and extent of corporal punishment on school children and its impact on them. The study was conducted by Plan International with SAATH, an NGO, in 41 schools of four states in India (Uttar Pradesh, Andhra Pradesh, Bihar and Rajasthan). The other NGOs involved were Gram Niyojan Kendra, Adithi, Urmul - SETU, and Arthik Samta Mandal. The research team interacted with 1591 children, 215 teachers, and a multitude of stakeholders. Findings of the study showed that corporal punishment stood out as a common theme in all 41 schools and surrounding communities the team visited. The team also came across more severe forms of corporal punishment afflicted on children. The team came across a number of cases where the

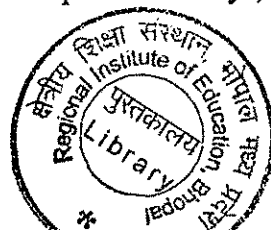
sequence of punishments started with the teacher. The same child was then punished by the head teacher for having 'invited' the punishment.

**7. Muhammad Shahbaz ARIF ,Muhammad Shaban RAFI (2007) Effects of corporal punishment and psychological treatment on students' learning and behavior**

This paper aims to test the effects of corporal punishment and psychological treatment on students' learning and on their behavior. A pilot study, followed with experimental test, was framed in a demographically controlled environment on homogeneous variables at Punjab University Laboratory School, Pakistan over the period of six months. Thirty-two students of grade X were grouped into a Corporal Punishment Group (CPG) and a Psychological Treatment Group (PTG). It was found that the students who were awarded corporal punishment on creating a source of friction and showing lack of interest in their academic work began to show negative behavior and their academic progress showed a gradual regression, whereas the students who were managed with psychological treatment developed their interest in learning, reflected friendly behavior and improved their long-term scholastic performance.

**8. Moreno, J. A., Cervelló, E., y Martínez Galindo, C. (2007). Perception of discipline according to gender, type of school, sport activity and interest in physical education in Spanish students**

The purpose of this study was to compare the differences between different groups (Student's gender, type of school, interest in physical education (PE) and sport activity outside school hours), based on the student's disciplined/undisciplined behavior in the PE Class. The sample was formed by 456 students aged between 14 and 16, from the 3rd and 4th ESO (compulsory secondary education) course in the Region of Murcia (Spain). The study was performed in the months of the third school term and the questionnaire was handed out in the PE hall. The scales used for the study were the Reasons for Discipline Scale (RDS) and Strategies to Sustain Discipline Scale (SSDS), both created by Papaioannou (1998). The results obtained from the univariate analyses showed that girls were more disciplined and perceived more intrinsic reasons in their teachers for maintaining discipline than boys, who demonstrated



more undisciplined behavior and perceived more reasons of indifference or introjections in their teachers to maintaining discipline. On the other hand, students that liked PE and did sport were more disciplined and perceived more intrinsic reasons in their teachers for maintaining discipline.

**9. Charu raikhy and sukhwinder kaur(2007) incidence of corporal**

**punishment among school going adolescents:** The purpose of this study was to see the incidence of corporal punishment among school going adolescents. A sample of 200 adolescents (12-16 yrs) was studied from co- educational Govt.Senior Secondary Schools of Ludhiana city using a personal information sheet and a self structured Interview schedule relating to incidence of corporal punishment.81 per adolescents experienced corporal punishment at school;9.50% being severely punished. Boys experienced more punishment compared to girls at all the levels of punishment; mild, moderate, severe with highly significant difference. Severe punishment resulted into injuries (swelling, extreme pain in palms, knuckles, rupture of membrane) and bleeding which were more prevalent among male adolescents(62.06%) than female(37.93%).

**10. Elizabeth smith (2009) a survey on the occurrence and effects of corporal punishment on children in the home**

The aim of the current study was to determine the occurrence and effects of corporal punishment in the South African environment. Special attention was paid to themes that were derived from the literature. These themes were immediate compliance, aggression and the parental influence of corporal punishment. This was a quantitative study which utilized a survey developed by the researcher using previous literature on the topic of corporal punishment. The sample was taken from four different schools in the Johannesburg area. The sample consisted of one hundred and twenty one children within middle childhood (N=121).It was found that corporal punishment is occurring in South African homes. It was also found that children do not feel indifferent about the use of corporal punishment. When it came to the use of corporal punishment and socio-economic status, it was found that there is a significant correlation between the two.



**11. Naba K.Mondal and Sohini Das(2011)Corporal Punishment in Higher Secondary Schools: A Case Study**

This case study was done in the district of Birbhum, west Bengal to know the status of corporal punishment in higher secondary schools. The study revealed that no teachers, parents or students in rural and urban areas are in favor of corporal punishment. A reverse relationship has been found between the parents' and teachers' attitudes towards the disciplinary actions for students both in rural and urban areas. A positive difference has been found in support of corporal punishment between the urban and rural students' behavioral attitudes; whereas a negative difference has been found against the corporal punishment between the rural and urban students' behavioral attitudes.

**12. Ma, J., Han, Y., Grogan-Kaylor, A., Delva, J., & Castillo, M. (2012). Corporal punishment and youth externalizing behavior in Santiago, Chile. Child Abuse and Neglect.**

This paper examined the relationship between parental use of corporal punishment and youth externalizing behavior with a Chilean sample to add to the growing empirical evidence concerning the potential relationship between increased corporal punishment and undesirable youth outcomes across cultures. Analysis was based on 919 adolescents in Santiago, Chile. Descriptive and multivariate analyses were conducted to examine the extent to which parents' use of corporal punishment and positive family measures were associated with youth externalizing behavior. Furthermore, the associations between self-reported externalizing behavior and infrequent, as well as frequent, use of corporal punishment were investigated to contribute to understanding how varying levels of parental use of corporal punishment were differently related to youth outcomes. Findings of this study add to the growing evidence concerning the negative consequences of corporal punishment for youth outcomes.

**13. Dr. Nuzhat Fatima, Dr. Shafqat Ali Janjua, Dr. Muhammad Nafees(2012)Attitudes and Opinions of Teachers towards Corporal Punishment**

This study was under taken to get the opinion of primary school teachers and their practical behaviors towards corporal punishment at primary level in the Govt.

Schools of Rawalpindi and Islamabad. In order to collect data, a questionnaire containing 35 questions was developed in Urdu for seeking opinion of primary school teachers. The questionnaire had two parts; the first part pertained to information about different aspects related to the classroom situation while the second part contained an open-ended question asking for suggestions. Stratified random sample technique was used but only those school were selected which were willing to respond and easy to approach. Data collected through questionnaire were tabulated and analyzed. Although difference of opinion was found among the teachers on all issues yet an overall majority opined that corporal punishment must not be there as it was the greatest negative variable for creating a conducive environment for teaching learning process.

**14. Dr.Prakash Chandra Jena,Shija Lutonji Mnyeti(2013) Attitude of secondary school teachers towards corporal punishment in Tanzania**

The present study is descriptive in nature and was conducted in Misungwi District of Mwanzai region of Tanzania. The main purpose of the study is to find out the difference in the attitude of secondary school teachers towards corporal punishment. The investigators have taken 100 secondary school teachers from 2 secondary schools by using simple random technique. For collection of data the investigators have constructed and used a scale for measuring attitude towards corporal punishment. For analysis and interpretation of the data t-test was used. The result revealed that there is negative attitude of secondary school teachers irrespective of gender, locale and teaching experience.

**15. Iqbal Ahmad, Hamdan Said & Faisal Khan(2013) Effect of Corporal Punishment on Students' Motivation and Classroom Learning**

This study examined the effect of corporal punishment on students' motivation and classroom learning. Research has indicated that behavior of teacher profoundly influences students' learning. It has been observed with great concern that teachers in Pakistani schools resort to corporal punishment to motivate students for classroom learning. Over the years this practice has resulted in reduced students' motivation towards learning. This study was purposefully designed to investigate this area of concern. For this purpose, the

study attempted to find answer to the question that was there any relationship between corporal punishment and students' motivation and classroom learning. Using a correlation design, the study surveyed attitudes of a randomly sampled 250 teachers from secondary schools in Malakand district, Khyber Pakhtunkhwa, Pakistan. For data analysis, SPSS was used. This research studied the relationship between the following three main variables: corporal punishment as independent variable and student motivation and classroom learning as dependent variables. To examine correlation between the variables, ANOVA and Regression Analysis were utilized. Results of the study revealed that corporal punishment was significantly negatively correlated with students' motivation and classroom learning.

#### **2.4 CONCLUSION**

From the above researches, it is evident that there are considerable amount of researches conducted on corporal punishment and self esteem separately. However, research studies exploring the relationship between corporal punishment and self esteem have not, so far been conducted. This research study is an attempt to see the relationship between corporal punishment (discipline practices) and self esteem of students at secondary level .The present study presumes that the outcomes of the research study would through light on the significance of the relationship that may exist between corporal punishment and self esteem of students. In order to know the views of teachers and students on discipline practices, opinion of teachers and students will also be taken.