

Beating the devil out of them: effects of corporal punishment on school children in Khyber Pakhtunkhwa, Pakistan

Muhammad Saeed^{*1} | Iqbal Ahmad² | Muhammad Israr³

1. Department of Global Studies, King Fahd University of Petroleum & Minerals, Saudi Arabia.

2. Department of Education, University of Malakand, Chakdara, Dir Lower, Pakistan.

3. Department of Sociology, Shaheed Benazir Bhutto University, Sheringal Dir Upper, Pakistan.

*Corresponding Author Email: msaeedpk@kfupm.edu.sa

Abstract:

This study investigates the impact of corporal punishment on school students in Pakistan. The data was collected through a survey from N=250 students (96 females and 154 males) from government schools (n=109) and madrassas (n=141) in District Peshawar, Khyber Pakhtunkhwa, Pakistan. The study found that corporal punishment is rampant (83%) in schools and madrassas. The study reveals male students receiving more punishment and exhibiting higher levels of emotional adjustment, delinquency, and aggression with mean differences with t-value of 248= 4.92, $p < .001$; 0.87, $p < .05$; 3.67, $p < .000$ and 7.89, $p < .001$ than female students. Schools use more corporal punishment than madrassas, causing higher emotional adjustment for students, indicated by significant mean differences with a t-value of 248= 1.20, $p < .003$, and 3.18, $p < .001$. Madrassa students exhibited higher juvenile delinquency and aggression with mean differences with a t-value of 248=1.67, $p < .095$, and 9.90, $p < .000$ than school students. The predictor variables showed a positive correlation with the outcome variable ($\beta = .034$, $t = .530$, $p < .01$) and emotional adjustment ($\beta = .388$, $t = 6.63$, $p < .001$) for students.

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1. Introduction

Corporal punishment of children is a worldwide phenomenon. Due to fear of physical torture children leave school at an early age (Mahlangu et al., 2021). Despite being outlawed in many countries worldwide, corporal punishment continues to be a pervasive issue in the lives of children in Pakistan, occurring both within homes and educational institutions (UNICEF, 2001). Parents often resort to corporal punishment as a means to inculcate ethical and social values and maintain discipline among their children (Munir, 2019; Gul, 2015; Anila, 2009). Similarly, educators sometimes view corporal punishment in schools as a tool to secure the future welfare of children. However, it has turned out to be a nightmare for children and parents as it has added to the ordeals of parents, schools, and communities in the form of an increasing number of school dropouts (Heekes et al., 2022; UNICEF, 2001). Corporal punishment encompasses various forms, including paddling, shocking, hitting, punching, shoving, strenuous physical exercises, and demanding painful postures (Gill, 2014; Abdullah et al., 2004; Gaur, 2013). Regrettably, these punitive measures can result in physical harm, such as blood clots, bruises, blisters, and welts (Accariya & Khalil, 2016). Theoretically speaking, according to Skinner and Thorndike, punishment does not produce the desired results as it suppresses the behaviour for the being and does not positively treat it. However, later research did not support this, as Domjan (2000) and Gaur (2013) stated that punishment is an agent of behaviour change, but it is a temporary solution. However, researchers have collectively mentioned that corporal punishment promotes non-cooperative behaviour among children (Vishal & Kaji, 2022; Hameed & Chaudhry, 2022).

Surprisingly, a considerable number of teachers in Pakistan perceive corporal punishment as an indispensable tool for character-building and academic success (ICRW and Plan Pakistan, 2014). A study conducted in Pakistan found that 76% of parents favoured corporal punishment (SPARC, 2014). Similarly, another study in 2013 revealed that 20% of teachers 'highly agreed,' and 47% 'partially agreed' that corporal punishment was necessary for some students (SPARC 2016). Moreover, 75% of teachers and 84% of parents believed that teachers were justified in punishing children. Specifically, in the context of the Khyber Pakhtunkhwa, Munir (2019) reports corporal punishment in schools. In the context of Khyber Pakhtunkhwa, Munir (2019) reports the use of corporal punishment in schools. For example, a study by SPARC in five districts of Khyber Pakhtunkhwa found that 83% of teachers employed corporal punishment as a disciplinary measure (Ahmad et al., 2014). Paradoxically, the Child Protection and Welfare Act 2010 of Khyber Pakhtunkhwa prohibits corporal punishment in schools under section 34, with a penalty of 6 months imprisonment and a fine of 50,000 Rs. Nevertheless, the Act permits teachers, parents, and guardians to use corporal punishment for corrective and disciplinary purposes while allowing for limitations to be placed on its use. This confusing context impedes the proper implementation of laws related to corporal punishment (SPARC, 2015).

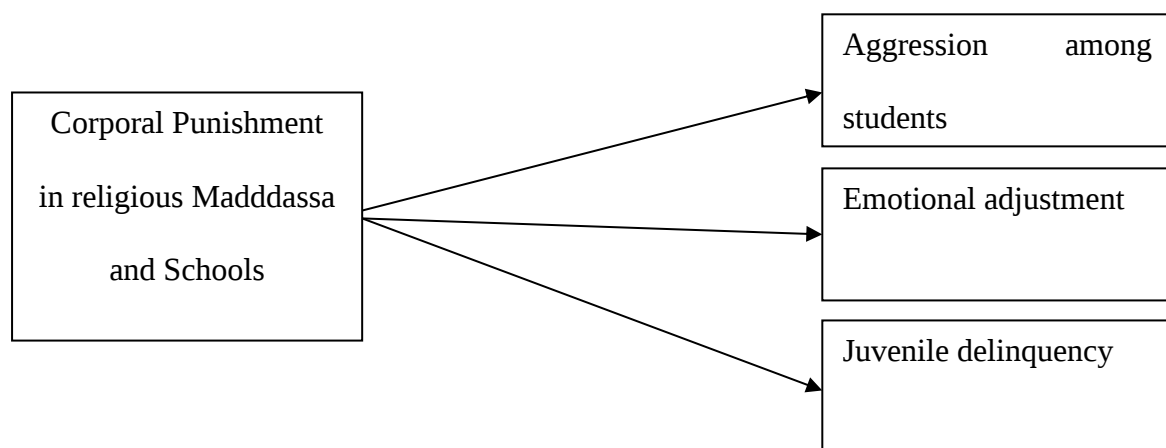
Based on observations, it appears that the culture in Khyber Pakhtunkhwa tends to sanction the use of corporal punishment, with teachers, parents, and society at large endorsing this approach

(Munir, 2019). Many children drop out of school and join child labour or become a tool in the hands of anti-societal elements that use them for their personal designs (Ibrahim et al., 2023). Other studies have also highlighted the highly negative effects of corporal punishments on student's social and mental conditions. They become reactionary and develop more criminal tendencies toward the society and system (Ma et al., 2022). This trend has been found prevalent among children studying in Madrassas who are easy to hire and abuse (Abbas, 2022). Given the omnipresence and acceptance of corporal punishment, it is vital to grasp its effects on students' well-being. This research, therefore, aims to briefly examine the repercussions of corporal punishment to mitigate its negative impact. Specifically, it attempts to analyze the relation of corporal punishment with aggression, juvenile delinquency, and emotional maladjustment among the students in schools and madrassas. Furthermore, the insights offered by this study would be of great use in altering societal perceptions related to corporal punishment.

1.1. Research objectives

The objectives of study are (1) to find out the effects of corporal punishment on students in both schools and madrassas. (2) to identify the relationship between corporal punishment and its outcomes with regard to aggression, juvenile delinquency, and emotional adjustment among school students and madrassas.

1.2. Conceptual framework



1.3. Research hypotheses

H1. The practice of corporal punishment can cause juvenile delinquency among students.

H1. Corporal punishment can have a negative impact on students' aggression.

H1. The use of corporal punishment can have a negative impact on students' emotional adjustment.

H1. The study variables anticipate a significant difference in the effect of corporal punishment variables between students attending madrassas and those attending schools.

- HI. The use of corporal punishment is correlated to students' emotional adjustment.
- HI. The use of corporal punishment is correlated to students' aggression.
- HI. The use of corporal punishment is correlated to students' juvenile delinquency.
- HI. The use of corporal punishment has different effects on male and female students in relation to aggression, adjustment, and delinquency.

2. Literature review

Studies depict that corporal punishment can have severe adverse effects, leading to feelings of resentment, anger, aggression, depression, anxiety, mental health issues, and, in extreme cases, violence and suicidal thoughts (Gershoff et al., 2015; Kemme et al., 2014; Thilagavathy, 2013; Turner & Muller, 2004; Brennar & Fox, 1998; Fox, 1998; Straus & Kantor, 1994). Studies have identified that the use of corporal punishment negatively impacts students' motivation, learning, resulting in poor academic performance, disengagement, and increase the dropout rates (Deepshikha & Bhanot, 2011; UNICEF, 2001; Ali et al., 2022). Research has documented that students hailing from marginalized families and lower classes areas are more vulnerable to corporal punishment, hampering their creativity (Deepshikha & Bhanot, 2011; Turner & Muller, 2004). Students often do not finish even their primary education due to corporal punishment (Gudyanga et al., 2014). In certain situations, the practice of physical admonition is considered approved because of the culture. However, it has serious repercussions on the well-being (McCord, 2005). In Pakistan, the Society for the Protection of the Rights of the Child (SPARC, 2015) claims that nearly 35,000 children annually drop out of schools due to corporal punishment. This exhibits that many people, including educators, seem to have no information of the negative effect of the punishments on children and society (Munair, 2019; Rajeswari & Jeryda, 2013).

Studies have mentioned the harmful effects of corporal punishment on students. For instance, in Germany, a study on 2,650 individuals between 16 and 59 in 2014 underscored that experiencing physical punishment in the childhood could lead to the holding of negative attitudes in later life (Mansingbhai & Patel, 2013). A study conducted in the US in 2014 on 1,874 children identified that children who were subjected to physical discipline were more likely to show aggressive behaviour and be transgressors of rules, establishing a brutal cycle in which they were more likely to be subjected to physical discipline (MacKenzie et al., 2014). A study conducted in Canada investigated records collected in 2012 from a national sample of over 23,000 adults documented that individuals who experienced physical punishment, such as being slapped on the face, head, or ears, or hit with a hard object three or more times before the age of sixteen, had intellectual issues and other illness such as depression, bipolar disorder, anxiety disorders, alcohol and drug abuse, phobias, and eating disorders. The study further noted that these individuals were more likely to attempt suicide (Afifi, 2014). Robinson et al. (2005) list a variety of negative consequences of corporal punishment such as feelings of helplessness, humiliation, aggression, and even abuse or involvement in criminal activities, and decreased levels of ethical internalization and mental health. Furthermore, individuals who got

physically punished as children were more likely to be engaged in criminal behaviour, aggressive towards their partners, and used physical discipline on their children (Robinson et al., 2005). Psychiatrists have cautioned that the negative impact of physical punishment on one's mental health can be just as severe as the physical injuries inflicted (Cryan, 1995; Ogoemeka, 2012).

In the context of schools, corporal punishment has been found to be a strong agent of school truancy among students. Teaching children ethical and social values is an important aspect of parenting and education (Adigun et al., 2022). Unfortunately, some parents and caregivers' resort to corporal punishment and physical abuse as a means of discipline and instilling ethical and social values (Munir, 2019). This pattern is also observed in schools and madrassas in Pakistan (Munir, 2019). A study by Straus (2001) found that nine out of ten parents and teachers use corporal punishment to teach their children techniques and rules. Thus, corporal punishment is seen to have a significant impact during the developmental stage of children. Many studies have documented the effect of corporal punishment on children's adjustment. For example, Gershoff's (2002) meta-analysis of various studies on the correlation between corporal punishment and children's adjustment revealed negative consequences during their developmental phases.

A major chunk of the population believes that corporal punishment can effectively teach children obedience; however, several negative consequences are associated with this form of discipline (Rajeswari & Eljo, 2013). Research reveals that parents using corporal punishment are more likely to display aggressive or antisocial behaviour, and their children may also become victims of abuse (Rajeswari & Eljo, 2013). Although many parents believe that physical punishment helps teach their children rules and regulations, the outcomes are contrary as it can lead to long-term problems such as poor mental health, criminal behaviour, and abuse of family members or peers (Rajeswari & Eljo, 2013). Though not all children experiencing corporal punishment will suffer these effects, they are more likely to be impacted by them (Wissow, 2001). The intensity of these effects can vary depending on the caregiver's approach and the parenting style (Wissow, 2001). Studies assert that parents who use non-physical methods of discipline tend to have children with higher levels of development compared to those who rely heavily on corporal punishment as they tend to have weaker connections with their children (Wissow, 2001). Despite the conviction among many contemporary scholars that corporal punishment can help a child's learning, research depicts more negative effects of it than other forms of discipline (Gershoff et al., 2019; Bibi et al., 2022).

There are divided opinions about the impact of corporal punishment on children. Many parents and teachers still believe that punishment is an effective way to discipline children. They consider it the most effective method due to its intensity and alignment with natural consequences (Sharma & Saini, 2013). However, many are of the view that physical punishment can have negative effects on children's mental health, leading to emotional issues, juvenile delinquency, and increased aggression (Sharma & Saini, 2013). It has been noted that

parents, guardians, and teachers who are stern about their children's choices may succeed in getting their children to comply, however these children may potentially exhibit a high level of aggression and anger in everyday interactions (Kaur & Kaur, 2016). A constantly punished child may be very sensitive and could react to disciplinary actions from adults at home or school (Safavi et al., 2008; Kaur, 2005). Physically punishing children can have long-term negative psychological effects, causing not only physical pain but also intellectual harassment, feelings of helplessness, depression, worthlessness, embarrassment, shame, self-doubt, guilt, social withdrawal, inferiority complex, tension, anxiety, and reduced self-esteem (Pandey, 2001; Straus, 1994).

Corporal punishment has a highly strong negative impact on the psychological well-being of children. It is crucial to minimize the negative impact of corporal punishment on children's mental health. There are numerous effective ways to teach children proper behaviour without physical punishment (Cuartas et al., 2022). Corporal punishment has been found to be strongly negatively correlated with self-esteem. In Pakistan, measures have been taken to discourage teachers from using corporal punishment and to reduce its occurrence in schools (Ahmad et al., 2013). The Punjab Education Department has declared that the corporal punishment in the schools will not be tolerated, and strict action will be taken against any teachers found engaging in such behaviour, as per the Punjab Removal from Service Ordinance 2000 (Daily Times, 2005).

According to Ishak et al. (2011), after analyzing hundreds of research studies conducted between 1950 and 2007, parental affection and guidance were associated with positive behaviour, whereas parental punishment, rejection, and hostility were linked to negative behaviour. Furthermore, monitoring and being aware of children's activities and whereabouts were negatively correlated with involvement in antisocial behaviour. In Pakistani society, factors such as poverty and family neglect, as identified by Khurshid and Urooj (2012), are often associated with teenage delinquency. Therefore, it is essential to prioritize children's well-being and provide them with a supportive environment to prevent such behaviour and make them productive members of society.

Many countries have experienced positive results from implementing a ban on corporal punishment. For example, Osterman et al. (2014) found that after the complete prohibition of corporal punishment in Germany in 2000, there was a considerable decrease in violent punishment. Kemme et al. (2014) found a significant decrease in all forms of corporal punishment and other violence by parents toward their children in Finland after it was banned in 1983. Similarly, a study in New Zealand noticed that bodily punishment of children has declined in schools and other learning environments, cultivating a safer environment for youngsters (Dobbs, 2007; Mohanraj & Latha, 2014).

Extensive research has been done on the effects of corporal punishment. However overwhelming research indicates its harmful effects on children's and students' well-being. It

is important to seek alternative disciplinary methods that promote positive psychological, behavioural, and social development, ensuring that children grow up in supportive environments that allow them to become productive members of society. In this literature review, it has been identified that corporal punishment has been linked with many issues for individuals and society; there is a dire need for reducing and eliminating corporal punishment in the child-rearing and educational system. This study attempts to know how the use of corporal punishment effect children in Khyber Pakhtunkhwa, Pakistan.

3. Methodology

This study employed a cross-sectional research design was. The sample consisted of N=250 students from both schools (n=109) and madrassas (n=141), drawn from various schools and madrassas in the Peshawar district, with the baseline qualification being primary to metric. Data were elicited through convenient sampling due to the lack of movement and other challenges posed by COVID-19. Convenient sampling, also known as convenience sampling or accidental sampling, refers to a non-probability sampling technique where participants are selected based on their availability and accessibility (Creswell, 2007).

Table 1: Demographic characteristics of the participants (N=250)

Demographic variables		F	%
Gender	Male	154	61.6
	Female	96	38.4
Socioeconomic status	Low	171	68.4
	Middle	59	23.6
	High	20	8.0
Institute	Madrassa	141	56.4
	School	109	43.6
Birth order	First	61	24.4
	Middle	91	36.4
	Last born	98	39.4
Family system	Nuclear	143	57.2
	Joint	107	42.8
Residence	Rural	82	67.2
	Urban	168	32.8
Age	7	1	.4 .8
	9	2	2.0
	10	5	5.6
	11	14	12.4
	12	31	19.2
	13	48	21.6
	14	54	22.4
	15	56	12.8
	16	32	1.6
	17	4	1.2
	18	3	

This study had to examine the effects of corporal punishment on students in both school and madrassa settings; initially, the study's objectives and significance were explained to the principals of these institutions in person. Once they granted permission, questionnaires were distributed randomly to students in their classrooms and collected immediately. Participants were given instructions on completing the questionnaire, and a demographic sheet was included at the top of each questionnaire to obtain detailed information about their socioeconomic status, as shown in Table 1. In the end, participants were thanked for their cooperation. The data in Table 1 displays the percentage and frequency of students categorized by gender, education level, school system, and age. It is observed that male students ($f = 154$, 61.6%) outnumbered female students ($f = 96$, 38.4%).

4. Data analysis and results

After collecting the data, it was analyzed using SPSS 20. Table 2 presents the descriptive statistics for the analyzed data. It depicts the descriptive statistics, alpha reliability coefficients, range, and skewness for the study variables. The alpha coefficients show that the emotional adjustment, aggression, corporal punishment, and juvenile delinquency scales have excellent internal consistency. The skewness values for these scales are all under 1, indicating no major issues with univariate normality.

Table 2: Descriptive statistics, alpha reliability coefficients of study variables (N=250)

Variables	N	M	SD	A	Range	Skewness
Corporal punishment	250	24.11	4.61	.63	10-35	-.07
Emotional adjustment	250	73.35	12.52	.72	37-121	.01
Aggression	250	27.52	11.93	.81	0-66	.09
Juvenile delinquency	250	14.56	5.22	.84	11-38	.01

The results in Table 3 suggest that there is a correlation between corporal punishment and both aggression and juvenile delinquency. Furthermore, juvenile delinquency shows a correlation with emotional adjustment and aggression. Additionally, emotional adjustment is correlated with aggression.

Table 3: Correlation among study variables (N=250)

S. No	Variables	1	2	3	4
1	Corporal punishment	-	.23*	.19**	-.38**
2	Juvenile delinquency		-	.29**	-.44**
3	Aggression			-	-.24*
4	Emotional adjustment				-

In Table 4, the mean, standard deviation, and t-values are presented for male and female students in both school and madrassa regarding the outcomes of corporal punishment. The

results indicate significant mean differences in corporal punishment with a t-value of $(248) = 4.92, p < .001$. It is found that male students score higher in corporal punishment ($M = 25.20, p < .001$) compared to their female counterparts ($M = 22.37, p < .001$). The results also indicated significant mean differences in emotional adjustment with a t-value of $(248) = .87, p < .05$. It shows that male students score higher in emotional adjustment ($M = 37.90, p < .05$) compared to female students ($M = 72.47, p < .05$). Furthermore, the results indicate significant mean differences in juvenile delinquency with a t-value of $(248) = 3.67, p < .001$. It is noted that male students score higher in juvenile delinquency ($M = 15.49, p < .001$) compared to female students ($M = 13.06, p < .001$). Lastly, the findings reveal significant mean differences in aggression with a t-value of $(248) = 7.89, p < .001$. It is identified in the results that male students score higher in aggression ($M = 31.73, p < .001$) compared to female students ($M = 13.06, p < .001$).

Table 4: Mean, standard deviation, and t-values for male and female students at school and madrassa on outcomes of corporal punishment (N=250).

Statement Variables	Male (n=154)		Female (n=96)		T (248)	p	95% CI	
	M	SD	M	SD			LL	UL
Corporal punishment	25.20	4.15	22.37	4.78	4.92	.000	1.69	3.95
Emotional adjustment	73.90	11.61	72.47	13.88	.87	.038	-1.78	4.63
Juvenile delinquency	15.49	5.88	13.06	3.46	3.67	.000	1.12	3.73
Aggression	31.73	11.16	13.06	3.46	7.89	.000	8.23	13.71

The data in Table 5 makes a comparative examination of the results of corporal punishment, emotional adjustment, and juvenile delinquency among the school and madrassa students in the study area. The data reveals that students at schools face a higher level of corporal punishment and emotional adjustment than madrassa students. For example, the data indicates significant mean differences in corporal punishment with a t-value of $(248) = 1.20, p < .003$, as school students have a higher tendency for corporal punishment ($M = 24.51, p < .001$) compared to madrassa students ($M = 23.80, p < .001$). The results show significant mean differences in emotional adjustment with a t-value of $(248) = 3.18, p < .001$, as school students scored higher in the emotional adjustment ($M = 76.17, p < .001$) than the madrassa students ($M = 71.17, p < .001$).

In contrast, madrassa students face a higher level of juvenile delinquency and aggression than madrassa students. For instance, the tabulated data indicate significant mean differences in juvenile delinquency with a t-value of $(248) = 1.67, p < .095$ as school students have a lower tendency for juvenile delinquency ($M = 5.80, p < .01$) compared to madrassa students ($M = 15.04, p < .01$). Similarly, the tabulated data indicate significant mean differences in aggression with a t-value of $(248) = 9.90, p < .000$ as school students have a lower tendency for aggression ($M = 9.31, p < .001$) compared to madrassa students ($M = 33.09, p < .001$). These results demonstrate significant mean differences between the two groups.

Table 5: Mean, standard deviation, and t-values for school and madrassa on outcomes of corporal punishment (N=250).

Statement Variables	Madrassa (n=141)		School (n=109)		T (248)	P	95% CI	
	M	SD	M	SD			LL	UL
Corporal punishment	23.80	4.53	24.51	4.69	1.20	.003	-1.86	2.41
Emotional adjustment	71.17	10.23	76.17	14.55	3.18	.001	-8.08	-1.09
Juvenile delinquency	15.04	5.80	13.93	4.30	1.67	.095	-.199	2.41
Aggression	33.09	9.31	20.31	11.08	9.90	.000	10.23	15.32

The data in Table 6 shows that the use of corporal punishment is a predictor of juvenile delinquency. The result shows that this relationship is significant ($F(1, 248) = .281, p < .01$), indicating that 1% of the variance in juvenile delinquency can be accounted for by this factor ($R^2 = .001$). Additionally, it is worth noting that the predictor variables show a positive correlation with the outcome variable. Specifically, corporal punishment has a positive effect ($\beta = .034, t = .530, p < .01$) on predicting juvenile delinquency.

Table 6: Linear regression analysis for predicting juvenile delinquency from construct of corporal punishment (N= 250)

Variables	JV		
	<i>B</i>	R^2	<i>F</i>
			.281***
Corporal Punishment	.034***	.001	

Note. *** $p < .001$

The results in Table 7 depict corporal punishment as a predictor variable for emotional adjustment. The results show significance with an F value of 43.95 (1, 248) and a p -value of less than .001. This suggests that emotional adjustment accounts for 1% of the variance in the outcome variable (emotional adjustment) with an R^2 value of .15. Furthermore, the predictor variables are observed to have a positive influence on the outcome variables. Specifically, corporal punishment predicts emotional adjustment with a β value of .388, a t -value of 6.63, and a p -value of less than .001.

Table 7: Linear regression analysis for predicting emotional adjustment from the construct of corporal punishment (N= 250)

Variables	EA		
	<i>B</i>	R^2	<i>F</i>
			43.95. ***
Corporal Punishment	.388***	.15***	

Note. *** $p < .001$

As per Table 8, the use of corporal punishment is a significant predictor of aggression, with a significant F -value of (1, 248) = 10.024, $p < .001$. This specifies that aggression accounts for

1% of the variance in the outcome variable (aggression), as represented by an R^2 value of .039. Additionally, it is important to note that the predictor variables positively correlate with the outcome variables. In this case, corporal punishment predicts aggression ($\beta = .197$, $t = 3.16$, $p < .001$).

Table 8: Linear regression analysis for predicting aggression from the construct of corporal punishment (N= 250)

Variables	Aggression		
	<i>B</i>	R^2	<i>F</i>
Corporal Punishment	.197***	.039**	10.02**

Note. ** $p < .01$; *** $p < .001$

5. Discussion

The present study underscores a compelling connection between corporal punishment and various critical aspects of child development, such as emotional adjustment, juvenile delinquency, and aggression. This aligns with existing research, demonstrating that children subjected to excessive or inappropriate levels of corporal punishment often grapple with emotional challenges. Notably, studies conducted by Vishal & Kaji (2014) and Bala (2014) have consistently documented that children exposed to corporal punishment tend to face emotional difficulties that significantly impact their social lives. Additionally, Basu's (2012) investigation revealed that high levels of punishment can lead to emotional maladjustment. Curiously, children who do not experience corporal punishment appear to be more emotionally stable compared to those who do.

In light of our study's findings, a clear negative correlation emerges between emotional adjustment and juvenile delinquency, which pertains to illegal activities committed by individuals under the age of 18 (Strauss & Douglas, 2008). This suggests that youngsters engaged in delinquent behaviour at an early age often struggle with emotional regulation. Prior research has also indicated that children who endure physical abuse or engage in criminal activities are at greater risk of developing antisocial tendencies, necessitating interventions for emotional adjustment issues (Ryan et al., 2008). The research studies illustrate that antisocial behaviour and criminal conduct caused by physical punishment can develop a lack of interest in education, extracurricular activities, and negative attitudes toward people in power (Ryan et al., 2008).

Moreover, our study finds a strong correlation between aggressiveness and adolescent criminality. It is clear that kids who engage in delinquent activities are far more prone to aggressive tendencies. Earlier research depicts that parents with criminal histories may unintentionally teach their kids that using violence to solve issues is appropriate and frequently exhibit aggressive behaviour (White, 2001; Chauhan, 2013). Our study's findings endorse the findings of earlier studies in this respect.

This study investigated the gender-based experiences of corporal punishment and its link with aggressiveness, juvenile delinquency, and emotional adjustment. The results showed that boys are more vulnerable to physical punishment than female students. Further, the data suggest that corporal punishment makes boys more inclined to criminal conduct than girls. Similar results are seen in Khuwaja et al. (2018) research. According to their research, boys are more likely than girls to get physical punishment at home and at school. Our findings are also in line with Nazar et al.'s (2019) study. Their study found that teachers more frequently physically punished guys. In Pakhtun society, girls were more inclined to endure and accept the physical punishment at home and at the classroom. This according to Saeed (2012) can be a result of cultural perceptions on the use of physical force to discipline women.

The results of this research study indicated that students at government schools are more vulnerable to physical punishment, resulting in emotional adjustment. Similarly, students of Madrassa schools experience less violence, however they are more inclined to the issue of juvenile delinquency, as depicted by our study. The study of Nazar et al. (2019) has yielded contradictory results to our study. They found that boys from madrassas were more likely to experience corporal violence than students at English schools.

Our study's findings depicted a strong link between physical victimization at schools with juvenile delinquency, aggressiveness, and emotional adjustment. This is consistent with research showing that young children who experience physical punishment are more likely to engage in juvenile delinquency and display violence in the future. This study endorses Lui et al.'s (2021) research, highlighting the notion of “violence begets violence”. Studies on intergenerational transmission of violence highlight that punishment from parents and teachers can cause maladjustment and violent behaviour among children.

The findings of our study are in line with the study conducted by Hussain (2015) in schools at Multan, Punjab, Pakistan. Hussain found that physical punishment significantly hinders the development of positive teacher-student relationships, resulting in an increase in student dropouts, barricading academic progress, and causing resentment toward educators. Furthermore, it also contributed to early school leaving, increased aggression and conflicts among students, lowered moral growth, elevated drug usage, made students more vulnerable to sexual abuse, impeded academic performance, increased school absences, and weakened self-esteem.

6. Conclusion

This study attempted to investigate the ramifications of corporal punishment on students studying in conventional schools and madrassas. A number of hypotheses were meticulously examined, the outcomes of which revealed critical insights. The findings of this study establish a clear and positive correlation between corporal punishment and juvenile delinquency, students' aggression, and students' emotional adjustment. The findings support compelling

evidence from the literature, revealing the challenges faced by those subjected to such punitive measures.

This study further examined the unique contexts of the impact of corporal punishment on students studying in schools and madrassas and found notable differences between these two settings concerning our variables of interest. The findings showed that school students were more susceptible to corporal punishment and emotional adjustment, while madrassa students exhibited high juvenile delinquency and aggression due to corporal punishment. Finally, this study identified the gender differences, indicating that boys, in comparison to girls, displayed significantly higher levels of emotional adjustment challenges, aggression, and juvenile delinquency. These inclusive findings shed light on the multifaceted impact of corporal punishment on students' well-being and behaviour.

Declaration of conflict of interest

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ORCID iD

Muhammad Saeed <https://orcid.org/0000-0001-8439-3830>

Iqbal Ahmad <https://orcid.org/0000-0002-4109-5013>

Muhammad Israr <https://orcid.org/0000-0001-9469-4573>

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