

Impact of Disciplinary Practices on Students' Personality Development at the Secondary Level Schools

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Abstract

This study examined the impact of disciplinary practices on students' personality development from the perspective of secondary school teachers. It was conducted in three government schools, one private secondary school, and one government college in Gulshan-e-Iqbal Town, Karachi, with teachers from these institutions as the target population. A stratified random sampling method was employed to ensure diversity, considering factors such as gender, qualification, experience, and school management type. Four hypotheses were developed based on these demographic variables. The data collection involved a self-administered questionnaire distributed to respondents, and two statistical techniques were applied: descriptive statistics for presenting demographic data and inferential analysis through percentage calculations and chi-square testing. The results revealed that disciplinary practices had multidimensional effects on students' personality development. The study highlighted the need for teacher education, training, and awareness regarding non-punitive disciplinary approaches, advocating for the adoption of positive strategies to address student misbehavior. The researcher concluded with a discussion of the findings and offered recommendations to foster healthier personality development among secondary-level students.

Keywords: *Disciplinary Practices, Personality Development, Secondary Education, Student Behavior, School Discipline, Emotional Growth*

Introduction

Disciplinary practices in schools have been a globally debated issue, with widespread concerns regarding their impact on students. Despite being banned in many countries, these practices continue to persist in both public and private institutions, causing severe harm to students' emotional, psychological, social, mental, and physical well-being. Historically, teachers were legally permitted to use disciplinary practices freely, often resulting in violence and mistreatment of students. In Pakistan, such practices have led to numerous cases of injury, trauma, and even death, contributing to increased dropout rates and the development of anti-social behaviors among students.

The purpose of this study is to explore the impact of disciplinary practices on the personality development of students, particularly from the perspective of secondary school teachers. The rationale for this research lies in the need to better understand how these practices shape students' emotional and psychological growth, as well as the broader consequences for their future behavior and academic success. Despite the existing literature on the negative effects of corporal punishment, there remains a research gap in examining its multifaceted impact on personality development within the context of Pakistan's secondary education system.

This study aims to fill this gap by investigating the relationship between disciplinary practices and students' personality development and offering recommendations for improving the current disciplinary methods used in schools. The structure of the paper is as follows: the next section discusses the methodology used to gather data, followed by an analysis of the findings. Finally, the paper concludes with a discussion of the implications for educational practice and

policy, along with recommendations for fostering healthier and more supportive disciplinary approaches in schools.

Background of the Study

There can be seen a lot of controversial problems in all states or areas. As we see the problem of disciplinary practice on students in schools. Not only in the government schools, in fact are students being punished in private schools too. It is a common social problem in all over the world. It has always been a controversy for years. Disciplinary practice is given to the students not only today in fact this problem has a vast history when a period was existing in which students were punished by their teachers freely and the teachers were legally allowed to beat them on account of their mistakes. So, the children became the victims of violence and this violence has never been finished. Children are still bearing disciplinary practices in schools. The use of disciplinary practice in schools has been widely debated. Some believe it is a means of discipline while others call it abuse. Disciplinary practice is harmful to children. It could lead to emotional, psychological, social, mental and physical problems. Disciplinary practice is so readily at hand that it discourages some teachers from trying alternatives.

Many of the students start to hate their teachers, school administration and study and become delinquent and they start to be involved in un-ethical and anti-social activities. They become aggressive and violent too. For instance, a student of the Punjab province murdered his teacher. Many of the examples we can see in our country that students take revenge from their teachers or principals by beating and murdering them.

The researcher has got motivation to do the research on this topic because of the increasing ratio of students who have become delinquent and pessimist in the result of disciplinary practices and have suicidal thoughts in the result of disciplinary practices on them.

Statement of the Problem

Disciplinary practice in our country is still used in schools across the rural parts of the country as a means of enforcing student discipline. The method has been criticized by some children's rights activists who claim that many cases of disciplinary practice in schools have resulted in physical, social, psychological, emotional and mental abuse of schoolchildren. According to one report, disciplinary practice is a key reason for school dropouts and subsequently, street children, in Pakistan; as many as 35,000 high school pupils in Pakistan are said to drop out of the education system each year because they have been punished or abused in school.

Through this research study those impacts will be found out which effect the students' personality development in the result of disciplinary practices and the recommendations and suggestions will be given as well.

Research Objectives

The objective of this study is to investigate the impact of disciplinary practices on the personality development of secondary school students from the perspective of teachers, by analyzing how various disciplinary approaches influence students' behavioral, emotional, and social growth, and to recommend effective, positive disciplinary strategies for fostering healthy personality development.

Research Questions

1. What are the perceptions of male & female teachers regarding disciplinary practice impact on students' personality development?
2. How teachers' qualification directly affects students' personality due to disciplinary practice?
3. What is the impact of disciplinary practices on the personality development of students in secondary schools?

Review of the Literature

The review of literature related to the topic of this research study will be presented in this chapter like the definition and explanation of disciplinary practice with its types, problems, ongoing use in schools, advantages and disadvantages of disciplinary practice. Causes behind disciplinary practice and its effects will be given at the end.

Disciplinary Practice

Disciplinary practice can be defined as "The use of physical force intended to cause pain, but not injury, for the purpose of correcting or controlling a child's behavior" (Straus and Donnelly, 2005: 3-7).

The concept is further elaborated by Gershoff (2002) that disciplinary practice is; behaviors, which do not result in significant physical injury (e.g., spank, slap) are considered disciplinary practice, whereas behaviors that risk injury (e.g., punching, kicking, burning) are considered physical abuse (Gershoff, 2002: 539-579).

In educational context the term corporal or physical punishment is the use of physical force intended to cause some degree of pain or discomfort for discipline, correction, and control, changing behavior or in the belief of educating/bringing up the child. Physical pain can be caused by different means

Such as hitting the child with a hand or other objects, kicking, shaking or throwing the child, pinching or pulling the hair, caning or whipping etc.

Physical punishment may have a long-term, negative impact on mental and emotional health of children. Such punishment may encourage internalization of emotion and guilt, which can manifest itself in such mental health problems as anxiety and depression. One study linked disciplinary practice with mental health effects as "an outcome of the suppression of childhood anger associated with being hit by adults who children depend on for love and nurturance." Less visible than externalizing behavior, but equally serious, is the development of internalizing problems such as depression, anxiety, suicidal ideation and other mental health concerns. Such problems are often ignored and left untreated, and can have lifelong effects, including influencing the parenting of the next generation. New Zealand's high levels of suicide (Action for Children and Youth Aotearoa 2003) are already a concern, so this is a particularly worrying effect of the acceptance of punishment in our culture. According to Straus (1999), mental health problems are associated with physical punishment due to their being an outcome of the suppression of childhood anger associated with being hit by adults who children depend on for love and nurturance.

Gershoff (2002a) reviewed 12 studies of physical punishment and mental health in childhood, and eight studies of physical punishment and mental health in adulthood. Again, there was complete consistency in the findings of these studies that mental health problems in childhood and adulthood were associated with the use of physical punishment.

Heaven and Goldstein (2001) surveyed 242 Anglo-Australian and Asian- Australian high school students about their parents' disciplinary style, and their own depression and self-esteem. Depression was significantly related to perceptions of parents' punitiveness and withdrawal of love. Among Anglo students, low self-esteem was significantly related to low levels of inductiveness and high levels of love withdrawal. Students were more depressed, regardless of ethnicity, if they had experienced punitive and unaffectionate parenting. The effect of parental discipline on depression was mediated by low self-esteem in

Anglo students (but not in Asian students). Punitive discipline also had a more negative effect on internalizing behavior for girls than for boys.

A sociocultural perspective on development suggests that children's cognitive development emerges out of social interactions. Social relationships such as early attachment to caregivers,

friendships and collaborative learning between peers, and relationships between children and teachers, directly and indirectly influence children's learning and motivation to learn. The use of verbal methods of discipline through explanation and reasoning are likely to provide the child with more cognitive stimulation than the use of disciplinary practice without induction (Straus 2001). Thus, poorer cognitive outcomes may result if parents who physically punish their children make less use of inductive methods of discipline, such as explanation and reasoning - procedures that are likely to enhance cognitive growth. It may also be that children who are anxious about being physically punished are inhibited from exploring their physical and social worlds, and therefore less likely to extend their cognitive skills.

Gershoff's (2002a) meta-analysis does not include any studies linking physical punishment to cognitive development or academic achievement, but our report (Smith 2005) located seven studies linking aspects of children's cognitive development to family discipline (Cherian 1994, Jester et al. 1999, Shumow et al. 1998, Smith and Brooks-Gunn 1997, Solomon and Serres 1999, Straus 2001, Straus and Paschall 2003). These seven studies all show an association between harsh discipline and poorer academic achievement and/or cognitive development across a range of ages and ethnic groups. One of the seven studies (Smith and Brooks-Gunn 1997) focused on verbally punitive behaviour and the other six studies focused on physical punishment.

A longitudinal study in Wisconsin public schools by Shumow et al. (1998) examined the relationships between parental discipline, children's academic achievement at school and teacher ratings of behavioral adjustment to schools. The study used a variety of measures including parental reports (from interviews) of child-rearing expectations and discipline at two points in time (when children were in third and fifth grade), school achievement results and teacher ratings. Reported parental harshness was associated with negative teacher reports of child adjustment at school and parental reports of behavior problems at home. Parenting strategies were stable over two years, indicating a consistent child-rearing approach. In both the third and fifth grades, parental harshness was associated with children displaying poorer developmental outcomes (in academic achievement and adjustment to school), even after controlling for family income, race, family structure, parental education and maternal unemployment. The authors concluded that parental harshness was associated with poorer cognitive achievement (and social adjustment) in the school setting.

A recent study tested the hypothesis that in cultures where physical punishment is normative, the effects of it are less negative (Lansford et al. 2005). Cultural normativeness refers to the extent to which family members within a culture perceive physical punishment as normal for their culture, and the extent to which families actually use it in that culture. The normativeness of physical punishment varied across six countries in the study, from the lowest in Thailand, through China, the Philippines, Italy to the highest in Kenya (Lansford et al. 2005), with varying collectivist and religious affiliations among those countries. Altogether, 336 mother-child dyads, mainly middle-class, were interviewed to assess the relevance of physical punishment in each culture, and to determine the perceptions (of mothers and children) of the use of physical punishment in their families and in other families in their cultural group.

Types of Disciplinary practices

Disciplinary practice can be broadly classified as Physical punishments, Emotional punishments and Negative reinforcement.

Physical Punishments

Making the children stand as well chair.

- * Keeping the school bags on their heads.

- * Making them stand for the whole day in the sun.
- * Make the children kneel down and do the work.
- * Making them stand on the bench.
- * Making them stand with hands raised.
- * Hold a pencil in their mouth and stand.
- * Holding their ears with hands passed under the legs.
- * Tying the children's hands.

Emotional Punishments

- * Slapping by the positive sex.
- * Scolding, abusing and humiliating.
- * Label the child according to her him around the class.
- * Make them stand at the back of the class and told to complete the work. His misbehavior and send her or him around the class
- * Suspending them from school for a couple of days.
- * Pinning paper on their back and labeling them "I am a fool" etc
- * Teacher takes the child to every class where he or she goes and humiliates the child.
- * Removing the shirts of boys.

Negative Reinforcement

- * Detention during the break and lunch.
- * Locking them in a dark room.
- * Call for parents and asking the children to bring explanatory letters from the parents.
- * Sending them home or keeping the child outside the school gate.
- * Making the children sit on the floor in the class room.
- * Making the child clean the premises.
- * Making the child run around the building or the playground.
- * Sending the children to the principal.
- * Making them stand till the teacher comes.
- * Giving oral warnings and letters in the diary or calendar.
- * Threatening to give TC for the child.
- * Asking them to miss games or other activities.
- * Deducting marks.
- * Treating three late comings to one day absence from school.
- * Giving excessive imposition.
- * Make the children pay fines.
- * Not allowing them into the class.
- * Sitting on the floor for one period for a day, week or month.

Research Methodology

Research Design

The overall approach of the study was quantitative in nature and the survey method was used to collect Secondary data from respondents. The survey method is considered the best method where attitudes, ideas, comments and public opinions as strong agree (SA), agree (A) neutral (N), Disagree (D) and strong disagree (SD) on a problem or issue are studied.

To begin with the chapter, the methodology used in the research was random sampling done through survey-based research followed by the interviews of Students, Teachers and Professional about the issues of dropouts among Secondary, College and University level students in the Gulshan-e-Iqbal East Karachi. Reviews of literature also guided this chapter of

the study. Random sampling was selected as this technique of sampling adequately suited the research purpose.

Design Procedure

All procedures in the study were followed as required to conduct the survey study in social sciences. Data collection procedure was the next step in the study which gave the researcher an insight how to reach and collect data from observation and filed visits to various locations of secondary schools of Karachi region. Next step in the research design procedure was the processing of the collected data from the samples through observations, instrument and filed visits including teachers and students who had dropped out of their schools due to various reasons as was pointed out by prominent researchers in the study. The next stage was finalization of writing the report and conclusion with the consultation of the research supervisor.

Study Population

The population of the study was composed on secondary school teachers & Students, of 3 government and 1 private school situated in Gulshan-e-Iqbal, Karachi.

Sampling in the Study

To cover the diverse characteristics of the population, stratified random sampling was adopted and the stratification was based on gender, qualification and experience. The sample size was 1250.

Research Instrument

For this research study, the researcher used a questionnaire as a research instrument. The questionnaire was only for teachers. It had two sections. Section 'A' was about demographic information and Section B' was a teacher's perceptions scale comprises of 15 statements about the impacts of disciplinary practices on students' personality development. It required the respondents to give their opinion by ticking one of the options given against each statement. The researcher has found a questionnaire related to the topic. The questionnaire was reviewed and modified after the review of literature and taking opinions of the research guide and some teachers to make suitable and valid for present study.

Procedure of Data Collection

After developing questionnaire, the researcher took out it's copies and went to the selected schools, got permission of principals by showing assistance letter then selected samples and distributed questionnaire among them for filling up. This way, the researcher collected data.

Data Analysis

Two types of statistical techniques were used for data analysis. The questionnaire items were analyzed using simple percentage (%) method and null hypotheses were tested, using chi square.

1. H₀: There will be no correlation in the views of male and female teachers regarding the impacts of disciplinary practices on students' personality development.

H_a: There will be correlation in the views of male and female teachers regarding the impacts of disciplinary practices on students' personality development.

Gender	Agree	Undecided	Disagree	Total
Male	527(522.34)	269(277.98)	229(224.68)	1025
Female	110(114.66)	70(61.02)	45(49.32)	225
Total	637	339	274	1250

Solution: -

Degrees of freedom(df) = n-1

Degrees of freedom(df) = 3-1=2

Degrees of freedom(df) = 2

Significance Level = 0.05

Tabulated Value = 5.99

Chi-Square Formula

$$X^2 \sum = \frac{(\text{Observed Value} - \text{Expected Value})^2}{(\text{Expected Value})}$$

Male	O – E	(O – E)	(O – E)²	(O-E)² ÷ E
Agreed	527 – 522.34	4.66	21.71	0.04
Undecided	269 – 277.98	-8.98	80.64	0.29
Disagreed	229 – 224.68	4.32	18.66	0.08
Total	1025			0.41
Female				
Agreed	110 – 114.66	-4.66	21.71	0.18
Undecided	70 – 61.02	8.98	80.64	1.32
Disagreed	45 – 49.32	-4.32	18.66	0.37
Total	225			1.87
Grand total	1250			2.28

$$X^2 = 2.28$$

Analysis

The Calculated chi-square value (2.28) is less than the value of 0.05(5.99), then, the null hypothesis fails to reject.

Therefore, it is concluded that There will be no correlation in the views of male and female teachers regarding the impacts of disciplinary practices on students' personality development.

2. HO: There will be no correlation in the views of government and private teachers regarding the impact of disciplinary practices on students' personality development.

Ha: There will be correlation in the views of government and private teachers regarding the impact of disciplinary practices on students' personality development.

Teachers	Agreed	Undecided	Disagreed	Total
Govt. Teacher	580(573.3)	310(305.1)	235(246.6)	1125
Private Teacher	57(63.7)	29(33.9)	39(27.4)	125
Total	637	339	274	1250

Solution: -

Degrees of freedom(df) = n-1

Degrees of freedom(df) = 3-1=2

Degrees of freedom(df) = 2

Significance Level = 0.05

Tabulated Value = 5.99

Chi-Square Formula

$$X^2 \sum = (\text{Observed Value} - \text{Expected Value})^2$$

(Expected Value)				
Govt Teacher	O – E	(O – E)	(O – E) ²	(O – E) ² ÷ E
Agreed	580 – 573.3	6.7	44.89	0.07
Undecided	310 – 305.1	4.9	24.01	0.07
Disagreed	235 – 246.6	-11.6	134.56	0.54
Total	1125			0.68
Private Teacher				
Agreed	57 – 63.7	-6.7	44.89	0.70
Undecided	29 – 33.9	-4.9	24.01	0.70
Disagreed	39 – 27.4	11.6	134.56	4.91
Total	125			6.31
Grand total	1250			6.99

$$X^2 = 6.99$$

Analysis

The Calculated chi-square value (6.99) is greater than the value of 0.05(5.99), then, the null hypothesis Rejected.

Therefore, it is concluded that There will be correlation in the views of government and private teachers regarding the impact of disciplinary practices on students' personality development.

3. H0: There is a no difference between mental, physical, emotional, psychological, social,

Ha: There is a difference between mental, physical, emotional, psychological, social,

Category	agreed	undecided	disagreed	Total
Physical	50(33.33)	13(33.33)	37(33.33)	100
emotional	84(50)	37(50)	29(50)	150
Mental	56(33.33)	34(33.33)	10(33.33)	100
Social	167(116.66)	101(116.66)	82(116.66)	350
Psychological	187(116.66)	103(116.66)	60(116.66)	350
Total	544	288	218	1050

Solution: -

Degrees of freedom(df) = n-1

Degrees of freedom(df) = 3-1=2

Degrees of freedom(df) = 2

Significance Level = 0.05

Tabulated Value = 5.99

Chi-Square Formula

$\chi^2 \sum = \frac{(\text{Observed Value} - \text{Expected Value})^2}{(\text{Expected Value})}$

Categories	O-E	(O-E)	(O-E) ²	(O-E) ² ÷ E
Physical				
Agreed	50 – 33.33	16.67	277.88	8.33
Undecided	13 – 33.33	-26.33	413.3	12.4
Disagreed	37 – 33.33	3.67	13.46	0.4
Total	100			21.13
Emotional				
Agreed	84 – 50	34	1156	23.12
Undecided	37 – 50	-13	169	3.38
Disagreed	29 – 50	-21	441	8.82
Total	150			35.32
Mental				
Agreed	56 – 33.33	22.67	513.92	15.41
Undecided	34 – 33.33	0.67	0.44	0.01
Disagreed	10 – 33.33	-23.33	544.28	16.33
Total	100			31.75
Social				
Agreed	167 – 116.66	50.34	2534.11	21.72
Undecided	101 – 116.66	-15.66	245.23	2.1
Disagreed	82 – 116.66	-34.66	1201.31	10.29
Total	350			34.11

Psychological				
Agreed	187 – 116.66	70.34	4947.71	42.41
Undecided	103 – 116.66	-13.66	186.59	1.59
Disagreed	60 – 116.666	-56.66	3210.35	27.51
Total	350			71.51
Grand Total	1050			193.82

$X^2 = 193.82$

Analysis

The Calculated chi-square value (193.82) is greater than the value of 0.05(5.99), then, the null hypothesis Rejected.

Therefore, it is concluded that There is a difference between mental, physical, emotional, psychological, social,

Findings

- * 36% agree that punishment suppresses students' growth and development.
- * 38% agree that students can become physically disabled by disciplinary practice.
- * 40% agree that disciplinary practice creates fear and hesitation in students.
- * 40% agree that students become aggressive by disciplinary practice.
- * 30% agree that students feel hate for teachers and study.
- * 52% agree that disciplinary practice causes the feeling of confusion.
- * 44% were neutral in this statement that disciplinary practice adversely affects the students' cognitive functioning.
- * 36% were neutral in this statement that students become the victims of maladjustment.
- * 30% were agreed in this statement that students become delinquent.
- * 30% were agreed and 30% were neutral in the statement that disciplinary practice encourages a child to do the same. /
- * 40% agree with this statement that disciplinary practice hinders the teacher student interaction.
- * 50% agree with this statement that disciplinary practice develops the habit of telling lie.
- * 34% were neutral in this statement that students become disobedient.
- * 36% were neutral in this statement that students start to care about moral values.
- * 46% agree with this statement that disciplinary practice affects students' confidence.
- * 40% were agreed in this statement that disciplinary practice creates inferiority complex.
- * 42% agree with this statement that disciplinary practice causes depression in students.
- * 44% agree with this statement that disciplinary practice lowers self- esteem of students.
- * 34% were agreed in this statement that disciplinary practice causes pessimism.
- * 36% agree with this statement that disciplinary practice creates self-pity in students.
- * 36% were agreed in this statement that disciplinary practice creates frustration in students.
- * 32% agree with this statement that disciplinary practice increases students' attendance.
- * 38% were agreed in this statement that disciplinary practice hinders students learning capacity.

- * 38% were neutral in this statement that disciplinary practice affects students' result positively.
- * 37% were disagreed with this statement that students could be motivated to the study by disciplinary practice.

Discussion

The present study has explored the impacts of disciplinary practices on students' personality development regarding secondary school teachers' perceptions. The impacts can be more and more. So, further research on this topic is still needed.

The results of the study presented in simple percentage method indicate that majority of the respondents agree that disciplinary practices suppresses students growth and development, students can become physically disabled. It creates fear and hesitation in students, Students become aggressive and feel hate for teachers and study. Disciplinary practice causes the feeling of confusion and hinders teacher student interaction. Students can get psychological effects as well like the can become the victims of pessimism, self-pity, depression, inferiority complex. It lowers their self-esteem and they can lose their confidence as well.

In spite of it, majority of the teachers agree with that student can become obedient by disciplinary practice and it increases their attendance as well.

Majority of the respondents were neutral about that disciplinary practice adversely affects the students' cognitive functioning, they become victims of maladjustment and delinquency. They start to care about moral values. It creates frustration, hinders students learning capacity and affects students' result positively.

Half of the respondents were agreed that disciplinary practice causes pessimism and encourages a child to do the same and half of the samples were neutral in these statements.

Majority of the respondents were males, in the age group of 36-40 or above, were graduated, were from government schools.

Majority of the respondents were in favor of disciplinary practice for sometimes to maintain the discipline in classroom.

Conclusion

This quantitative study has aimed to view The Impacts of Disciplinary practices on Students' Personality Development from secondary school teachers' perspective.

In the beginning, researcher has presented the background of the research problem. Objectives and significance of the study have been highlighted. Hypotheses have been formulated in this chapter as well. Scope of study and explanation of key terms have been given at the end of the chapter.

In the review of literature related to the topic of this research study have been presented like the definition and explanation of disciplinary practice with it s types, ongoing use in schools, advantages and disadvantages of disciplinary practice. Causes behind disciplinary practice and it' s effects have been given at the end at the end of the chapter.

The researcher has given the detail of the research methodology and research tool used by the researcher, for investigating the problem as well as the entire procedure of the research. The researcher has presented the description of demographic variables in tables and graphical representation. The questionnaire items have been analyzed using simple percentage (%) method. In the end of the chapter the researcher has tested hypotheses by using chi-square. In summary of whole thesis has been presented. The results (Findings) of data and tested hypotheses have been

concluded and the discussions have been made on the bases of findings. After it, recommendations for the solution of problem and suggestions for further research in future on mentioned research problem have also been given.

Recommendations

- * Introduce and pass federal legislation prohibiting the use of disciplinary practice in schools.
- * Define disciplinary practice as any punishment by which physical force is used with the intention of causing some degree of pain or discomfort, however light.
- * Promote the use of positive behavioral supports and provide teachers and school administrators with the tools and resources necessary to develop safe and effective methods for encouraging positive student behavior.
- * Teachers should be trained to create safe and supportive school discipline plans, In order to maintain classroom control, the teacher must display an attitude of respect for the students. Students must feel that they are loved and understood.
- * The students' parents should be involved in decision making about school issues affecting the students, including educational goals and disciplinary rules.
- * Other solutions are parent-teacher conferences, revocation of privileges like recess, after school detention and counseling.
- * The development and understanding of the use of solutions to disciplinary practice is important for all units of society. In a sense, the need is for a program to educate teachers, parents, and school administrators. Society needs to work along with the schools in order to eliminate the use of disciplinary practice. The negative effects of disciplinary practices on students' personality development must be well publicized, and recognized by the public at large as well as the clinical community, resulting in a social atmosphere condemning it.
- * Schools need to be well staffed with educational psychologists. Educational psychologists can guide better to use alternatives to discipline the students, to develop good habits in students for their good personality development.
- * Teachers should praise the students on their little achievements. So that they can become more confident to get big achievements.
- * There should be physical activities in schools so that the students will become healthy and their personality will be groomed.
- * There should be given friendly environment to the students so that they will not feel fear and hesitation and will not become aggressive. In fact, their attendance will be increased. They will not become delinquent and victims of maladjustment, pessimism, inferiority complex, depression, frustration and self-pity. They will not lie.
- * If the behavior of teachers will be positive and if they will use different interesting, attractive and useful teaching methods and techniques with students' participation, then students will not hate their teachers and study. In fact, their academic performance will be good, like their learning capacity will be increased and their result will be positive

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