

The Relationship Of Parental Corporal Punishment With Students' Self-Efficacy And Academic Achievement

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ABSTRACT

The objectives of the study were to measure the intensity of parental corporal punishment of 388 students at secondary level and to find out the correlation between parental corporal punishment of students and their academic achievement. Moreover, it was also aimed to find correlation between students' self-efficacy and academic achievement. The achievement score was measured by taking their previous class achievement score (9th Grade). It was descriptive study and survey type as well as co relational research. Two questionnaires were used for data collection. One was about parental punishment and the other was about self-efficacy. The Questionnaires were pilot tested before implementation. The parental punishment had a Cronbach Alpha of .82. While the questionnaire for self-efficacy had a Cronbach Alpha of .89. The population of the study consisted of Secondary level students of Grade 10th of both public and private schools from four districts (District Dir lower, Buner, Lower Chitral, Bajour) of Malakand Region, KPK which were 44227 students. The sample was selected from eight schools of Grade 10 from each district randomly. Twenty percent students from each tenth grade were¹ selected by multi-stage random sampling technique. Data collected from questionnaires were analyzed through using descriptive statistics as well as inferential including mean, frequencies, percentage, t-test and correlation by using SPSS. It was found out that there was weak positive significant relationship between students' self-efficacy and academic achievement and the students who were punished showed less academic performance in their examination $r = -.63$. It was recommended that students should be not be punished as it would result in deteriorating their self-efficacy and academic performance.

Key Words: Parental Corporal Punishment, Self-Efficacy and achievement.

INTRODUCTION

Nowadays due to the awareness raising because of worldwide movement it has been concluded that any type of punishment for the sake of disciplining children behavior is regarded as a contravention of children rights to human dignity (Zhang, Wang, Feng, Zhu, Cui, Hao & Wang, 2022). In all over the world, very large numbers of kids are facing corporal punishment not only in their homes or schools but also in the places of care settings (Ali, Malik & Khan 2019). UNICEF (2010) conducted a study in more than 30 countries about disciplining of children in home by having middle and low income level. From that study it was find out that 75% children face violent and rude discipline, while 17% children faces a very tough physical punishment e.g. hitting or slaps on the face, on head, punching

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on backs, or pulling ears repeatedly. Pakistan has signed on the Rights of the Child (CRC) during the Convention held on November 12th, 1990 (Arthur, 2005).

Therefore Khyber Pakhtunkhwa (KPK) Government has put ban on corporal punishment in schools in December, 2003. But UNICEF and Save the Children (2005) found that teachers are still inflicting corporal punishment to students in the province of KPK. Such practices are noticed in homes that parental corporal punishment is too much common. Its observed that its consequences is confronting in worst form mainly in the shape of maladjustment such as to commit suicide (Bu, 2019). Pakistan decided in 1997 to take out its reservation and World Organization against torture cordially hailed such decision, since it marked the purpose to completely implement child's civil rights in Pakistan so keeping in mind the reservations of world organization it can be deducted that the study is worth essential to be conducted (Bassam, Marianne, Rabbaa & Gerbaka, 2018).

Academic achievement

Parents being the most integral part of the society help the children in almost every step of their lives (Bozdağ & Çuhadar, 2022). Parenting is supposed to be the first and foremost step in child education and overall development, in relation with the society norms and its values Parental corporal punishment is considered as a public health problem because of its impacts on physical, psychological, and social health of children (Bordin, Duarte, Peres, Nascimento, Curto & Paula, 2009). Corporal punishment results in the physical disabilities and illness which may varies in various forms and there are also various types of metabolic disorders which are associated with the corporal punishment by the parents. In terms of psychological health, corporal punishment of children may include various psychological complications (Baumrind, Larzelere & Owens, 2010).

Almost, it is considered that Parental corporal punishment is the most severe type of act that ultimately results in the negative impacts on the personality as well as upon the physical and mental health of individuals (Brennan, 2022). Different students describe its effects differently; some explain that such punishment imparts constant fear in their minds that affects the relationship with their parents. All types of child constructs are under the influence of parental corporal punishment that include high level of immediate compliance and aggression and lower level of moral acquisition and mental health (Chen, Wu & Wei, 2020). Parental corporal punishment at home is related with all child development that includes its academic achievement as well as its physical aspects of health. The study reflects that corporal punishment has various impacts upon students' academic performance/career, psyche and personality development (Chiocca, 2017).

The experience and observation shows that parents who are punishing the children may develop negative traits in personality development. Corporal punishment is considered to be the most popular form of act or form experienced by children. Almost hundreds and thousands of children die every year as victims of corporal punishment and many more undergone from many physical disabilities (Cummings, 2021).

Academic performance, psyche and personality development is directly associated with the corporal punishment. Children do not like physical punishment and the pain and anger associated with it. Parental corporal punishment is the most harmful aspects for individual/student because it may vacate the roots of development of personality and affects their academic career (Duong, Van Nguyen, Vu & Trinh, 2020). A pilot study associated followed by experimental test conducted, suggested that there is a negative regression in the child's academic achievement and psychological behavior. Physical punishment affects the students 'self-efficacy to learn as the child become angry, helpless, powerless, ashamed and guilty. While many parents believe that leaving the rod is spoiling the child and corporal punishment has many benefits for disciplining and character building as well as learning of students (Ali et al., 2019)..

Parental involvement in education is a significant aspect of child education. Studies have shown that there is a closer correlation between children academic achievement and parental involvement in Education (Fenton-Glynn, 2021). However, it has been observed

that corporal punishment on the part of parents, has negatively affected students' academic achievement because when students are punished they lose self-confidence and self-efficacy which are essential building blocks of an individual's personality. Although, children still receive punishment from parents at home while at school it has been banned, when the students are punished more by parents it will result in deteriorating their self-efficacy which will affect their academic achievement score.

Self Efficacy

Self-efficacy deal with own ability in order to perform or carry out a peculiar task (Gist& Mitchell, 1992). Hence self efficacy is a specific task and should not be treated is a constant personality attribute, like self esteem. It has been concluded from a study by teachers' and parents support enhances child motivation and self efficacy which in turn enhances their academic performances positively. Self-efficacy, is an essential element of social cognitive theory, seems to be an important variable because it affects students' motivation and learning (Bozdağ & Çuhadar, 2022). Self-efficacy is generally people beliefs on his or potentials to generate a given success. Self efficacy may be defined as "the hope in anyone potential to systematize and perform the series of behavior required to be performed in expected situations". Public have the thinking about their abilities to do series of acts for the entire kinds of tasks: teaching, baking, running, Playing hockey or tennis, riding a horse etc (Fottrel, 2021). Such kind of thinking are vital as they were being considered to have an immense impact on outcomes, which is ones' self efficacy for a circumstances that may effectively alter the consequence of particular circumstances, which experiences their result to assist to form such cognitive process and thinking. This is of great importance to notice that self efficacy do not relate solely with the real skills that an individual have, which are related to a particular task, however to a certain extent the ones' thinking regarding to his capability to perform the task. It is dissimilar as compared to other fields of studies, like in the health field, that exercises efficacy in order to illustrate that how well a prescription do that it is plotted out (Gokturk & Dinckal, 2018). It was implored that the school students would not be enforced to get better their academic performance all the way through physical punishment and stern behavior. Their academic performance can be improved with the help of proper counseling, guidance and positive motivation. It is argued about those institutions which are using motivational steps by having congenial and competitive type of atmosphere among different students always performed with better result score and good academic performance. The students of those institutions mostly stood on top ranking in the Board exams as well as in their school based assessment (Harwood, Knight, Thrower & Berrow, 2019).

1.1. Statement of the Problem

Although legislation has been done about corporal punishment in Pakistani schools but parental corporal punishment is still used at home. And as being part of our culture especially in KP, it is still a highly prevailing practice. This study is designed to investigate the relationship between parental corporal punishment with 10th grade secondary level students' self-efficacy and their' academic achievement in four districts (Buner, Dir lower, Bajour, lower Chitral) of Malakand region of Khyber Pakhtunkhwa.

1.2. Objectives of the study

- i. To explore the level of parental corporal punishment of secondary level students.
- ii. To find out the correlation of parental corporal punishment with students' academic achievement at secondary level.
- iii. To explore the correlation of self-efficacy with parental corporal punishment at secondary level.

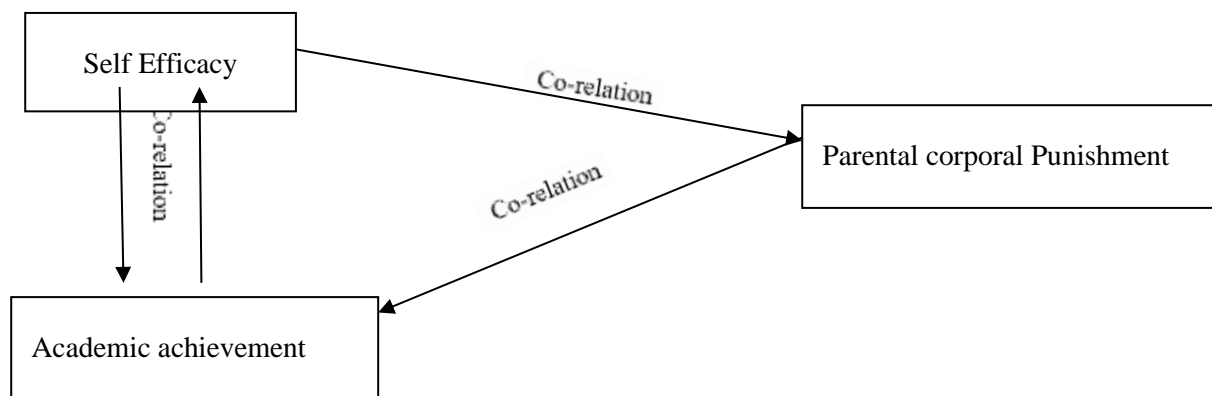
1.3. Hypotheses

- H1. The level of parental corporal punishment is low for secondary level students.
- H₀2. There is no significant correlation of parental corporal punishment with students' achievement at secondary level
- H₀3. There is no significant correlation of parental corporal punishment with students' self-efficacy at secondary level.
- H₀4: "There is no significant correlation between self efficacy and academic achievement".

1.4. Research questions

- i. What is the level of parental corporal punishments of secondary Level students?
- ii. Do parental corporal punishments at home have negative relationship with students' self-efficacy?
- iii. Is there any significant correlation between parental corporal punishment and achievement?

Conceptual Framework



METHODOLOGY

The main emphasis of the study was to see the relationship between parental corporal punishment with students' self-efficacy and students' academic achievement in Malakand region of Khyber Pakhtunkhwa. The study relied on quantitative method through the use of questionnaires. The questionnaires made it possible to give a plenty of time to respondents and provide the information in questionnaire without any hesitation. Its descriptive research. The survey method was used to conduct the study and it was also co-relational research.

In the light of the study, descriptive survey type research was considered suitable. Therefore, one questionnaire was developed as research tools on parental corporal punishment to collect the opinion of the 10th class students about the impact of parental corporal punishment on students and student's academic achievement. The second questionnaire was developed on self efficacy in order to find students perception and its impacts on academic achievement. The researcher's main objective was to get material from a large population of data. The data were collected from four districts of district Khyber Pakhtunkhwa.

Population of the Study

The population selected for the study, consisted of Secondary level students Grade 10th students of the both public and private schools of four districts of Malakand Region Province Khyber Pakhtunkhwa. The Districts selected were District Dir Lower, District

Buner, District Bajour and Lower Chitral. The sample was selected from eight schools of Grade 10 of each District randomly. The Total population of 10th Grade was 44227.

Sample of the Study

A random sampling technique was adopted. Four districts were selected randomly from all the districts of Khyber Pakhtunkhwa. Then eight schools were selected from each district randomly. Approximately Twenty Percent from each tenth grade were selected randomly. Hence it was a multi-stage random sampling technique. Total 450 Questionnaires were distributed among 10th Grade students while in return 388 were received (10% of population). The Districts were Bunner, Chitral, Bajour, and Dir lower.

Research Instruments

Questionnaire was used to measure the intensity of parental corporal punishment at secondary level students of grade 10th students. In order to make questionnaire more valid and authentic, researcher consulted many scholars of the subject, and took the experts' opinions also.

Questionnaire of Parental Corporal Punishment

Questionnaire of parental punishment has twelve indicators. This was a standardized scale which was developed by Ali (2012) which had Cronbach's Alpha of .81. The questionnaires were easily comprehensible by students. It measures student's responses on three points Likert scale having responses, Never, Sometimes and Always. It was pilot tested again on a sample of 25 students and the Cronbach's Alpha found was .82. The academic achievement of the students was measured from their 9th class marks BISE examination.

Questionnaire of Self Efficacy

Another scale was self efficacy scale. It has 31 indicators. It measures students responses on Five points Likert scale having responses, Strongly Agree, agree, Uncertain, disagree and strongly disagree. It was pilot tested on a sample of 35 students and the Cronbach's Alpha found was .89. The scale were used to find the relationship between parental corporal punishment on students' self-efficacy and students' academic achievement in Malakand region of Khyber Pakhtunkhwa.

Validity and Reliability

Its validity was measured by taking two experts opinions. One was subject Expert in English one was subject expert in Urdu and one was Assistant Professor in Education. Upon the received comments and modifications suggested by the experts, both questionnaires were finalized. Since the respondents in the study were Pashto-speaking but they can also use Urdu which is the national language of the country, and easily understandable to the students in KP. The survey questionnaires were in English language, as well as translated from English into Urdu by the language experts.

After validation, the next essential step included tests such as reliability analysis of both the scales. Parental Corporal Punishment has 12 statements which measured student's responses on three points Likert scale having responses, Never, Sometimes and Always. It was pilot tested again on a sample of 25 students and the Cronbach's Alpha found was .82. Self Efficacy scale has 31 indicators which measured students responses on Five points Likert scale having responses, Strongly Agree, agree, Uncertain, disagree and strongly disagree. It was pilot tested on a sample of 35 students and the Cronbach's Alpha found was .89.

Data Collection

To collect the data, the scale for Parental Corporal punishment and Self Efficacy were personally administered to 450 Students. They were all the students of class 10th. Daily Two Schools were visited. For Data collection process the questionnaires were distributed very carefully among the students. A total of 388 questionnaires were received back out of 450. During filling the questionnaires, the researcher moved around to monitor and guide them properly. Questionnaires were collected when nearly all the students had finished that. Data collected were tabulated and analyzed

Data Analysis

Coding and analysis were executed through the IBM SPSS Statistics (version 22). After validation and pilot study of the tool data were collected from selected sample. Data collected from questionnaire were analyzed using descriptive and inferential statistics including mean, and frequencies, percentage, correlation and t-test using SPSS. A formal consent description was completed before getting their opinion. They were clearly told about the purpose of the research and its background. The sampling technique of this research was simple random but still it was kept in view that they must have the option of voluntary participation. For this reason, they were told with detail and then asked to decide whether they were ready to share their opinion or not. No participant was harmed in any manner such as personally, emotionally or professionally. The information shared by the participants was only used for the purpose of research. Not only the information but also the identity of participants were kept anonymous.

DATA ANALYSIS

Data analysis and interpretation is discussed and explained through this chapter. Data was collected through the questionnaires. Data was analyzed through SPSS which is a software designed for data analyzing in social sciences. Descriptive and inferential techniques were used for the analysis and for the concluding result. Instructions were written and direction for the participants to how to fill up the questionnaires. It was said that their all data will be kept confidential and will be used only for research purpose.

Table 1: Demographic Information

<u>Gender</u>	N	Percentage
Male	289	74%
Female	99	26%
Total	388	100

Table 1 shows that the total respondents by gender consists of male (N=289,74%) and female (N=99 , 26 %).

Table 2: Location Wise

<u>Districts</u>	N	Percentage
Bunner	95	24.4%
Lower Chitral	92	23.1%
Dir Lower	113	34.2%
Bajour	90	23.1%

Table 2 shows that the total respondents selected from the four districts of Malakand region by location wise which consists of each districts separately Buner (N=95 ,24.4 %), Lower Chitral (N=90 , 23.1 %), Dir Lower (N= 113, 34.2 %) and Bajour (N=90 , 23.1%). Hence, the total Sample was 388.

Table 3: Level of Parental Corporal Punishment of Secondary Level Students

Level	No of students	Percentage
Low Parental corporal punishment	364	93.8%
High Parental corporal punishment	24	6.01%

Table 3 shows that Students whose Parental corporal Punishment were less than 24 were 364 students whose percentage was 93.8%. Whereas the students whose Parental corporal punishment were higher than 24 were 24 students whose percentage was 6 %.

Table 4: Level of Self Efficacy of Secondary Level Students

Level	No of students	Percentage
Low self efficacy	31	7.98%
High Self Efficacy	357	92.01%

Table 4. shows that Students whose Self-efficacy were less than 93 were 31 students whose percentage was 8% Whereas the students whose self efficacy were higher than 93 were 357 students whose percentage was 92 %. Self Efficacy of most of the students were high.

Correlation between Parental Corporal Punishment of Students and their achievement score

H₀2: There is no significant correlation of Parental corporal punishment with students' achievement at secondary level.

Table 5: Correlation between Parental Corporal Punishment of Students and their achievement score.

N=388

	Parental corporal Punishment	Marks	P
Parental Punishment	-.63	1	.000
Marks	.1	-.63	

**p < .01

Table 4 shows that there was a moderate negative significant correlation $r = -.63$ and the hypotheses "There is no significant correlation of parental corporal punishment with students' achievement at secondary level" and was rejected. As $p < .01$ and Pearson r is (-.63). So, there is a negative significant correlation (Pearson -.63) which show moderate correlation. It shows that with the increase of corporal punishment academic achievement decreases so it shows an Educational trauma.

Correlation between self efficacy of the students and their achievement score

H₀3: "There is no significant correlation of students' self efficacy with students' academic achievement at secondary level".

Table 6: Correlation between Self Efficacy of the students and their achievement score

N=388

	Self Efficacy	Marks	P
Self Efficacy	1	.254	.000
Marks	.254	1	

**p < .01

Table 5 shows that there is a weak positive significant correlation $r=.254$ and the hypothesis "There is no significant correlation of students' self efficacy with students' achievement score at secondary level" and was rejected.

So, there was weak positive significant correlation between students' self-efficacy and marks as $P < .01$ and Pearson r is (.254). As achievement is affected by various factors and one of them is self efficacy. It shows that by increasing self efficacy the marks increases as there is a weak significant correlation between self efficacy and academic achievement.

Correlation between Self Efficacy and Academic Achievement

H₀₄: "There is no significant correlation between self efficacy and academic achievement".

Table 7: Correlation between Self Efficacy of the students and Academic achievement

N=388

	Self Efficacy	Marks	P
Self Efficacy	1	-.247	.000
Parental Punishment	-.247	1	

**p < .01

Table 6 shows that there was a weak significant negative correlation ($r=-.247$) and the hypothesis "There is no significant correlation between self efficacy and academic achievement" so hypothesis was rejected.

Hence, there was a weak significant negative correlation between students self efficacy and parental corporal punishment as $p<.01$ and Pearson r is(-.247).

Comparison between Self Efficacies on the Basis of Gender

H₀₄: There is no significant correlation between students self efficacy on the basis of Gender.

Table 8: Comparison between Self Efficacy on the Basis of Gender

Gender	N	Mean	Std. Deviation	df	t	Sig (2tailed)
Male	289	93.2699	13.42429	386	3.43	.001
Female	99	88.0505	11.89784			

$\alpha=.01$

Table 7 shows that $P<.01$ so it shows that that there is significant difference between the self efficacy on gender basis as the mean self efficacy score for Male was (93.27) while for Female was (88.05) with ($t=3.43$). It shows that the self efficacy of male Students was higher than that of female students.

Discussion

The study reveals that overall the relationship between parental punishment with students self efficacy and academic achievement were found significant. The punishment is not favorable, it confirms the assertion that student's performance deteriorates with infliction of corporal punishment. In traditional era of character building, student punishment is considered an element but research depicts that, continuous punishment and strict behavior of parents create an adverse impacts on students' academic and non academic performance (Khan, Asad, Ahmed & Sajid, 2014). Continuous punishment from parents and teachers affect the behavior of children in several ways the punishment reduces the learning ability of the child. Studies reveal the affirmation that parental corporal punishment damages parents-kids relationship. It can destroy their morale, students' self-respect. The study showed that punishment may damage the physical health of the child and increases the level of intolerance in the child which is accordance with. Continues behavior of anger from parents produces impatience in child (Kuppens, Tuerlinckx, Russell & Barrett, 2013). The study also depicted that punishment have been realized as a violent action used for kids that may break down love link between child and parent and damages their self respect.

The result is in clear conformity to previous study that corporal punishment has very close connection with depression, anxiety and the children reflects low self efficacy and low self-esteem. The use of punishment is not beneficial whether the parents are supportive or not. Moreover, continuous punishment and strict behavior of parents create an adverse impact on students' academic and non academic performance (Lansford, Ben Brik & Al Fara, 2019). Corporal punishment can lead to severe anxiety and depression, and damages their self concept, this result is also in accordance with this study. With the same result of this study some other psychologists are also of the view that stress is also a result of corporal punishment. Parental corporal punishment is the most severe type of act that ultimately results in the negative impacts on the personality as well as upon the physical and mental health of individuals (Lewis & Hendricks, 2022). Corporal punishment results in the physical disabilities and illness which may varies in various forms and there are also various types of metabolic disorders which are associated with the corporal punishment by the parents. Treating the kids with affection not punishment as its stated by holy prophet PBUH that He who does not show mercy (towards his children), no mercy would be shown to him. Self-efficacy is generally people beliefs on his or potentials to generate a given success if it's harmed then it will result in affecting one performance. The previous study also affirm self efficacy have to do with self perception of ability rather than real levels of competency (Li, Yu, Nie & Liu, 2021). Those institutions which are using motivational steps by having congenial and competitive type of atmosphere among different students always performed with better result score and good academic performance instead of punishment. Teachers' and parents support enhances child motivation and self efficacy which in turn enhances their academic performances positively. Any type of punishment for the sake of disciplining children behavior is regarded as a violation of children rights to human dignity (Rohner & Kean, 2016). Punishing the kids is against the rights of child as proposed by united nation committee on child rights. Any kind of Corporal punishment of children can be described as "any kind of retribution in which physical force is used for the sake of some degree of soreness or discomfort or restlessness." Physical punishment creates physical as well as psychological complications in kids. The study also strengthens the affirmation that legislation should be made for parental use of punishments as like corporal punishment used in schools. It can be also observed that such punishment in some cases have made the child permanently disabled and some case death case were also been noticed. Other adverse impacts of such kind of punishments may make the child brutal and uncivilized too that corporal punishment creates an adverse impact on learning abilities (Siddiqie, Arif & Muhammad, 2021). There was a moderate negative correlation; it means that academic achievement decreases with the use of corporal punishment as there are certain factors like motivation, age, home involvement, economic status (Wang, Wang, Wang & Wang, 2022). If we increase self efficacy of students result in increasing academic achievement or marks. On

the basis of above discussion it can be concluded that parental punishment is very serious issue and it may be the barrier to affect the overall performance so the current literature suggest that it should be discouraged and there is an intense need that training sessions, walks, seminars, counseling may be used to provide alternative ways of punishment. If we want that our students may prosper we should motivate them properly instead of punishment (Vaca-Villi, 2022).

Conclusion

Corporal punishment in home is a major and burning issue of the current era in KP province. It can be concluded that there was a weak relationship between parental corporal punishment and students self efficacy. From the current study it was concluded that those students who were punished they showed less academic performance in their examinations. Self efficacy of students was also affected by the physical punishment on the part of parents. It is also concluded that the self efficacy of male students was higher than female students. It is also concluded that parents are using different kinds of punishments for disciplining their kids, which left impact not only on physical but as well as on psychological sides. When parents punish their kids it creates negative impacts on their personalities. Due to which children lose their self efficacy and self confidence level which are an important aspect of child personality. Because of it the child started feeling of shyness, guilt, angry, and helpless. In nutshell it could be summarized that if Parents wanted control and maintain an effective behavior for discipline purpose of their kids it may result in negative outcomes contrary to positive results in overall process of learning and teaching. Parental corporal punishment increases too much child aggression, negative behavior, depression, anxiety, lower academic performance and intellectual achievement, increase poor quality of relationship among teachers, students and parents which causes various types of metabolic disorder and mental health problems. It makes the kids to feel ashamed and feeling of insecurity which lay an impact on teaching learning process. Parental corporal punishment results in feeling of abhorrence among kids and parents which suppress the inner and hidden potentials of kids. At present time it works like a monster which has an adverse impact on overall development of kids in society so there is a dire need to abolish it completely so it will be much essential to eliminate it both in schools as well as in homes in order to enhance positive learning process.

Recommendations

On the basis of this study the following recommendations are suggested

- It is recommended that parents should be given proper awareness about the harmful aspects of corporal punishment of kids, due to their impacts on personality, psyche, academic and over all development of child
- It is recommended that parents should be well educated and proper training should be provided to them about the harmful aspects of punishing kids.
- It is recommended that Corporal punishment causes various metabolic disorder and diseases in kid's .So steps should be taken to completely ban it.
- Child academic achievement is badly affected by corporal punishment so parents should not punish their kids at any cost.
- Kids should not be punished because it affects students self efficacy.
- However, great effort should be made to properly educate teachers and parents about the use and consequences of corporal punishment and to provide them also some useful alternatives.
- Corporal punishment cause severe psychological complication like depression, stress, anxiety so it is suggested that it must be wiped out completely.
- It is recommended that corporal punishment is ineffective over the long-term and leads to negative outcomes.

- It is suggested that parents should develop the self efficacy of their kids by proper counseling, guidance and proper motivation and not by physical punishment.
- It is recommended highly that Educationists, important members of society, medical practitioner, and psychiatrist should take it their utmost responsibility to arrange seminars, workshops, walks in order to inform the society about harmful impacts of punishment.
- Sign Boards, pamphlets, articles should be published in mother language about the severe impacts of punishments
- As laws are made for school similarly same laws should be also made for parents and should be implemented as well as monitored properly.
- Teachers and parents should use different techniques and strategies in order to improve the self efficacy level of students.
- The problems in academics which are confronted to students should be traced out by both parents and teachers and should be solved properly on the contrary it will lose their confidence level and self efficacy.
- Most important among all these is that proper guidance and counseling services should be provided to parents about the corporal punishment and techniques should be taught to then that how to enhance their self efficacy and academic achievement.
- It will be much of great importance if we eliminate parental punishment from homes because due to it learning process can be enhanced.
- If we want to make students to excel in their academic performance we should motivate them rather than punishment.
- Finally, I would like to recommend that there is lack of studies on parental side and about the enhancement of self efficacy, so more studies should be carried out on it.

Recommendation for Future Researchers

It has recommended that more research is needed to find the correlation between parental corporal punishment and self efficacy focusing the corporal punishment of mother and other siblings (elder brother, sister etc). As it was the delimitation of the study to focus only father in parental punishment. Therefore more study is needed to be finding out correlation of parental corporal punishment of mother and other siblings of the family.

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