

Corporal punishment



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Running Head Corporal Punishment Corporal Punishment The moral dimension of corporal punishment requires much more than just recognition of the substantive doctrine of law. Since ancient times, corporal punishment was one of the most popular types of punishment and upbringing. Today, corporal punishment is prohibited in schools and at home, but still many parents use this type of punishment to 'educate' their children. Thesis Corporal punishment causes more harm than good, because it results in great psychical and emotional sufferings of children but does not improve their behavior and attitudes.

Corporal punishment should be prohibited because violence breeds violence. The message that violence is a way to solve problems is surely not lost on children. Parents who were beaten as children end up beating their own children. Teachers who attended schools in which corporal punishment was an accepted practice may in a like manner find it natural to turn to it themselves, although other people, beaten as children, react adversely to the notion of using physical force themselves (Straus and Donnelley 2004). Critics (Straus and Donnelley 2004) explain that the parents of children who are victims of the "battered child syndrome" are mentally ill. While corporal punishment applied by teachers is usually not so extreme in intent or result as the abuse inflicted on children by their own parents, its use by teachers who experienced corporal punishment as children suggests a tendency to "identify with the aggressor" which characterizes the authoritarian personality. The use of force on children stems from an inherent cultural belief that violence is an acceptable way to solve problems. Carried far enough, that position could suggest that the society itself is "mentally ill," judged by its approach to violence (Straus and Donnelley 2004).

Corporal punishment is ineffective because it has extremely negative impact on learning and child development. From the psychological point of view, to be effective in the long run, however, corporal punishment must be extremely harsh and repeated -- and even then the research results are inconclusive. The usual result of corporate punishment is "traumatic avoidance learning" (Straus and Donnelley 2004). Critics (Straus and Donnelley 2004) underline that it is sometimes necessary to spank a two-year-old to keep the child from wandering into the street. That is the theory, and it may be effective for the short term. The spankings will have to become more frequent and severe as the child grows older and develops more complex reasons for crossing the street, if the physical force is to be the primary educational tool. "Being hit is in no way teaches anything about the dangers nor will it prevent them from dangerous situations" (Pro-Corporal Punishment Answers 2001). It is likely to be more effective in the long run to teach the child the danger he faces in heedlessly crossing the street and present him with a viable alternative, such as learning to look both ways.

There is evidence that suspensions and corporal punishment are used most frequently against a select group of children. The children in this group are often emotionally disturbed, black, Hispanic, or otherwise disadvantaged: they represent a "discipline problem." corporal punishment tends to reinforce their alienation from the white middle-class system of learning into which they had been thrust. Because of corporal punishment, low class children tend to feel they have little power to control their own destinies, then the attitudes of teachers and their approach to discipline can seriously affect the children's abilities to improve themselves and their situation.

Lower-class children, who are paddled most frequently among schoolchildren, are likely to continue the behavior corporal punishment was meant to eliminate (Kennedy 2007).

These facts suggest that corporal punishment is ineffective because it does not help teachers and parents to achieve the desired results. As the most important, it has a negative impact on a child, his learning and personal development and psychological state. There is a need to introduce special programs to educate teachers, parents, and school administrators about the harmful impact of corporal punishment on behavior and achievement of children.

References

1. Pro-Corporal Punishment Answers (2001). Retrieved 01 October 2007, from http://www.childadvocate.org/1a_arguments.htm
2. Kennedy, R. (2007). Corporal Punishment -Should Beating Be Banned Retrieved 01 October 2007, from http://privateschool.about.com/od/profdevelopment/i/beating_2.htm
3. Straus, M. A., Donnelly, D. A. (1994). Beating the Devil Out of Them: Corporal Punishment in American Families. Lexington Books.

Pros

1. it is a source of maintaining order
2. It is possible to use it if nothing else works
3. it gives fast results and obedience of a child
4. It is an easy tool for a teacher (in contrast to discussions and explanations).
5. 'The Bible admonishes us to use the 'rod' on children' (Pro-Corporal Punishment Answers 2001).

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Cons

1. It has a negative and damaging psychological impact on a child
2. It has a negative impact on learning and development
3. Racial profiling and discrimination is possible (used against low class children)
4. It causes physical injuries and traumas
5. It is an Ineffective tool because it does not explain causes and effects of wrong behavior and actions.