

**ВЛИЯНИЕ НА ФИЗИЧЕСКОТО И ВЕРБАЛНОТО НАКАЗАНИЕ ВЪРХУ
АКАДЕМИЧНИТЕ ПОСТИЖЕНИЯ И САМОРАЗВИТИЕТО НА
УЧЕНИЦИТЕ**

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***Резюме.** В статията е изследвано влиянието на наказанието върху постиженията и саморазвитието на учениците. Показано е въздействието на различни видове наказания върху мотивацията за учене. Учебните постижения са разгледани като интегриран процес, в който трябва да има хармония между семейството, училището и учениците. Неадекватните наказания нарушават хармонията на този процес.*

***Ключови думи.** Наказание, академични постижения, саморазвитие, ученик, преподавател, родител.*

**INFLUENCE OF PHYSICAL AND VERBAL PUNISHMENT ON
STUDENTS' ACADEMIC ACHIEVEMENT AND SELF-DEVELOPMENT**

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***Abstract.** The article examines the impact of punishment of students' achievement and self-development. The influence of different types of punishment on*

the motivation to learn is shown. Learning outcomes are seen as an integrated process in which there must be harmony between family, school and students. Inadequate punishments disrupt the harmony of this process.

Key words. *Punishment, academic achievement, self-development, student, teacher, parent.*

Educational experts confirmed that the use of corporal punishment as a means of evaluating the student and increasing his academic achievement may lead to a negative impact on the student's psyche and behavior, and may have a counterproductive result and become a means for his failure and academic failure, stressing at the same time the importance of using an appropriate means of punishment without being beaten, insulted and insulted to the student. Since the student does not respond to study and study on his own, he must be pressured by various moral means to urge him to study and learn. In addition, some parents in most Arab countries use corporal punishment of children to urge them to achieve academic achievement and achieve the success desired by the family, and in most cases where parents use punishment, they see that by doing so, they achieve the interests of the child, and that this punishment leads to excellence in school and more achievement. And then excel and reach the highest prestigious positions, despite the differences of most specialists in educational and psychological matters, who assert that the human personality is formed during the first five years of his life, which confirms that the child's exposure to physical punishment or verbal abuse causes great psychological damage to him. Later.

From my point of view and my belief that successful education and good education depend on the principle of reward and punishment, intimidation and encouragement, punishment of the student leads to positive results in raising his

academic achievement. But we must focus on the type of punishment and how we do it. Choosing the appropriate punishment is what contributes to solving the problem of low academic performance, and poor academic achievement is only due to education, accumulation, neglect, lack of follow-up and nothing else.

The teacher must also use the appropriate punishment in cooperation and agreement with the student's guardian and work together on a principle commensurate with the student's performance level, and adhere to it for a period of time to bring the student to the stage of success and excellence.

There are several ways to punish a low-level student by the teacher, the school administration, and the guardian, including depriving him of some privileges, or depriving him of something the student loves for a specific period of time as one of the methods of punishment, such as depriving him of going out for something not absolutely necessary, or preventing him from using technology such as iPad and others for a while, or reduce his expenses, with his promise to achieve what he desires if he raises his achievement, and beating may be a means for the guardian to resort to - and this is of course a big mistake - but the school should not use beating as a punishment for low academic achievement at all.

Dr. Kholoud Yousef Al-Mansoori, Assistant Professor and Director of the Languages and Literatures Program at the American University of Ras Al Khaimah, says that in advanced schools there is no physical punishment for the student in the school, but it consists in punishing the student by depriving some privileges. (Al-Mansoori).

For her part, Dr. Tahani Al-Tari, a consultant and human development expert, explained that the concept of punishment remains in the common sense, whether it is light or severe. The word "punishment" has its impact on the student's soul and the

mental image printed on him indicates the occurrence of something painful in which fear and anxiety. (Al-Barri).

With regard to increasing or reducing the punishment, sometimes the punishment is required, but it has conditions, which is to use it in its required place and not just to threaten and intimidate. Corporal punishment with the student may cause him to become dull and no longer work with him.

Academic achievement is an integrated process between the family, the school and the student himself. Therefore, there must be harmony between all these parties to achieve the goal of academic achievement. Therefore, every increase in the required limit will have a negative impact, meaning that an increase in punishment in academic achievement will not bring good and benign results. On the contrary, it will make the student hate the school and the teaching process and everything associated with it, if the punishment is appropriate, but with conditions and periods.

Studies also indicate that some of the cases of hitting children are the result of the emotion of a parent and his attempt to bring out this negative energy in the child.

Among the common mistakes in the use of punishment on the psyche of the student:

On the impact of the use of punishment on the student's psyche, Dr. Shafee Al Neyadi (physical punishment "hit the future of the academic student 2018) human development and family relations trainer explains that beating or physical punishment negatively affects the student's psyche, and the use of corporal punishment as a means to increase academic achievement is a common mistake. which are used by parents and teachers in schools, because this would lead to personal and physical disorders, including depression, stressing that the punishment should not be an insult or physical or psychological punishment, but rather the punishment should be simple, for the

punishment is just a warning to the student that there are shortcomings. What, or that there is a lack of academic achievement or neglect of duties, but if it reaches the point of insult, it necessarily leads to a low level of student achievement, it will have a negative impact on him, and corporal punishment may cause the student's lack of confidence in himself and lead to his weak personality, and his dislike for studying in general. General or school, or a dislike of this material.

The educational person or the teacher and the parents aim to educate and reform and prepare the student to be distinguished, but punishment is not definitively prohibited, but depends on the type of punishment.

As for the alternatives that can be used as an alternative to punishment, each school has to prepare a system that it follows in the method of punishing students, on top of which comes the deprivation of the student from motivation, because there is a psychological connection in the child between him and his teacher, and when he is raised to beating, it will be the only means of punishment for him. , As for deprivation of reward and motivation, it is the best punishment because it is not physical, because beating always insults the child, pointing out that most schools suffer from the catastrophe of the lack of social workers to accommodate the student and be able to know the problems he suffers and avoid them before they develop.

The meaning of corporal punishment in educational teaching:

Corporal punishment of the educated person is sometimes manifested by educational beatings. Although corporal punishment of educated people works to modify bad or unwanted behavior, it contains many disadvantages.

The meaning of verbal punishment in educational teaching:

Verbal punishment is shame, ridicule, mockery, or cursing, use of harsh words, and refraining from offering rewards.

Disadvantages of corporal punishment in educational teaching:

The disadvantages of corporal punishment are manifested in many cases, and these disadvantages are represented by the following:

First: that the educated person will become aggressive, and this is manifested in his behavior.

Second: It raises the level of the educated person's fear of the educational teacher.

Third: The level of self-esteem of the educated person decreases.

Fourth: The level of anxiety and depression increases in the educated person and the emergence of other problems in his personality.

Fifth: The educational corporal punishment of the educated person does not leave an impact on his body, but it works to increase his level of violence with the passage of days.

Sixth: The educated person does not learn the required discipline. Seventh: It reduces the respect of the educated person and the appreciation of the teacher. (Modern Teaching Strategies, Dr. Iman Muhammad Sahtot, Dr. Zainab Abbas Jaafar).

Disadvantages of verbal punishment in educational teaching:

Verbal punishment for a person is through teaching, guiding and directing them in order to form a positive and sound behavior. Or the pronunciation of words and verbal expressions. (Dr. Nasser Ahmed Al-Khawaldeh).

Objectives of educational punishment for students:

The educational teacher resorts to the method of punishment in order to achieve a number of goals, and these goals are represented by the following:

First: Building and forming a strong trust between the educated person and the educational teacher.

Second: In order to ensure that the educated person grows in a sound manner in many respects, emotionally and mentally.

Third: Respecting the opinions and ideas of the teachers in the school and the parents at home, listening to her words and constantly limiting what they say

Fourth: Raising the level of the educated person's sense of responsibility. (Dr. Walid Ahmed Jaber, 2005).)

Procedures for raising academic achievement without resorting to punishment:

Regarding the appropriate measures to raise students' academic achievement, Dr. Kholoud Al-Mansoori said: It lies in several steps taken by 3 parties of the student himself, the teacher and the guardian. On his study tools for each subject, he attends his lesson, reviews and studies sequentially, and does not wait for exams to confuse himself due to the accumulation of material on him.

And the student must eat well and sleep sufficiently, and reduce the use of technology except for the necessity of learning, and he must believe in his abilities and try, and not give up. As for the teacher, he must be honest in performing his mission and taking care of all students at the same level, following up the students and communicating with the student's guardian. He must also review and prepare the student for the assessment methods used and train him constantly and understand that assessment is the best way to measure his academic development. (Dr. Ali Ahmed Madkour)

We should not lose sight of the role of parents in following up their children's academic achievement first-hand, and not leaving them until the exam comes. They must believe in their children's abilities and diligence in studying and not encourage them to take private lessons except in cases of complete weakness. They should take care of providing healthy food at specific times, ensuring comfortable sleep early,

providing a quiet home and not occupying children's time on school days with things that have nothing to do with their school day. If these methods are combined, we will not find a student with a weak academic level..

Integration of the educational system away from punishment:

Dr. Tahani Al-Tari says about the measures that increase the student's academic achievement that the system must be integrated between the parents and the school, and the student is the same axis.. All there are common factors between these parties, the process will go smoothly and smoothly. Therefore, if we make the school environment an attractive environment for students from By allocating times to practice hobbies and activities they love, and the teacher's participation in some of the students' needs, the distance between them will bring them closer, and thus the students will understand the material more than the teacher, and other suggestions and practices that can be practiced with students to bring the views closer and reduce the distances between them until we get the desired result. Dr. Shafea Al Neyadi agreed with them, stressing the importance of the great role that parents have in increasing the student's academic achievement.

Decreased cognitive performance and its relationship to corporal punishment:

A recent American study warned that corporal punishment of children at home, especially physical abuse such as beating, was associated with lowered cognitive performance, and the study was conducted by researchers at Penn State and Virginia Commonwealth Universities in the United States.

Educational experts confirmed that the use of corporal punishment as a means of evaluating the student and increasing his academic achievement may lead to a negative impact on the student's psyche and behavior, and may have a

counterproductive result and become a means for his failure and academic failure, stressing at the same time the importance of using an appropriate means of punishment without being beaten, insulted and insulted to the student. Since the student does not respond to study and study on his own, he must be pressured by various moral means to urge him to study and learn (Dr. Aziz Busta).

Although the issue of punishment in education has been discussed by various actors in the educational field, at the national and global levels, decades ago, as thinkers in previous civilizations have taken care of it; Islamic, Greek and others, in what we call educational literature, but despite that, it still retains its importance for the following reasons:

1_Corporal and verbal punishment is still prevalent in our educational institutions, with different levels, primary, basic, and others.

2-The phenomenon of violence (related to punishment) does not exist in any country in the world, and it has reached extreme levels in some Western countries, represented by the shooting of students and teachers.

3-Before the last decade, we used to denounce the phenomenon of the spread of images of violence in films and cartoons that children watch. Today, we are throwing thousands of live and realistic images of violence and killing, sometimes broadcast directly, about children, women and old people being killed and cut into pieces, in what we might call collective punishment.

Manifestations of punishment in educational institutions and the reasons for their existence:

It must be pointed out - at the outset - to the great lack of educational field research that has been completed on this subject, so that we do not have an accurate monitoring of the true size of this phenomenon in our educational institutions. There is

only modest research that includes primary education only, but primary education is still in Field studies are needed. It is also worth noting the great difficulties that face anyone who wants to study this topic in an objective scientific study. Neither the forms nor the questionnaires nor the interrogations are sufficient to collect ready data about it, because it is related to the “forbidden” topic, and it is difficult to express an explicit opinion about it, and it is also difficult for the researcher to seek an opinion The child or his position on him, or to know the truth about the penalties that the child is subjected to, because the researcher remains for the child a stranger and at the same time a representative of the adult’s authority... Even the questioning of parents and their opinions on this subject is subject to subjective influences that may inflate him due to the emotional ties between parents and their children Or, on the contrary, you may underestimate him if the father is authoritarian in his dealings with his children.

(Dr. Khaled Ali Dada'a, 2015)

The phenomenon of violent punishment is still prevalent in our educational institutions, and it takes several manifestations, including:

1-Corporal punishment with specific tools such as sticks, ropes, rulers, etc., or by slapping, slapping, and pinching.

2-Violent punishment without the use of tools: such as stopping the child behind the door, or facing the back wall of the section with or without raising one of his legs for varying lengths of time.

3-Verbal punishment represented in insulting, cursing, mocking and ridiculing

4- Punishment by neglect and not paying any attention to the educational and educational work and activities that the child does.

5- Drip penalty (zero point, positive point of failure)

6-Punishment with duties and assumptions, such as forcing the child to write a word, sentence, or paragraph tens or hundreds of times.

7-Psychological violence, imposing opinion in an authoritarian manner and suppressing freedom of expression.

The reasons for the existence of the phenomenon of violent punishment in our educational institutions:

The phenomenon of violent punishment has several causes that include various aspects of the life of the individual and society, some of which are due to historical factors, and others to psychological, social and cultural reasons, and some of them also refer to the nature of the educational system in our country. They are all causes - with different degrees of influence - that, if combined, work to exacerbate the phenomenon of violent punishment, and the weaker the influence of some of its elements, the more it is noticed that the violence of punishment decreases and its intensity decreases. I cite some of these reasons.

A - The educational heritage: we mean by it the existence of roots to the phenomenon of punishment in the distant and near history of our society, which were inherited from generations after generations.

Al-Mukhtar al-Susi says, quoting one of the teachers: If their parents (the students' fathers) did not find in them (their sons) any trace of beating, blood contamination, and staining with a lot of wounds, then they would return to me with accusations and reproaches... Often one of them comes and stands away or calls from behind the rooms, hit my son, for he is silent Al-Mukhtar Al-Susi follows this violent discipline perpetrated by the students (teachers) and accepted by the parents and overlooked by public opinion. It is the one that causes some students to commit suicide

to escape, and rarely do we find those who did not flee from country to country from everyone who learned the Qur'an. (Al-Mukhtar Al-Soussi).

Concerning the relationship between the teacher and the learner, Al-Mukhtar Al-Susi says: If the student sits with the student (the teacher) to present his painting and then fidgets in it, he does not answer him except with a punch, kick, or pinch. The official pin is always under the chin. Therefore, we seldom find a student who does not have a mark on his neck... And the parents say about that, when they see him, may God be pleased with the student, so how diligent he is... And rarely do we find someone who resents his son if he sees something similar to him. And cruelty, so that if they do not engage in torturing the learner, they will get visible change, arrest and headache, natural and natural.

It should be noted that most of the jurists who cited these testimonies about the existence of the phenomenon of corporal punishment in society agree on the need to avoid violent punishment in education, but they do not deny its importance when it is moderate. Rather, some of them specify the number of strokes allowed for each stage of childhood.

B - The effect of social upbringing on the formation of the educator and teacher.

Most of the family circles in our society are characterized by the following characteristics:

The centralization of power in the hands of the father, and his failure to allow the rest of the family the opportunity to discuss any decision related to the family, especially young children.

The use of corporal punishment in family education.

Such socialization must leave its mark on the behavior of the teacher - who grew up in it - while carrying out his educational tasks. (School paths and socialization spaces Aisha bin Ammar), Badra Maimouni, Zubaida Sanusi, Sharifa Ghattas)

C - The influence of former teachers on the new teachers, who consciously or unconsciously draw many educational techniques from their old teachers.

This is how the educator or teacher within the department deals with the child present in front of him, unconsciously evoking the experience of the child in the subconscious, which often makes him reproduce the same pattern of education that he received. But - fortunately - what makes these models not recur with the same intensity, is the submission of society to a movement (albeit slow) in which new elements intervene that makes it develop for the better, towards less authoritarian educational relations, among these elements: the friction that occurred in our society with different civilizations, and the beginning of Expansion of individual and public freedoms in society. (Nahida Muhammad Ali).

D- The incongruity between the educational institution and modern means of communication:

The civilization of the image that we live in today, and the revolution of informatics, makes the child attracted to its products, giving in to its temptations, due to the activation, movement, attractive images, and entertainment, which makes the child indulge with all his heart in dealing with it (from these means: electronic games, some computer programs and the Internet, and various satellite channels programmes. In contrast to this world full of movement, activation and fun, the child finds himself inside the educational institution in front of primitive teaching methods that are often confined to the blackboard and chalk, and sterile teaching methods that depend on memorization, memorization and memorization... which makes the child alienate from

these institutions, and only accepts them under duress, which It opens a wide field for the practice of various forms of violence and punishment to force the child to “adapt” to this “educational world” that does not meet his needs and desires.

Psychologist Daniel Lamber's Viewpoint:

After emphasizing the danger of violent punishment of children, Daniel Lambert believes that punishment, to be educational, the educator must follow the following criteria:

Punishment must be linked to a main goal, which is for the child to understand that we are not satisfied with a certain behavior so that he does not repeat it.

Punishment must occur immediately after the wrong behavior, because the concept of time in young children is different from that of adults.

We have to make a logical connection between the penalty and the error committed.

We must be consistent in what we demand of the child, and not forget or change our requests.

We have to make sure that what we ask of children is verifiable and appropriate for their age.

To make sure that our sanctions do not have any side effects or negative effects on children.

The need for punishment to be proportional to the degree of abuse or error, not to the degree of violation or harassment of the adult and his anger, because the punishment should not be retaliation or venting of the anger and emotion of the adult.

Not to insult, threaten or criminalize children.

-Involving children in correcting their mistakes, whenever possible. (Author Samer Al-Ali, October 2016).

Avoid making promises to children that they will not be able to keep, or asking them to forgive and apologize for a situation they do not understand.

The constraints resulting from punishment in the educational system in our country, I mention among them:

1-Overcrowding in sections with children contributes to creating improper educational relations between educators or teachers and children, and is a fertile ground for the spread of all forms of violence, including physical and verbal punishment.

2-The weak capabilities of the educational institution, and the scarcity of appropriate teaching aids, contribute to the perpetuation of traditional methods of education, which forces educators to resort to some forms of punishment to “force” children to keep pace with their lessons... dispensing with corporal punishment requires the teacher - in addition to his pedagogical experience - Availability of modern educational tools.

3-Compulsions related to educational programs and the use of time: the intensity and diversity of study programs makes many teachers - under pressure from official directives - only think about implementing them within the deadlines set for them, regardless of the extent to which their goals directed to raising the child and developing their various abilities are achieved. Also, some uses of time in primary education were designed to cover the shortcomings in the classrooms, so that one room can accommodate two or three sections alternately so that students and their teachers study throughout the school day, without interruption. This makes their feeding erratic, because the meridional period is occupied with study. The child either leaves school at one o'clock or enters it at the same time. This in itself constitutes a severe punishment for children and their teachers at the same time.

4-The constraints of educational and administrative control that often insist on the literal achievement of all the objectives of the lesson outlined in the fragments

5-Many primary education institutions take into account the wishes and requirements of parents of students, based on financial profit and loss accounts, sometimes at the expense of educational pedagogical aspects. Many parents of students measure the success of raising their children by the extent to which they have preserved a huge amount of archives in Arabic and in foreign languages, which is a wrong measure in view of what the child's development stage requires in the initial education of relying primarily on sensory-motor activities through which educators motivate children to gradually build The various primary concepts that prepare them to absorb the educational programs in the primary education stage and meet their needs related to their level of maturity.

(A New Horizon for School, Principals' portfolio, written by: Malka Vedislavsky, Malka Cohen, Jerusalem 2008).

Attitude to punishment:

1-Arguments in favor of punishment: Supporters of the method of corporal punishment in education often defend their position with the following evidence:

2-As long as corporal punishment is common in society and the family, it is impossible to remove it from the educational institution, otherwise the latter becomes an opportunity to unload the child's shipments as a result of the violence practiced against him outside the institution. Because the child in this case is not deterred by means other than punishment. Therefore, we have to think about combating all violent methods in our dealings with the child outside the school before starting to do so inside it.

3-Punishment is an effective means of correcting the behavior of the child, otherwise he falls into dissolution and becomes spoiled. Therefore, the crude inclinations of a child should not be unleashed.

4-Punishment contributes to strengthening the status and personality of the teacher or educator, and its absence leads to its weakness. (Dr. Muhammad Abu al-Nakhl).

Arguments against corporal punishment:

Punishment is a primitive means that is not commensurate with the civilized development that humanity has known....

Punishment leads the adult to pass to the child an immoral principle that the right is for the strongest. The adult is punished because he is the oldest and strongest. This eliminates the virtue of dialogue and the method of persuasion and conviction.

The educator's focus on punishment leads to attention to mistakes only, and neglect of support and encouragement. (Considering the child accused until proven innocent)

A child who is punished feels useless to make any new effort, for fear of making the mistake that will be followed by the punishment.

Violent punishment has serious repercussions on the child's personality and future, as it leads him to:

****Loss of self-confidence. * Introversion and shyness. * The inability to cope. Inability to take responsibility. Hatred of the educator and the educational institution. * The child is raised to fear or rebellion and disobedience. *School dropout or academic incompatibility (Written by Marwa Salah, December 17, 2017)**

Punishment does not impose real respect for the teacher on the part of the punished children, but rather it is an artificial respect, and the best way to strengthen the teacher's personality is through humane educational interaction, not by exercising any coercive power.

If punishment is prevalent in society and the family for many reasons, then the educational institution must not reproduce the prevailing negative values, in order to be a pioneer in the field of community development, development and modernization.

A summary:

The bottom line is that we cannot achieve the main goal of education by bringing about desirable changes in all aspects of the learner's personality. We use corporal punishment in our schools. It is also important not to use it in the community outside the school, and at the same time we cannot accept or turn a blind eye to undesirable behaviors. issued by students, so we must use educational alternatives to corporal punishment to reduce these undesirable behaviors, and work to form a new set of desirable behaviors, and let us make Yes to discipline. No to punishment.

Perhaps the most important thing that can be deduced from all of the above is that violent corporal punishment has serious consequences on the development of the child and the formation of his personality, and if we as adults (educators, teachers, or parents) must correct any deviation in the behavior of our children, let it be through educational methods that preserve their dignity, safeguarding their rights, and preparing them to assume the heavy responsibilities that await them in building the challenging world of tomorrow.

Accordingly, he recommended following the educational method, proper guidance and counseling because of its motives for learning and the need to implement solutions represented in the phenomenon of using punishment in schools, and the need to stay away as much as possible from the method of punishment because of its negative effects on the psyche of the student and the presence of a social worker inside the school And communication between the teacher and parents because of its importance in eliminating punishment.

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