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Impact of Zero Punishment on Student's Behavior and Classroom Learning at Government Primary Schools

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Abstract:

The aim of this study is to identify the impacts of zero punishment on student's behavior and classroom learning at government primary schools. This study was conducted at city Faisalabad of Pakistan. The target population was primary school teachers in the city. The sample of 106 was selected by using online sampling calculator www.surveysystem.com with confidence level 95% and interval level 8. By applying the simple random sampling technique the data were collected from the respondents through a well-developed questionnaire. The Statistical Package for Social Sciences (SPSS) was used to analyses the collected data and results was discussed for the findings. The study findings reveals that zero punishment have good positive impacts on student's behavior and classroom learning. The result is also observed that physical punishment has negative effects on the students like as they may stop from school or may fall in depression, fear and hatred. Zero punishment treats to encourage to learning and behave polite each other in the school. So teachers should ask pupils questions with politeness in the class room to improve student learning and should be cooperative for student. Students should be motivated to participate in classroom activities with caringly. Teachers were expected to be lenient and not intimidate students into corporal punishment.

1. Introduction

Now-a-days there is a slogan over the world that education should be conducted student centered and students are one of the main element of education system. They are the destiny of the nation so we cannot acquire the desired goal devoid of giving them precise maintenance, interest, correct atmosphere, love and pleasure. In most of the schools the students go against the rules and regulation and do not follow the discipline. We need to treat them friendly so that they will display their desirable presentation in each area of lifestyles and grow their persona and self-belief. On the opposite facet generally school students do not pay interest on take a look at if the teachers offer politely or use the zero punishment method (Assor *et al.,* 2005).

In 2003 the faculty of education of Punjab province elevated and brought a slogan "Mar nahi Payar (Love, don't punish)". In fact punishment is outlawed in institutes and instructors are requested strictly to deal school schoolchildren with kind and very soft approach and not to create them feared by physical retribution and educate them courteously. Politeness is to be used in accurate phrase or locution in the congenial method is decided by the instructions which would be installed in society. The ones words ought to be skipped that are not maintained by the means of the recognized well-mannered tradition of the civilization. Some words are very used normally in a few cultures but are not deliberated as excellent and ideal in certain different values. In community interplay, to multiply good manners is to reservation high-quality and easy societal interplay and doubtlessly face aggressive use of talking acts must be avoided. On this interaction, courtesy tenderness, and closeness, near relations and the societal space among the presenter and audience member must be sustained (National Educational Policy 2003-2008).

Zero punishment or Courtesy comprises no pleasure on the part of presenter and presenters have to offer wellbeing and provide experience of pleasant relation to listeners. In the mild of community enterprise principles, it can be recognized that the instructors' zero punishment, courtesy has an amazing impressions on the scholars' accomplishment. The scholars, who analyzed from well-mannered instructors, get imperious in position ratings inside the take a look at. The scholars also asserted in their study about strict-mannered instructors, the overall results present that pupils of these instructors might not be extraordinary. The effects of zero punishment or good manners might be carried good output at the susceptible school pupils (Jumanto, 2008). The smart pupils can get information more certainly from well-mannered instructor and may assume in profounder via bearing on the brand new information with earlier understanding. But, the effects of zero punishment or good manners can be toughest on the poor know-how explorers. They want inspiration and collaboration that can be obtainable by using the well-mannered instructor. The educational fulfillment of the scholar is stricken by various elements. These elements impulses the scholars to the terrible educational achievements. Due to those elements, a pupil cannot get fee capable ratings within the exam. Research verified that these issues affect the overall presentation. Displaying desirable behaviors towards others is zero punishment and good manners. Theories of good manners designate the regulations, elements, measures and ideas of good manners that make a contribution to courtesy (Atkinson *et al.,* 2005).

As human beings cooperate with every other on certain guidelines, there might be techniques to address surface aggressive acts from perceptions (i.e.) bad and high-quality. Bad aspect wants to bring thoughts deprived of attempt whilst tremendous aspect offers with the preference to

have ones assist. Zero punishment or politeness offers beginning to wholesome courting among the presenter and the hearer. No person can reject the significance and importance of preserving such emotions and collaboration (Brown & Lavinson, 2011).

According to Leech four principal conditions call for specific good manners i.e. superb or terrible courtesy. Within the reasonable state of affairs, good manners are being reflected as harmful. As an example, whilst a presenter provides an instruction to the target listeners, the listeners distinguish it undesirable. Inside the nice scenario, good manners are being supposed as advantageous (Leech, 2011).

School's directors and educators agree with that persuasion is desired in institutes if the goal is to provide properly knowledgeable and well-organized students. According to this dispute subject is vital to deliver agreement to institute guidelines and modifying student's disobediences. This is why many advocates of punishment in institute invention a hyperlink among physical punishment as a method of coping with learners' difficulties on single hand and faculty's subject on the other hand (Brown, 2009).

Lots of studies described at the bad impressions of punishment on students behaviors and sentiments. For prevalence, Agbenyega takes a look at effects indicated that majority of the academics (in which the examinee turned into performed in Ghana) manage physical punishment to pupils who carry out poorly in instructional paintings. What is competitive here as elevated by Agbenyega is that scholars with unique gaining knowledge of wishes/difficulties and now not diagnosed might be penalized for their negative overall performance (Agbenyega, 2006).

In a research in Tanzania shows those major numbers of instructors use punishment in secondary level of education with self-control. On the other hand, what isn't clear for the one instructors is that "subject and correcting scholars' misbehaviors do not necessarily need to contain corporal punishment" as debated with the aid (Kilimici, 2009). A man instructor (private faculty) does no longer want to hit his scholars as an alternative he stated I take advantage of verbal phrases such as: no a day's am irate with you, am no longer glad with the manner you acted, isn't always a friend of you. I originate the usage of those styles of phrases more actual than the thrashing, beating, kicking or slapping youngsters (Ahmed, 2012).

When a student do not submit his/her coursework or behave badly inside the magnificence, he/she is asked to no longer to go for the damage and break in the elegance to write down and entire the assignment; and it has discovered this (preparing the schoolwork and the anticipation from taking part in the smash) to have fantastic effect on the students and does not make intellect of distress, violence, hate and separation inside the student (Ali, 2014).

Children are the focus element in education. They are the future leader of the nation so we cannot reap the desired intention without giving them right care, attention, suitable environment, love and pleasure. We need to deal with them friendly so that they could present their desirable performance in each part of life and increase their character and confidence. Physical punishment can be clarified as using bodily punishment which purpose pain, however no longer harm, having a cause to manipulate infant's conduct (Straus & Donnelly, 2005).

2. Purpose of the Study

The main purpose of this study is to identify the impacts of zero punishment on the behavior of students and how it influences students' learning in the classroom so that the teachers, parents,

education related stakeholders could be aware about it and take necessary initiatives for using zero punishment techniques in teaching-learning. The specific objectives of the study are:

- To identify the effectiveness of zero punishment on the behavior of the students.
- To identify the effects of zero punishment on the students classroom learning.
- To suggest some recommendations to improve the student learning.

3. Methodology of the Study

This study has been deployed in quantitative approach. This study was conducted in city Faisalabad of Pakistan to determine the effects of zero punishment on the school students. The target population was 354 teachers of public primary school of the city. The sample size was 106 which were selected by using online sampling calculator www.surveysystem.com with confidence level 95% and interval level 8. By applying the Simple Random sampling technique the data were collected from the respondents through a well-developed questionnaire. The collected data were entered to SPSS in order to improve data work sheet. Computer software SPSS (Statistical Package for Social Sciences) was used to analyze data and to reach the conclusion results. Frequencies, Percentage, Mean, weighted score and standard deviations were calculated from SPSS and used to interpret and discussion of the results. Due to (COVID-19) the educational institutions were closed. So questionnaire was designed on Google forms and link shared via what's app, messenger, emails with respondent teachers.

4. Findings and Discussion

The collection of facts and figures, data examination and explanation of statistics is very vital to develop any final conclusion and to construct the important pillars of a faithful building based on use of science and technology. It is incredible to think the best results without these significant pillars of knowledge. While collecting the outcomes it was very imperative to categorize respondents depending on their age, gender and every variable in their particular category. Different limits were established before the data collection based upon the material provided for decisions. Generally, efforts were made to make explanations on the basis of assembling information collected by data collection technique. In this part the responses from primary school teachers have been analyzed on the basis of certain characteristics of respondents, the designed interpersonal skills have been divided into three different categories on the basis of weightage score and ranking. The weighted scores specified for five kinds of responds in order to get ranking orders were following: 1; V.Low 2; Low 3; Medium 4; High 5; V.High

4.1. Demographic Attributes of the Respondents

The demographic characteristics of the responding teachers include different qualities such as age, qualification, marital status, school, income, professional qualification and number of family members. The frequency and percentage were used to examine such attributes because these attribute profoundly influence any individual or group to treat any corresponding matter.

4.1.1. Distribution of Respondents according to Age

Age	F	%
20 to 30	22	20.8
30 to 40	84	79.2
Total	106	100.0

Table 4.1.1 shows that 79.2% teacher's age was belonging to the 30-40 years category of age. While 20.8% teachers age was belonging to 20-30 years category of age.

4.1.2. Distribution of Respondents according to Qualification

Capacity, understanding, or skill that matches or fits an event, or makes a person entitled for a responsibility, workplace, position, privilege or popularity. Qualification denotes health for reason through success of vital conditions involving of attainment of a certain age, taking of an oath, of entirety of required training or education, or acquisition of a diploma or diploma. Qualification does not certainly imply competence. (Business dictionary, 2000)

Qualification	F	%
MA	39	36.8
MSc	25	23.6
MBA	5	4.7
M. Phil	15	14.2
Other	22	20.8
Total	106	100.0

Table 4.1.2 describes that 36.8% respondents were belonging to the MA; 3.6% to the MSc; 20.8% to other qualification. 14.2% respondents were belonging to the M.Phil degree and 4.7% teachers had MBA degree. The result of this table shows that most 36.8% respondent's qualification was belonging to the MA degree.

4.1.3. Distribution of Respondents according to Experience

Experience is the procedure thru which aware organisms perceive the world round them. Stories can be observed via lively focus at the part of the individual having the revel in, despite the fact that they want not be. Enjoy is the primary difficulty of diverse subfields of philosophy, which include the philosophy of perception, the philosophy of mind, and phenomenology. (Merriam-Webster, 2020)

Experience as a Teacher	F	%
1 to 5 year	42	39.6
5 to 10 year	47	44.3
above to 10 year	17	16.0
Total	106	100.0

Table 4.1.3 indicates that 44.3% respondents were belonging to the experience 5 to 10 years of teaching. 39.6% teachers were belonging to the experience 1 to 5 year category and 16.0%

respondents were belonging to the experience above to 10 year. The result of this table shows that the most (44.3%) respondent teachers had 5 to 10 years of teaching experience.

4.1.4. Distribution of respondents according to Income

Profits are the intake and saving chance gained by an entity within a particular time-frame that is typically articulated in economic terms. For families and persons, "earnings is the sum of all of the wages, incomes, earnings, interest expenditures, rents, and different sorts of income expected in a given time period. (Clark & Senik, 2010)

Income	F	%
30 to 40 thousand	72	67.9
above to 40 thousand	34	32.1
Total	106	100.0

Table 4.1.4 represents that 67.9% respondents had 30 to 40 thousands income while 32.1% teachers had above to 40 thousands. The result of this table shows that the majority 67.9 percent respondents had 30 to 40 thousands incomes.

4.1.5. Distribution of Respondents according to Teaching Subject

That difficulty depends is an essential component of teacher knowledge is neither a brand new nor a controversial statement. After all, if coaching entails assisting others learn, and then expertise what is to gain knowledge of is an important requirement of coaching. The myriad obligations of teaching, including selecting worthwhile gaining knowledge of activities, giving beneficial motives, asking efficient questions, and comparing college students' studying, all rely upon the teacher's information of what it's far that students are to study. (Buchmann, 1984)

Teaching Subject	F	%
English	28	26.4
Math	23	21.7
Urdu	25	23.6
Islamiyat	16	15.1
General science	14	13.2
Total	106	100.0

Table 4.1.5 explain that 26.4 percent respondents teaching subject was English where 23.6 percent Urdu. 21.7 percent Math, 15.1 percent Islamiyat, 13.2 percent General Science. The result of this table shows that most 26.4 percent respondents teaching subjects was English.

4.1.6. Distribution of Respondents according to Number of Class Students

Class refers to the quantity of scholars in a given path or classroom, specially both the range of school students being taught with the aid of man or woman teachers in a direction or lecture room or the common number of pupils being taught with the aid of teachers in a faculty, district, or education machine. The time period can also make bigger to the quantity of school students participating in getting to know practices that won't take area in a traditional classroom putting, or it is able to also check with the overall quantity of students in a specific grade level or "class"

in a school (even though this usage is much less commonplace in public schooling) (Achilles & Finn, 2002).

Students in the class	F	%
10 to 30	17	16.0
30 to 50	38	35.8
above to 50	51	48.1
Total	106	100.0

The data given in Table 4.1.6 shows that 48.1 percent teachers had above to 50 students in their class. 35.8 percent teachers had 30 to 50; and 16.0 percent teachers had 10 to 30 students in their class. The result of this table shows that most 48.1 percent teachers had above to 50 students in their class.

4.1.7. Distribution of Respondents according to Marital Status

Civil popularity and marital fame are positions used in bureaucracy, critical facts, and different papers to ask or suggest whether an individual is wedded or single. Within the humblest contexts, no extra difference is made. An individual's designated civil reputation may additionally be wedded if they are in a civil union or common-law wedding. The civil popularity of a being that's officially disjointed is wedded. (Bookwala, 2011)

Marital status	**F**	**%**
Married	97	91.5
Divorced	9	8.5
Total	106	100.0

The information given in Table 4.1.7 shows that highest (91.5%) respondents were married while 8.5% respondents were belonging to the divorced category.

4.1.8. Distribution of Respondents according to Number of Family Members

An own family is a collection of people or more (one among whom is the householder) associated through start, marriage, or adoption and dwelling collectively; all such humans (which includes associated subfamily individuals) are taken into consideration as individuals of one own family. (Lindsay & Dempsey, 2009)

Number of Family Members	F	%
2 to 5	39	36.8
5 to 15	67	63.2
Total	106	100.0

The data given in Table 4.1.8 indicates that highest (63.2%) respondents had 5 to 15 family members while 36.8 percent teachers had 2 to 5 family members.

4.2. The Effectiveness of Zero Punishment on the Behavior of the Students

Indicators	Mean	Standard deviation	Weighted score	Order rank
Developed student's frankness with teacher.	4.02	.64	426	1st
Communication and presentation skill improve by zero punishment.	3.40	1.09	360	2nd
Better decisions making of students.	3.25	1.04	345	3rd
Improve relationships with students by use the zero punishment strategy.	3.14	1.08	333	4th
Students systematically solve problem according to this zero punishment strategy.	2.86	1.06	303	5th
Creativity enhance by the strategy of zero punishment.	2.49	.92	264	6th

Measure scale: 1; V.Low **2;** Low **3;** Medium **4;** High **5;** V.High

The information given in table 4.2 shows that at the 1st rank with the mean value 4.02 developed the student's frankness with teacher, the response lies overall in high value. At the 2nd rank with the mean value 3.40 the communication and presentation skill improve by zero punishment strategy, the response rate tending medium to high by scale. At the 3rd rank with the mean value 3.25 better decisions making of students, the response rate tending medium to high according to scale. Improve relationships with students by using the zero punishment strategy at 4th rank with mean value 3.14 the response lies on medium to high by scale. At the 5th rank students systematically solve problem according to this zero punishment strategy with mean value 2.86 the response tending to low and medium the scale. At the 6th rank with the mean value 2.49 the response creativity enhance by the strategy of zero punishment, the response lies in low to medium value.

4.3. The Effectiveness of Zero Punishment on the Behavior of the Students

Statements	1		2		3		4		5	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Creativity enhance by the strategy of zero punishment.	10	9.4	56	52.8	18	17.0	22	20.8	0	0
Students systematically solve problem according to this zero punishment strategy.	6	5.7	48	45.3	9	8.5	41	38.7	2	1.9
Improve relationships with students by use the zero punishment strategy.	1	.9	43	40.6	11	10.4	42	39.6	9	8.5
Better decisions making of students.	4	3.8	31	29.2	9	8.5	58	54.7	4	3.8
Communication and presentation skill improve by zero punishment.	2	1.9	31	29.2	9	8.5	51	48.1	13	12.3
Developed students Frankness with teacher.	0	0	5	4.7	6	5.7	77	72.6	18	17.0

Measure scale: 1; V.Low 2; Low 3; Medium 4; High 5; V.High

4.4. The Effects of Zero Punishment on the Student's Classroom Learning

Indicators	Mean	Standard deviation	Weighted score	Order rank
Students treat with polite behavior to each other.	4.12	.45	437	1st
Self-confidence develops in students.	4.09	.50	434	2nd
Pupils treat friendly with other class fellows.	4.01	.57	425	3rd
Students participate in class room activities.	3.92	.73	416	4th
Students solve problem to each other in the classroom.	3.71	.80	393	5th
Improve communication skills of students.	3.59	.83	381	6th
Students share ideas with other fellows.	3.47	.95	368	7th

Measure scale: 1; V.Low 2; Low 3; Medium 4; High 5; V.High

Table 4.4 indicates that students treat with polite behavior to each other at 1st rank with mean value 4.12 the response tending to high and very high according to the scale. At the 2nd rank with mean value 4.09 self-confidence develop of students, the response rate stood on high according to the scale. Pupils treat friendly with other class fellows at 3rd rank with mean value 4.01 the response rate stood on high according to the scale. At the 4th rank with mean value 3.92 students participate in class room activities, the response rate tending medium to high. Students solve problem to each other in the classroom at 5th rank with mean value 3.71 the response rate tending medium to high. At the 6th rank with mean value 3.59 the response lies medium to high according to the scale. Students share ideas with other fellows at 7th rank with mean value 3.47 the response tending medium to high by scale.

4.5. The Effects of Zero Punishment on the Student's Classroom Learning

Statement	1		2		3		4		5	
	f	%	F	%	f	%	f	%	f	%
Students share ideas with other fellows.	2	1.9	24	22.6	7	6.6	68	64.2	5	4.7
Improve communication skills of students.	0	0	20	18.9	7	6.6	75	70.8	4	3.8
Students solve problem to each other in the classroom.	0	0	16	15.1	6	5.7	77	72.6	7	6.6
Students participate in class room activities.	0	0	10	9.4	3	2.8	78	73.6	15	14.2
Pupils treat friendly with other class fellows.	0	0	5	4.7	2	1.9	86	81.1	13	12.3
Self-confidence develop of students.	0	0	3	2.8	0	0	87	82.1	16	15.1
Students treat with polite behavior to each other.	0	0	1	.9	2	1.9	86	81.1	17	16.0

Measure scale: 1; V.Low **2;** Low **3;** Medium **4;** High **5;** V.High

4.6. Suggest Some Recommendations to Improve the Student Learning.

Statement	1		2	
	f	*%*	*f*	*%*
Teachers should be cooperative and as motivator for student	104	98.1	2	1.9
Teacher must ask the question with politeness in class room to develop student learning	100	94.3	6	5.7
Students should be motivate to participate in classroom activities	98	92.5	8	7.5
Friendly environment should be promoted at school level	96	90.6	10	9.4
Teacher should be aware of the mental success of every student	60	56.6	46	43.4
Zero punishment strategy enhance the capacity of students learning	28	26.4	78	73.6

Measure scale: 1; Yes 2; No

5. Conclusion

So the discussion concludes that zero punishment is an international issue. Its miles contrast from country to country, lifestyle to lifestyle and scenario to circumstances. Numerous nations are harshly using zero punishment method in institutes like Finland, Denmark and Norway. Those nations have strictly observed the zero retribution in institutes. The government of Pakistan has also taken steps to apply zero chastisement in institutes. The Punjab learning department professed that the occurrences of bodily chastisement could now not be tolerated at any solid. A strict action might be taken against the instructors who will use corporal punishment within the faculty, even though psychologists and educationists also are contrasting the physical punishment. They take into consideration it as a basis of faculty vehemence. Lot of NGO'S are working to forestall the corporal punishment and observe the politeness or zero punishment approach in the schools. Teacher's excessive good manners have been establish to be additional probable to draw out effective feelings consisting of pleasure and guide to fulfillment and associate versa to the low good manners that evoke unconstructive feelings and cause confrontation. Typically school students have complete pay interest at the gaining knowledge of if the teacher use the politeness or zero punishment method. Ordinarily instructors think it in shape to precise the high-quality manners of the scholars. Additionally they trust that zero punishment is the good manner to encourage school pupils in to the proper route. The students couldn't be pressured to increase their educational overall presentation through bodily scolding and vicious conduct. Their overall presentation can be more suitable thru inspiration and counseling. By and large students have complete pay attention at the learning if the instructor use the politeness or zero punishment strategy. However on the other aspect some students do not awareness at the look at.

6. Suggestions

- Teacher should ask the questions with politeness in class room to develop student learning.
- Students should be motivated to participate in classroom activities.
- Teachers should be cooperative and motivator for student.
- Friendly environment should be promoted at school level.
- Zero punishment strategy should be enhanced for students learning.
- School students should pay interest at the gaining knowledge if the teacher use the politeness or zero punishment method.
- The teachers' role should be crucial in order to support the students' participation in the classroom.

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