



Parental Corporal Punishment and Aggression among Children with Intellectual Disabilities

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Abstract

The present study was to investigating the relationship between parental corporal punishment and aggression among children with intellectual disabilities. It was hypothesized on the basis of literature that there will be a positive correlation between parental corporal punishment and aggression. The Sample of present study consisted of 25 male children who were moderate functional level of mentally retardation. Purposive convenient sampling technique was used to collect the data from the participants. Age of the children ranged from 8 to 15 years. The Aggressive/destructive behavior subscale of the Behavior Problem Inventory (BPI-01) developed by Edlinger (1983) was used to measure aggression among mentally retarded children and Parental Corporal Punishment Rating Scale developed by Faheem (2010) was used to measure the corporal punishment of parents towards their children. The data was collected from special education schools of District Faisalabad. The results revealed that parental corporal punishment significantly positively predict aggression among children with intellectual disabilities.

Key Words: Parental corporal punishment, Aggression, Intellectual disabilities.



INTRODUCTION

Psychologists classify "aggression" as behavior refers to an action that harm to persons or property and is not within society acceptable. Detect with the intention of by this definition aggression is almost based on a public opinion that takes into report equally the individual's motives and the framework in which the behavior occurs (Coie& Dodge, 1998, Parke &slaby, 1983).

Aggressive performance can be separated into categories based on its shape and function. For instance, spoken aggression, concerning name calling, joking, bullying and so on, can be distinguished from corporal aggression for example bass beat others, kicking others and biting others. If a person's final target is to damage or injure a victim is termed hostile aggression. Instrumental aggressions refer to a form of aggression in which forceful behavior core purpose is to attain something most wanted. (Berkowitzi 1993) A shape of aggression that frequently learn in recent years was relational aggression in this type of aggression major purpose of aggressive behavior is to harm disrupts public relationships. Such as through armor spreading, fear to withdraw friendship, or social exclusion (Crick, 1995; Crick & Grotpeter, 1995).

Langner et al. (1976), Proposes that premature parenting punishment, even when it was expelled before the kid grows up, will unmoving contribute to a child's later aggressiveness. There were several adults who were "impetuous person's" who were caused by aggressive parents. Now they were gloomy with their performing out, but incapable to control themselves. Aggression is usually in mind as existing on a field, ranging starting very severing parental aggression to much milder and normative parental aggression such as apply of bodily punishment (Maurer, 1974). One ordinary fear is that parental use of corporal punishment will guide to aggressive behavior in children (Straus, 1983). In recognition of the potential harmfulness of corporal punishment, the American psychological organization announced its conflict to its use in school in 1975 (Anderson & Anderson, 1976).

Several further psychologists think physical punishment to be an effective and useful socialization instrument (Anderson et al, 1976; Leviton, 1976; Lowenstein, 1977; Maurer, 1974). In response to the assumption that corporal punishment could reason aggression in children, some professionals a cite studies which note that even abusive parental hostility does not forever lead to an amplify in children's aggression (Spatzwidom, 1989b). A study proposed that approximately all American parents use bodily punishment as suitable childrearing technique, at least under certain situation. In addition to the disagreement over whither any relationship between corporal punishment and aggression, a second difference present over the nature of this association. Briefly, three types of relationships have been hypothesized to present between corporal punishment and aggression. The initial types of relationship are a positive linear one; different researches have contended that any parental corporal punishment may be positively and causally connected to the development of disruptive aggressive behavior (Maurer, 1974). In sharp agreement, a second group of researchers have planned that lack of bodily punishment may add casually to the development of aggression (Dilalla, Mitchell, Arthur & Pagliocca, 1988). Finally, a third group of researches recommended a curved line relationship; either too little or too much corporal physical punishment may increase the likelihood of aggressive behavior (Gelles, 1974; Lefkowitz, Eron, Walder & Huesmann, 1977). Parental bodily punishment was a form of parental aggression. Others have referred to as parental "Violence" (Straus, 1990). These labels were divergence, since "Violence" frequently implies as purpose to damage, while



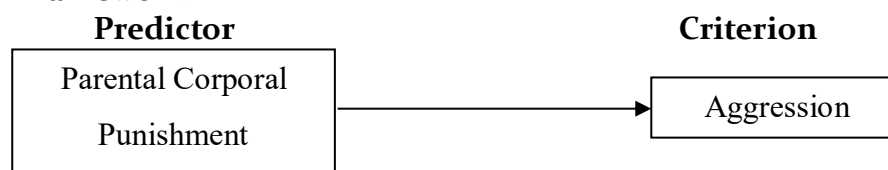
parents believe capably use corporal punishment with the purpose to assist. For require of a more unbiased term, I have therefore selected to refer to bodily punishment as one type of parental “aggression”, Since anyway of parental purposes; it essentially involved at least mild bodily aggression. Corporal punishment increases a child’s chance of increasing aggressive behavior. Typically, more severe form of parental aggression (child abuse) were examined and are the subject of understand fully review (Spatz wisdom, 1989).

In facts, for many children, physical punishment was a significant element of their socialization experiences within the ancestors. Most available researches indicate that few, positive developmental consequences connected with physical punishment beyond direct compliance with a parent’s instruction (Gershoff, 2002).

The strongest connection was between physical punishment and externalizing behavior evils, particularly aggressive behavior (Strasburg, Dodge, Pettit, & Bates, 1994; Straus & Kantor, 1994). Internalizing behavior problems such as sadness and minor self-esteem, have also found association with corporal punishment (Turner & Finkelhor, 1996). Buehler and Gerard (2002) proposed that physical punishment effected worldwide Psychological performance, even after controlling for parental involvement. new studies of physical Punishment have united such designs and have provided more convincing obvious for a parent-to-Child effect in antisocial and other behavior problem. (Lengua& Kovacs, 2005; Straus, Sugarman, & Giles-sims, 1997).

A lot of Parents vigorously seek advice on child education (Walker, 2005), and Walsh (2002) found that fewer than 50% of mother were advised against spanking by their primary sources of parenting information (books, magazines, and pediatricians) Pediatricians and other expert whom parents look for advice should now that the confirmation linking physical punishment with behavior problem in children is growing and that proof for positive results associated with bodily punishment is insufficient.

Conceptual Framework



H₁. Parental corporal punishment will positively predict aggression among mentally retarded children.

METHOD

Sample: The Sample of present study consisted of 25 male school going children who were moderate functional level of mentally retardation. Purposive convenient sampling technique was used to collect the data from the participants. Age of the children ranged from 8 to 12 years.

Instruments: (1) Aggressive/Destructive Behavior Subscale of BPI-01. The 11 items of Aggressive/destructive behavior subscale of the Behavior Problem Inventory (BPI-01) developed by Edlinger (1983) was used to measure aggression among mentally retarded children. Alpha reliability of the scale is .87. The scale consist of two-subscale; frequency scale and severity scales, (2) Parental Corporal Punishment Rating Scale. The 12 items of Parental Corporal Punishment Rating Scale (Fahim 2010) were used to measure the corporal punishment of parents towards their children. The scale was also consisting of two-subscale; frequency scale and severity scales. The alpha reliability of the scale is .76.



Procedure: The data was collected from special education schools of District Faisalabad. For this purpose parents of mentally retarded children and teachers of special education institutions were selected. The parents were approached during their working hours, and for teachers the permission was taken from their concerning heads of institutes for acquiring the required information. They were informed about the purpose, significance, and implications of the study in the future. Then informed consent was obtained from the participants before administering the questionnaires. Then the questionnaires were administered on participants.

RESULTS

The present study was aimed to examine the relationship of parental corporal punishment and aggression among children with intellectual disabilities. Descriptive statistics are computed for all study variables. Pearson correlation was conducted to study the relationship between variables. Finally, Linear Regression and t test were applied to test the hypotheses.

Table 1: *Mean, Standard Deviation, Alpha Reliability and Pearson correlation of Parental Corporal Punishment and Aggression among Children with Intellectual Disabilities (N = 25)*

Variables	M	SD	α	1	2
1. Parental Corporal Punishment	22.23	3.36	.82	-	.42*
2. Aggression	18.14	2.16	.73		-

* $p < .05$

Table 1 is showing Pearson correlation of parental corporal punishment and aggression among mentally retarded children. Results revealed that parental corporal punishment is significantly positively related with aggression among children with intellectual disabilities.

Table 2: *Linear Regression analysis of Parental Corporal Punishment and Aggression among Children with Intellectual Disabilities (N = 25)*

Model	Aggression		
	β	ΔR^2	F
Parental Corporal Punishment	.42*	.76	1.23**

* $p < .05$, ** $p < .01$

Table 2 is showing Linear Regression analysis of parental corporal punishment and aggression among mentally retarded children. Results revealed that parental corporal punishment is significantly positively predictor of aggression among children with intellectual disabilities.

DISCUSSION

The study relationship of parental corporal punishment and aggression in children with intellectual disabilities. For the purpose of data collection in this study, two types of rating scale were used that were rated by teachers and parents. Parental corporal punishment rating scale rated by the children Parents himself and Aggressive destructive behavior subscale of



the behavior problem inventory (BP1-10) rated by school teachers of children. Sample consists on 25 school going M.R. (Moderate categories) children sampling Technique used in this study was purposive convenient Technique.

In this study hypothesis “parental corporal punishment will positively predict aggression among mentally retarded children” were supported in the current research. Numerous researches also revealed that parental corporal punishment is a strong predictor of aggression among children with disabilities. (Gelles, 1974; Lefkowitz, Eron, Walder & Huesmann, 1977). Correlation co-efficient (.42) find out between the both scales there was positive correlation between parental corporal punishment and aggressive behavior of the children. The strongest connection was found between physical punishment and externalizing behavior evils, particularly aggressive behavior (Strasburg, Dodge, Pettit, & Bates, 1994; Straus & Kantor, 1994). Internalizing behavior problems such as sadness and minor self-esteem, have also found association with parental corporal punishment (Turner & Finkelhor, 1996). Moreover Buehler and Gerard (2002) proposed that physical punishment effected worldwide psychological performance, even after controlling for parental involvement. Some new studies of physical punishment have united such designs and have provided more convincing obvious for a parent-to-child effect in antisocial and other behavior problem. (Lengua & Kovacs, 2005; Straus, Sugarman, & Giles-sims, 1997).

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