

**EFFECT OF PARENTAL PHYSICAL PUNISHMENT IN
RELATION TO ASSERTIVENESS, NEED FOR ACHIEVEMENT
AND SOCIAL ADJUSTMENT OF CHILDREN**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
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ADJUSTMENT OF CHILDREN**

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in Psychology of Mizoram University, Aizawl.



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C E R T I F I C A T E

This is to certify that the present research work titled, **“Effect of Parental Physical Punishment in Relation to Assertiveness, Need for Achievement and Social Adjustment of Children”** is an original research work of Ms. Janet Ngailianniang under my supervision. This work is being submitted for the award of the degree of Doctor of Philosophy in Psychology of Mizoram University.

This is to further certify that the research conducted by Ms. Janet Ngailianniang has not been submitted in support of an application to this or any other university or an institute of learning.

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I **JANET NGAILIANNIANG**, hereby declare that the subject matter of this thesis is the record of the work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University / Institute.

This is being submitted to the Mizoram University for the **Degree of Doctor of Philosophy in Psychology**

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Chapter - I : Introduction

Child development is the scientific study of the ‘patterns of growth, change, stability that occur from conception through adolescence’, focusing on culture, race and ethnic differences that may influence the developmental process (Feldman & Babu, 2019). Physical development, cognitive development, personality development, and social development are some of the areas of interest for a child developmentalist. In studying these areas, psychologists focus on genetic factors that might determine the development process called nature, and how much social environment plays a role in influencing the child’s development, also called nurture (Wexler, 2006). How much an individual’s behaviour is determined by their genetic nature or their nurturing social environment is a relevant enquiry in child-rearing. This debate is an age-old controversy of how individual differences are attributed to their genetic heredity or environmental influences. Developmental psychologists agree that if people believed the development is due to nature or heredity, little or no intervention is provided as change in the developmental outcome would be minimal. However, if the belief was that of nurture, and environmental influences, especially during early developmental stages, then caretakers would make efforts to intervene with the maximum stimulation to ensure that the child develops to their best capability (Berk, 2017). One of the environmental influences on children’s development is the home environment

provided by parents, the style of parenting used for interacting and communicating and their demands and responses.

Parenting is the process of nurturing and guiding a child through the developmental stages, not just the act of giving birth or biological connections (Brooks, 2012). A 'Parent' usually meant a 'mother', 'father', or 'both parents', extending to caretakers like older siblings, a step-parent, a grandparent, a legal guardian, an aunt, uncle or another family member, or a family friend (Bernstein et al., 2008). The word 'Parent' is originated from the Latin word, 'Parent' meaning a "father or mother, ancestor," who gave birth to the child and is the parent to the child. If there are no such known relatives for the child (www.merriamwebster.com). Governments or society may take up the role of child-rearing through the process of adoption, foster care, or placed in an orphanage.

Parenting is the most interpersonal interaction a human being experiences in their whole existence. From the time of conception, till they turn into an adult, parents provide an environment which is monitored for the survival and adaptation of the child (Bornstein, 2002). The monitoring includes guiding, supervision, etc along the various stages of human development. Parenting plays a major role in how children develop and how that development turns out (Bornstein, 2006). Parenting styles vary across social class, wealth, culture, and income have a very strong impact on what methods of child-rearing parents use (Lareau, 2002), and the parental investment differences between males and females have a great adaptive significance which leads to gender differences and sexual orientation (Weiten & McCann, 2007). A biological or surrogate parent with good parenting skills may be called a 'good parent' (Ashish, 2014). Because parental caring controls most interactions between children and their environments and aids in determining how children adapt, it significantly impacts children's mental health (Bornstein, 2013). As a result of interactions between genes, environment, and experience more than 100 billion neurons grow and connect to form a nervous system during early life (Couperus et al., 2006; Bornstein, 2013). In this process, parenting is essential and has a lasting impact on a child's mental health, physical health, behaviour, academic performance, and later career (Dupas, 2011; Carneiro et al., 2013). However, culture has a great impact on parenting.

Every culture has well-established, unwritten rules and beliefs about how people should feel, think, and behave to give back to that society, which makes it unique from any other culture. Such beliefs are practised and passed on through parenting from generation to generation. The early environment of a child as development takes place has an impact on their self-regulation and subsequently on their later behaviour in the context of intellectual functioning, academic success, emotional regulation and social achievements (Harkness et al., 2007). Each society has a norm to ensure the new generation adopts the culturally accepted beliefs and actions whether they are common to all or unique in itself. Some other factors that influence parenting styles are societal class, wealth, income and the culture the parents belong to (Lareau, 2002). In addition, parenting differences a parent shows to their children based on gender can significantly affect their mate choices in late life (Weiten & McCann, 2007).

Human children are slow-developing, helpless babies requiring an extensive period or nurturing protection and support before they become independent and ready to procreate (Berk, 2017). Through this journey of growth and development, they come across social interactions in the form of family, peers or siblings which satisfies the need for affiliation. Families are crucial in children's lives.

Parenting has its significance in that, it is the basic structure shaping the life and well-being of an individual. Research has proven that parenting styles practised by parents have an immediate effect on the child's behaviour, mental process, emotional growth and intelligence, and achievements (Darling & Steinberg, 1993). With the type of nurturing each parent provides, the child thrives in response to every decision a parent makes, ranging from behaviour, education, and even adult life.

The government and society also play a part in raising children, better known as parenting. Runaway children and orphans are being cared for by society in the form of orphanages, foster homes, adoption or by the government in the form of child care institutes (Bornstein, 2013). A parent or substitute with good parenting abilities may be referred to as a good parent because parenting abilities vary because of characteristics such as race/ethnicity, societal class, historical era and a few personal

characteristics. There has been evidence of how a negative event can eventually affect the parent-child relationship and the unpleasant outcome is difficulties in attachments, personal values and mental health issues (Quintana et al., 2006).

With the change in generation and availability of the internet with uninterrupted connectivity, parenting has become quite a challenging task. Parents today have to manage innumerable virtual influences along with traditional social influences like family, friends and society. This era is known as the digital age and truly the internet has become a valuable source of learning and connection all around the world, with invaluable content on healthcare, self-help, and guidance for new parents. Parenting is the whole process of raising a child including physical, emotional, social and cognitive development in preparation for their adulthood until they become a parent (Baumrind, 1996). It is the way parents respond to the needs of their children. There are various parenting strategies practised depending on the culture, religious practices socioeconomic status and many more.

Adolescence is commonly defined as the “*stage of life that begins at the onset of puberty, when sexual maturity or the ability to reproduce is attained*” (Psychology, IX). Adolescence is a period of rapid growth including puberty, physical growth spurt, development of secondary sex characteristics, physical changes and hormonal growth. Along with all these biological changes adolescents also have to cope with changes in the external world like making new friends, interest in the opposite sex, changes in the school environment, exploring the outside world, moving away from the shadow of parents and embracing independence (Jaworska & MacQueen, 2015). Facilitating in the well-being of adolescents during this transition stage of development is crucial as they deal with tremendous changes in physical, emotional, social, academic, family and personal development (Agarwal et al., 2020). A common problem faced by adolescents is decision-making, with the newfound independence/ autonomy adolescents are often faced with the dilemma of being liked by their peers and trying to fit in at the same time they must heed not to fall into wrong behaviour such as drugs, and delinquency behaviours. Adolescent mental health is another concern of researcher, it is during this period they experience the most rapid change in their development and mental health is often not given enough priority.

Parenting styles

Parental support can be distinguished based on the amount of acceptance, affection and warmth given to the child. Evaluating the amount of such support helps us determine the effectiveness of these parenting styles. Diana Baumrind was the first to have described the three primary parenting philosophies; authoritarian, permissive, and authoritative, and later on went on to add the fourth neglectful parenting style. Authoritarian parenting style demands obedience from the child because ‘they said so’ and they maintain the status of authority. They also provide a well-structured environment and rigid rules with least to no means of modification. The authoritative parenting style provides a well-structured environment which involves reasoning, warmth, and no coercion and allows the child to make mistakes and learn from them. Parents who use Permissive parenting styles do not set any boundaries for the child but are highly supportive and avoid confronting the child’s indulgences. A neglectful parenting style can be described as providing low support as well as least to no boundaries often called an uninvolved parenting style (Carson et al., 1999).

The parenting style employed by parents determines the communication and interaction between children and parents, setting the emotional atmosphere at home (Baumrind, 1967:1978). Diana Baumrind’s three parenting styles - authoritative, authoritarian, and permissive became widely accepted and researched which led to the inclusion of the fourth, an uninvolved style (Spera, 2005). The role of parents plays a prominent role in shaping adolescents’ development (Grolnick & Ryan, 1989).

These parenting styles can generally determine the emotional environment of the house. Teenagers’ development is significantly influenced by parents (Carson et al., 1999). Based on the two-dimension parental socialization paradigm, two distinct variables have been developed- acceptance/involvement and severity/imposition (Spera, 2005). Researchers have concluded that an authoritative parenting style is a factor in increased social competency and reduced problematic behaviour during the developmental period of adolescents (Muraco et al., 2020).

In the expansion of Baumrind’s parenting styles, Eleanor Maccoby and John Martin collaborated to apply the theory to families with varied socioeconomic status. Thus,

they identified the fourth type of parenting style called- the inductive/negotiation parenting style (Maccoby & Martin, 1983). This parenting style involves high demandingness with high responsiveness. Parents engage in open conversation, provide reasons for the rules and encourage understanding through discussion. In parenting styles responsiveness and demandingness are the two most important variables. Responsiveness brings out the child's 'individuality' and displayed in specific needs of the child. Demandingness refers to the way parents respond and the extent to which they are willing to engage in social interaction with their child (Merckling & Williams, 2020). Indian parents mostly believe they follow the authoritative parenting style (NikHairi, Azmi & Ahamd, 2012) followed by the permissive parenting style adding that any parenting style does not contribute to the academic achievement of the students. Furthermore, an authoritative parenting style has the following features, warm but strict, nurturing, open communication, spending quality time with the children, providing opportunities for positive feedback, rational discussion, playing interest in their academic life and not making the children feel abandoned (Seng et al., 2016).

Problems of adolescents

Adolescents go through a stage of "identity crisis" in the pursuit of discovering their personality constantly seeking independence from family, with this newfound identity they also go through "role confusion" when the identity they discovered does not serve their purpose (Rutter et.al., 1976). With their newfound freedom adolescents are likely to explore and give in to peer pressure for drugs, alcohol, and defying authorities followed by a stage of excitement, a sense of achievement with a period of self-doubt, loneliness, anxiety and concern about the future and themselves as they meet challenges in their developmental process (NCERT). It may seem that peer influence has overtaken parental influence during adolescence due to the amount of time spent with peers as opposed to with parents, however, parental influence remains the foundation of support for the adolescent as a complex interplay of influence with that of peers (Rutter & Graham, 1976). Another major concern of adolescents is the alarming prevalence of social and behavioural maladjustment attributed to the family environment which needs addressing (Pathak et al., 2011). Substance use and abuse is

one issue that has become a part of adolescent years and it is a cause for concern. Many teenagers expressed that they experimented with drugs during their teenage period but only a few of them use drugs lifelong into adulthood (Klostermann, 2023). Studies on adolescent substance use have shown that the most common substances for intoxication are alcohol, tobacco, marijuana, opioids and prescription stimulants, of which alcohol is the most common substance (Garofoli & Mark, 2020; Griswold et al., 2008).

Adolescents are in the process of discovering their identity and confidence to make themselves perfect. In the attempt to achieve perfection, they are often insecure about their developing physical and emotional selves that they often turn to others for imitation including parents, peers and social media (Peleg, Boniel-Nissim & Tzischinsky, 2023). Another common concern for adolescents is eating disorders in an attempt to achieve desirable physical looks. The most common forms of eating disorders are restrictive intake of food (anorexia nervosa), and binge eating followed by induced elimination of the food consumed as one of the symptoms of bulimia nervosa (NCERT). In addition to affecting the social and psychological health of adolescents, eating disorders cause malnutrition, stunted growth and in rare cases result in life loss (NCERT, 1998). Studies have proved unrealistic expectations of body image, shape and size are often influenced by media exposure of unrealistic and unhealthy perceptions of body images, they further agreed that the same media can be used to propagate healthy perceptions of body image (Morris & Katzman, 2003).

Children learn their attitudes and behaviour from the society and culture surrounding them, it is important that positive values and behaviour are inculcated at a young age to avoid juvenile delinquency which is a common problem persistent among adolescents across societies (Surong & Lyngdoh, 2020). There is a gender difference in delinquent behaviours in that males have statistically higher involvement compared to adolescent females, however females who are involved in delinquency have a harder time overcoming such behaviours in their later life (Moreno et al., 2014). Parents are often held responsible for juvenile delinquency and studies have rightly proved that such acts could be prevented with early intervention of school-aged children and early adolescents with positive parenting emotional support (Barber,

1996). Involvement of parents is crucial in the intervention to inhibit such behaviours, especially parents of the same sex, fathers' involvement in the intervention program for the prevention of boys is effective for such behaviours in later adulthood (Hoeve, 2009). It is human choice to behave in amoral, antisocial or violent behaviour but parents also are accountable to guide their children in life choices of prosocial, non-violent and morally responsible human beings (Johnson, 2016; Williams, 2006). Parenting style also contributes to whether children have healthy psychological health, coping skills or antisocial behaviour with the most effective being authoritative and authoritarian style while the least effective being the permissive parenting style (Johnson, 2016; Wittenborn, 2002).

Physical Punishment

Parents tend to assume children's misbehaviour is due to a lack of discipline and often use harsh punishment to instil socially acceptable behaviour and to exert their parental authority. According to social Learning theory, physical punishment serves as a role model for aggressive behaviour in children. Parent's behaviour has a significant impact on teenagers' developmental stages. Researchers (Lansford et al., 2005) concluded that cultural and societal settings affect how often people are physically punished. In their study of six nations, they found that, with various collectivism and religious ties, Kenya had the greatest physical punishment informativeness, followed by Kenya, Thailand, China, the Philippines, and Italy. Causal Attribution theory assumes that physical punishment interferes with the child's morality and can lead to antisocial behaviour later in life.

The United Nations on Convention of the Rights of the Child (UNCRC) Committee defines physical punishment as "any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Such force mostly includes ("smacking", "slapping", "spanking") of children, with the hand or with the help of an equipment- a whip, stick, belt, shoe, wooden spoon, etc. Other examples included in the given list are; "kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion (for example, washing children's mouths out with soap or forcing them to swallow hot spices)." Another non-

physical form of punishment usually includes humiliation, denigration, scapegoating, threatening, scaring or ridiculing the child. The committee views any form of physical punishment as degrading to the child inflicted upon.

Disciplining a child and bringing them up to be compliant is the ultimate goal of a parent, and sometimes parents have to resort to rather vigorous measures to achieve these goals. It is generally considered acceptable by society if parents resort to such rigorous methods to ensure compliance in children. This perspective only began to change around 30 years ago when various studies began to find direct links between the then “normative” physical punishment of children and behavioural aggression, juvenile delinquency and domestic violence on spouses manifested in the later years (Straus, 1983).

Bullying in any form has garnered a great deal of attention for research over the last four decades. Since, there has been a much clearer understanding of the causes, dynamics, worldwide prevalence, and potential repercussions of this kind of interpersonal violence prevalent among school-aged children (Gómez-Ortiz et al., 2016; Zych, Ortega-Ruiz, & Del Rey, 2015). Several studies have highlighted the importance of certain personal factors that can act as protective or risk factors of bullying involvement, such as personality (Gómez-Ortiz et al., 2016; Book, Volk, & Hosker, 2012), empathy (Jolliffe & Farrington, 2011), self-esteem (Kokkinos & Kipritsi, 2012), and emotional intelligence (Gómez-Ortiz et al., 2016; Elipe, Ortega, Hunter, & del Rey, 2012). Also proven to be connected to bullying are the school atmosphere (Yubero, Larranaga, & Navarro, 2015), peer connections, (Casas, Del Rey, & Ortega, 2013), dynamics, and the home environment (Gómez-Ortiz et al., 2016).

There have been studies indicating that physical punishment is more prevalent among low academic achievers. Parents believe children deserve physical punishment if they fail in school (Qasem et al. 1998), and drop out of school (Bowditch, 1993). According to Developmental psychologists, any form of punishment yields a negative outcome particularly when used as a method of discipline (Berger & Thompson, 1995; Bornstein & Lamb, 1988; Grolnick, Deci, & Ryan, 1997). This is because they believe

reasoning with a child yields better behavioural outcomes than physical punishment (Etaugh & Rathus, 1995) whereas behavioural psychologists would recommend using non-physical punishment to get the desired behaviour. However, no study has proven one approach to be better than the other about physical punishment.

Physical punishment and gender

It is alarming to point out that physical punishment is a common method of discipline among parents not only in India but also in Western societies (Straus & Stewart, 1999; Durrant & Ensom, 2012; Kodner & Wetherston, 2013; Winstok, 2014). Although parents use physical punishment to inflict pain as a lesson not to cause harm and as a perceived effective means to correct unwanted behaviour, it must not be confused with child abuse or violence against children (Mehlhausen-Hassoen, 2019).

Boys and girls often do not receive the same level of punishment. Male children receive harsher punishment than female children. Studies have found that the male gender is a 1.98 times better predictor of harsher punishment than the female gender (Alyahri & Goodman, 2008) and 14.3 % of parents are more likely to punish boys while only 12.9% punish girls (Straus & Stewart, 1999). In addition, girls tend to receive milder punishment “slapping, pinching, or additional domestic tasks” while boys are subjected to being “smacked with an item, kicked or beaten with a wooden stick” and other forms of corporal punishment (Beazley et al., 2006). As a result of harsher punishment, boys tend to display more aggressive forms of behaviour and parents find the male children more difficult to discipline. Parents often report using physical punishment on male children than female children (Mehlhausen-Hassoen, 2019). There is an overall difference in how parents deal with their children based on their gender. They do not hesitate to use physical punishment on the boys while the common saying ‘do not hit a girl’ is being followed, thus boys are unnecessarily facing punishment based solely on gender. Many people will also hesitate to hit girls who misbehave but not as much thought might be used to hit a boy who misbehaved. Even if one of the parents hit the girl child, the other parent might come in defence of the female child, while the boy child would not be privileged for such parental protection based on his gender. Thus, it can be said that being a male increases the chances of being hit as a form of discipline (Mehlhausen-Hassoen, 2019).

Physical punishment and Assertiveness

Assertiveness is a method of critical thinking in which individuals assert their opinions and boldly demand their rights without violating the rights of others, using accurate information while maintaining composure. Assertive people are outspoken and analytical, easily identify any pointless information or evidence and do not hesitate to call them out (Ames & Flynn, 2007). It is a method of critical thinking where an individual speaks up in defence of their views with confident declaration person's rights without either aggressively threatening the rights of another, or an affirmation of a statement in light of erroneous information (Larsen & Jordan, 2017). Assertive people can be outspoken analyse information and point out areas of information lacking substance, details or evidence. Being assertive improves creative thinking, the ability to communicate their thought, convey their ideas, and come to a creative problem which is also called effective communication used for treating neurosis as an intervention for behaviour therapy (Wolpe, 1958). Non-assertiveness of a person makes them unable to express their needs and opinions effectively, they tend to be anxious, and stressed and experience difficulties of self-acceptance often termed by clinical psychologists as mental illnesses (Wolpe, 1958).

Assertive people may speak out, assess material, and identify where it is missing in content, specifics, or proof (Pfaffman, 2017). It is a sort of critical thinking in which someone asserts their opinions confidently while also asserting their rights without actively harming the rights of others or reiterating a claim in the face of false facts. Assertive people can be outspoken, examine material, and identify places where it is missing in substance, specifics, or proof. In behaviour therapy, patients with neurosis are given treatment using assertiveness training with 'reciprocal inhibition' which is significant for improving anxiety responses and mental wellbeing (Wolpe, 1958). To defend a valid point of view or an important assertion, one must be self-assured and confident without becoming confrontational. It is a communication method and skill that may be developed in the fields of psychology and psychotherapy. It is seen as a crucial life skill that children should learn, and recent research revealed that the more people are assertive, the more their job satisfaction increases (Karakas, 2015; Hamouda, Eid & Saleh, 2018). Humanistic psychology is concerned with intentional

goal-setting, self-assertion, and the development of a person's capacity for self-actualization and self-improvement. Being assertive has been proven to be linked to improved mental health as Clinical psychologists aim to promote various assertiveness training methods (Pourjalila & Jarnaghash, 2010).

One of the elements of social competence is assertiveness. In addition to helping people overcome social anxiety, assertive conduct is linked to the capacity to stand up for one's rights, the capacity to ask for assistance when needed, the capacity to express both good and negative emotions, and the capacity to adjust in social situations (Keramaty, 2000). Scientific studies on assertiveness and assertive conduct demonstrate the connection between this phenomenon and several psychological traits of the individual. It was discovered that the development of assertiveness lessens the severity of these mental states (Eslami et al., 2016). As demonstrated, the role of assertiveness in mental states of expectation in students' learning activities. Assertiveness, anxiety and depression were found to have statistically significant relationships (Haley, 1985).

Assertiveness is thought to exist in a continuum, with excessive agreeableness (i.e., submissive/unassertive) or extreme hostility (i.e., aggressive) on the other end, as being two possible manifestations of assertiveness (Speed et al., 2018). Assertiveness training can be given to improve assertiveness and to assist clients in being better able to freely express what they want in a variety of life circumstances rather than being subservient or confrontational. In terms of social skills training, which generally aims to assist people in reducing any anxiety-based inhibitions and learning specific skills to develop more competent social functioning, assertiveness training, which employs a variety of cognitive behavioural techniques, can be conceptualized as a component (Kilkus, 2008). Unassertiveness can be brought on by real skill deficiencies such as the inability to comprehend and convey needs and desires or performance deficiencies, potentially brought on by fear of the outcome of being assertive (Heimberg & Becker, 1981; Speed et al., 2018). Assertiveness training may include cognitive rewiring, addressing the fearful beliefs that cause avoidance behaviour which is inhibitory, or behavioural skill training enhancing the behaviour toward acting more assertive in the

process targeting skill weaknesses example behaviour modelling and repetition of behaviour (Rosdiana & Hidayat, 2017). In addition to improving competence, behavioural skill training may be seen as a type of exposure that lowers anxiety (Speed et al., 2018). To consistently regulate particular interpersonal abilities, adapt to social impairments, and develop social competency, he created a "multimodal treatment" (Lazarus, 1971). Lazarus identified four groups of behaviours that were characteristics of assertive personalities and prerequisites for a happy life: the capacity to express one's needs and wants honestly; (ii) the capacity to say "no;" (iii) the capacity to express one's positive and negative emotions honestly; and (iv) the capacity to make contacts and successfully initiate, carry on, and end conversations

Assertiveness and academic achievement

Assertiveness is believed to enhance students' academic performance, and boost their social adjustment as being assertive helps in building healthy social relationships (Blegur, Haq, & Barida, 2023). Students could overcome peer pressure to bunk classes, not turn in assignments, bully others and be relaxed with academic performance by being able to assert themselves against such influences. Assertiveness training must be provided to students with the help of the teachers in assertiveness training programmes so that students can venture into the world with functioning soft skills helping to be successful in academics as well as careers in later life. Students must be able to be assertive to be successful in academic performance as studies have proved that unassertiveness can hamper their academic performance when students are negatively affected by peer groups (Furo & Kagu, 2020). Such negative effects would not have been an issue if students were able to assert themselves from unproductive social interactions.

Assertiveness and gender

There is an expectation of a similar level of assertiveness among individuals of same education level, but differences are always expected in terms of ethnicity and gender. Males are found to be more assertive than females although certain females exhibit more assertiveness for survival (Collins, 1986). Sometimes assertiveness may be used by females as a means to communicate effectively (Parham et.al., 2015). Previous

studies on gender differences have established that men in general are more assertive across ethnicity and race compared to women, therefore assertiveness training needs to be tailored according to the needs, men could be taught express their assertiveness in a positive form and women need to be more assertive in negative situations (Furnham & Henderson, 1981). Women's lack of assertiveness is a conscious choice because of the gender roles that women are more agreeable to and less likely to confront even in the face of unfair situations while men have no such societal expectation (Bossuyt & Van Kenhove, 2018).

Based on available literature on gender roles, gender differences on assertiveness are consistent with traditionally assigned gender roles such as females tend to be more emotion-driven, agreeable, and dependant whereas males traditionally are seen as more goal-driven, domineering and insistent (Arrindell et al., 1997). However, there is no evidence to clearly define and support such claims. A later study (Eskin, 2003) found that girls were more assertive and expressive when compared to boys on self-reported assertiveness. The previous findings could be explained that men are usually more commanding than women, which can be taken as assertiveness to align with their masculinity (Gervasio & Crawford, 1989). Assertiveness can sometimes be situation-specific, often women are more assertive than men in college settings, job interviews and while expressing personal opinions (Chandler et al., 1978). Apart from that, differences in assertiveness is attributed to the personality of the individual rather than gender (Shafiq, Naz & Yousaf, 2015; Arrindell et al., 1997). Differences in assertiveness is not only determined by gender but also by age and maturity, a study on the Nigerian community (Eucharia & Onyeizugbo, 2003) found that as young adults, males are more assertive than their female counterparts of the same age group, however, older women are more assertive with maturity than their male counterparts.

Need for Achievement (N-Ach)

Henry Murray coined the term Need for achievement (N-Ach), referring to the "individual's desire for significant achievement, skill mastery, control or the pursuit of high standards", this term was popularised by David McClelland (1961). People with high N-Ach have an inner drive for achievement makes the person strive for success in academics, career, personal development and growth. They choose moderately

difficult tasks to challenge themselves to strive harder to achieve the goals which are often within reach, giving them the challenge and a hint of independence. People with low N-Ach may end up choosing easy tasks to avoid striving too hard or failing in an attempt not to embarrass themselves.

Hunger, thirst and sex are unlearned motives of human beings, they are also called the biological motives for survival, although sex is not crucial for survival, it is the motive for propagation of the human species. Learned motives develop from social interactions, thus they are often called 'social motives'. They develop as a result of rewards and punishments individuals receive as the outcome of their environmental interactions. One of the most important learned motives is the need for achievement, other needs include the need for affiliation, need for power, etc. Individuals develop this need for achievement as a consequence of societal rewards or punishment for their failure or success (Arno, 2017).

McClelland's definition of need for achievement or N-ach is a personality disposition learned over time based on experiences such as joy in achieving or punishment for failure, these dispositions become stable with each experience and the individual internalizes them (Finogenow, 2017). This theory is one of the most applicable and accepted theories in the field of personal and organizational settings. The three drivers of human motivation according to McClelland are achievement, affiliation and power. They not only motivate individuals but constitute various goals and factors affecting a person (Winter, 1992). The need for achievement is the person's drive to excel above the prescribed standards of excellence (McClelland, 1961). According to Yamaguchi (2003), when individuals can realize their purpose without comparing to others their achievement needs are more satisfactory.

It is used to describe a person's drive for notable success, skill mastery, command, or high standards. The psychologist David McClelland popularised it after Henry Murray coined it in 1938 and proposed the achievement motivation theory which focuses on the internal drive competitive individuals possess to be outstanding above the rest. This type of motivation allows the person to engage in challenging activities, and they strive to excel and be the best above the rest and they tend to purposely choose difficult and challenging tasks (McClelland, 1961). According to

McClelland, persons high in achievement motivation are more likely to strive harder to succeed in contrary to persons low in achievement motivation. Individuals with high achievement motivation have the desire to outperform themselves and like to challenge themselves (Heintz & Steele-Johnson, 2004).

Brunstein and Maier (2005) identified two dimensions of achievement needs: implicit motives and explicit motives, these two motives are separate but interacting. Implicit motives drive the individual to be effective in the task performed while explicit motives make the individual deliberately choose challenging tasks to prove their effectiveness and mastery over the task (Royle et al., 2012). Thus, in a corporate setting, when a leader appears to be an influential leader it is an explicit motive (Brunstein & Maier, 2005).

Achievement motivation

Motivation is based on the concept that drives behaviour. Motivation is derived from the Latin word 'motivare', which means 'to move'. The everyday activity of an individual is done with motive. Motivation may be defined as "the process of assuming, sustaining and regulating activity" (Srivastava & Pant. 2015). Parents influence their children's everyday lives, especially regarding their education (Spera, 2005). They exert their authority and heavily influence their child's academic success and achievement. Success is when an individual achieves personal goals and exceeds the performance of others. According to Achievement goal theory, when performing achievement-related tasks, an individual's level of involvement toward task or ego goals can fluctuate. That is, at any point during task engagement, they can be more or less task- and ego-involved (Duda, 2004). Achievement motivation in people depends on their will and personality as pointed out by Akram & Mohammad (2020), students with high hardiness in particular, are likely to do better in terms of their academic achievement level. Specifically, hardy people are committed to what they are doing in various areas of their lives; they believe in having some level of control over the causes and solutions of problems; and they view changes in life and demands for adjustment as challenges and opportunities.

Authoritative parenting style was found to significantly predict academic performance, as compared to no prediction for permissive and authoritarian parenting styles (Turner et al., 2009). Students with intrinsic motivation tend to be more academically successful as compared to motivated students (students with a lack of motivation). Parenting style and interaction during their early years also have a direct impact on communication skills, higher GPAs students' achievements and confidence in college (Turner et al., 2009).

Academic achievement is influenced by the achievement motivation of people based on their as more driven students tend to perform better academically (Akram & Mohammad, 2020). Achievement motivation an individual has affects their learning, outlook, and performance output in a work environment (Srivastava & Pant. 2015). This also has the same effect on the lives of students. The level of motivation they have will affect their classroom behaviour, their ability to learn and finally their academic performance. Specifically, hardy people are committed to what they are doing in various areas of their lives; they believe in having some level of control over the causes and solutions of problems; and they view changes in life and demands for adjustment as challenges and opportunities. According to Achievement goal theory, when performing achievement-related tasks, an individual's level of involvement toward task or ego goals can fluctuate. That is, at any point during task engagement, they can be more or less task- and ego-involved (Duda,2004).

Social support is the relationships people form with others, how good the relationship is what benefits the individual gets from such relationships and that the individual benefits from such relationships (Srivastava & Pant. 2015). It is during the developmental period children acquire their achievement motivation with their source of inspiration being parents, teachers, and other role models. Persons high on achievement motivation prefer challenging tasks. (NCERT). Achievement standards are influenced by society based on gender, and the motivation of individuals has reflected competition and standards of society which are passed over from generation. Compared to old societal beliefs about gender, society's new construct could include competitiveness for both genders with equal competition and striving for excellence

because research has proven that women can be on par for excellence as much as men have (Duncan & Peterson. 2009).

Physical Punishment and Need for Academic Success

Academic achievement refers to the performance of the child in education. Such achievement is measured by many criteria such as “general intelligence, achievement motivation, recognition, interest, attitude, aptitude, Personality, etc of the person” (Suvarna & Bhata, 2016). Personal factors such as beliefs, behaviours, and the environment equally influence one another. Existing literature suggests that highly motivated students may attain more academic success (Hoang, 2007). Among other factors, autonomy, parental involvement and warmth are significant predictors of academic achievement (Zahedani et al., 2016). A previous study has pointed out that highly educated mothers are a key resource in Western Germany, impacting their children’s academic performance and Life Satisfaction whereas in today’s society fathers appear to have less impact on these aspects of their children’s life (Crede et al., 2015).

According to Nicholls (1989), in the context of achievement, two concepts of ability manifest an undifferentiated concept of ability and a differentiated concept of ability. When individuals use the undifferentiated concept, that means the ability and effort of the individual are the same it is called task involvement. When an individual uses a differentiated concept where ability and effort are of the same concept it is called ego involvement. When an individual uses task involvement the goal is to obtain mastery of the task. On the contrary when individuals use ego involvement the main goal is to excel in performance compared to others (Roberts et al., 2004).

Academic performance is the ultimate guide a parent uses to determine a child’s success. Therefore, academic achievement becomes a stressor in the life of the child as well as the parent and sometimes children take it as a burden. Often parents threaten or punish children if they are unable to achieve certain standards of achievement set in school. This have been the reason why children go to the extreme of attempting and even dying by suicide rather than facing their parents after failure in school (Archit, 2022). Students with high academic success feel the need to overcome challenging tasks to develop their competence (Latha, 2014). Parents can help in the

improvement of adolescent's achievement motivation by encouraging them with positive feedback. The school administrators and teachers can collaborate with parents in improving the academic achievement of students by motivation because the efforts given by all of them would help in the overall success of the students. (Gupta. & Prajapati, 2018).

Parents and their style of interaction play an important role in determining the academic success of students. When compared to all other styles of parenting, children have better academic achievement with the authoritative style of parenting (Hayek et al., 2022). Parenting style affects the home environment, and this environment has a direct effect on the child, parents who use an authoritative style make the home environment warm and receptive thus improving the self-efficacy of the child which has a positive effect on their academic success (Turner, Chandler & Heffer, 2009). The authoritative parenting style encourages children to outperform their peers in a bid to require their parents' supportive and nurturing interaction style thus improving their need for academic success, while the authoritarian parenting style encourages children to improve their shortcomings in the outlook of not disappointing their parents but strengthening their performance to meet their parental demands (Chen, 2015). Both of these parenting styles contribute to the need for academic success in a positive way of increased competency, also in a negative way avoidance of failure where students strive to achieve success to avoid looking inferior in front of others because their parents will punish them if they fail to meet the standard of parental demand.

Physical Punishment and Need for Vocational Achievement

Students have different concepts regarding achievement and success, and Achievement Goal theory defines strategies used to achieve these goals. Self-determination Theory helps understand achievement goal striving, taking into account the distinction between intrinsic and extrinsic goals for the achievement of certain goals. Situational intrinsic work motivation and work engagement are predicted by the Fundamental psychological need for relatedness, autonomy, and competence (Stefan & Oliver, 2018). It can be considered that a theory which views the individual's goal-driven tendency will be influenced by the motives behind the action, the expectation of the outcome of his action and the benefits of the efforts when the concepts are broadened

to other tasks (Nair et al., 2022).

In today's world, vocational achievement or vocational success is important to be competent for building a career. There are vocational colleges providing guidance and coaching to students to be able to make the right career choices. There is a need for reliable human resources with the capacity for proficiency in their respective fields with the required technology, expertise and skills (Sojow, Wajong & Sangi, 2018). Such scenery is due to the competitiveness of the professional workplace. Performance in the workplace is the result achieved by employees by carrying out the task assigned in the organization. Thus, vocational training is to make the person successful in their career.

Extensive researchers have explored the strategies to increase motivation of studies, many of them dedicated to engaging students participation. The most widely accepted strategies are project-based learning, solution-focussed counselling techniques, the implementation of gamified flipped classroom environments (Ratinho & Martins, 2023) and the application of punishment-reward (Hardin et al., 2006; Setiono, 2019; Reis, Coelho, & Coelho, 2020). Among these strategies, the most commonly used are solution-focused counselling techniques and punishment reward techniques (Hardin et al., 2006). The implementation of punishment and reward can be a motivator for learning in children when children associate learning with avoidance of punishment (Witte & Grossman, 1971).

Physical punishment and Need for skill achievement

The skill of an individual means the ability of a person to perform a task with utmost competency within a certain time with prescribed energy or both (Gaikwad, 2018). India is one of the leading countries with a young population and a rapidly growing economy. The youths of today need skill development to be employable to develop businesses of their own. The government has become aware of this human resource and launched the Skill India programme was launched in July 2015. In today's globalized world, students must learn to hone their skills for the future of the country (Gaikwad, 2018).

The environment surrounding children in school as well as outside school has a high influence on their skill achievement (Latha, 2014). Students with high self-efficacy perform better in the classroom by persevering through challenges, coming up with alternative approaches tactfully when the initial plan of action fails and dealing effectively with the emotional and cognitive aspects of the surroundings (Bandura, 1997). Self-efficacy is essential for a student to be motivated to succeed in school. The goal Orientation theory is also called the Achievement Goal theory. It is a psychological model seeking to understand people's perceptions and actions toward various concepts regarding school and the workplace. The theory aims to explain the reason behind people's goals, behaviour, and reactions and how they ultimately gain their motivation to the task. There are two main goal orientations called mastery goals and performance goals (Martin, 2007).

The need for skills achievement can be explained with the help of mastery goals, that is the individual striving to acquire new skills, trying to master it and with the help of the new skill enhancing their competence. Bandura and Dweck (1985) found that children with the highest IQ do not turn out to be the most successful or striving to excel in life. They have mentioned that children with low confidence or low self-efficacy tend to have a positive outlook toward success in future. Since they evaluate past failures and have a brighter outlook on future achievements. They have concluded that past achievements do not predict future achievements and that with the necessary skills and motivation, one can improve their ability (Dweck, 1986). Some individuals continuously prefer to master their goal orientation over some time and achieve and this dedication leads them to a stable goal orientation, which makes them be able to achieve any target once they have set their mind to it (Harris et al., 2007). Adolescents who can appreciate task completion, who persevere throughout, are self-reliant and able to show they are most work-oriented tend to grow up with an authoritative parenting style (Gonzalez, Doan Holbein, & Quilter, 2002). The desire to become competent by improving the skills they have and knowledge they gain by mastering new tasks and challenges is mastery orientation (Elliot & McGregor, 2001).

Physical punishment and the Need for social achievement

Maslow's hierarchy of needs describes how basic the need for affiliation is for human beings. This need for affiliation with other human beings has also been explained by John Bowlby in the attachment theories, followed by Ainsworth. Even animals feel the need for affiliation in Lorenz's experiment. Thus, when a child is brought up in a family, growing up with siblings and parents the need for affiliation is fulfilled. When that child explores the environment outside of the family, the need for affiliation is extended to the people outside of the family members. They begin to look for friends who would appreciate them and lovers who would accept them, groups where the need to belong is fulfilled.

David McClelland and his associates proposed the theory of Needs also called the Achievement Motivation Theory. This theory states that human behaviour is affected by three needs - Need for Power, Achievement and Affiliation. People high in the need for affiliation like to be recognised in the group, associated with culture and feel the need to be accepted by others. Individuals with a high need for affiliation make excellent teamwork and well well-liked among peers. It cannot be denied that parental influence and supervision on the social interaction of their children is remarkable (Parke et al., 2003). They try to instruct them directly through oral mode about the norms of the society, cultures, and acceptable and unacceptable behaviour. Sometimes they guide them instead in the form of advice and support, while other times parents themselves provide the opportunity in the form of family environment, type of school and social exposure (Parke & Buriel, 2007)

The type of relationship an adolescent has with their parents directly influences their behaviour and general choices in life. For instance, parents can influence their child to be socially outgoing or antisocial, or with typecast peers (Brown et al., 1993). There is however research to prove that parents whatsoever do not influence how children behave as adolescents (Zahedani et al., 2016; Hinnant et al., 2019). Social achievement, also called social competence is associated with skills for effective interaction with teachers and peers in cooperation, understanding others' emotions, being cordial and most importantly when to withdraw from such interaction (Denham

et al., 2015). Parents play an important role in helping children attain the desirable social skills. Parental discipline can prevent the child from misbehaving, act as a model on how to manage emotions, behave appropriately to situations, be considerate of how other people might feel and sometimes correct any misbehaviour (Tompkins & Villaruel, 2022).

Psychological Adjustment

Aristotle said that ‘Man is a social animal’, human beings exist in a social set up usually called communities with family being the first. Individuals have their first social interaction in the family where the foundation for their social adjustment and development are built, and this serves as the driving factor in their later social interactions (Davis & Rhodes, 1994). Adjustment is the process by which an individual finds the appropriate behaviour to maintain harmony with people around them and their surroundings. This is why adjustment is often used synonymously with ‘accommodation’ or ‘adaptation, which results in maintaining equilibrium (Shaffer, 1961). In each situation, the individual must find a way to adjust. When the individual fails to adjust to the surroundings or circumstances it gives rise to several problems. Problems may include conflict, unpleasant emotions, frustration, and aggression and may result in violence. Human beings learn social adaptation abilities such as emotion regulation, communication skills and appropriate behaviour in school as well as at home.

Adjustment is a continuous process of an organism fulfilling the need to survive while responding to the demands of the surroundings it lives in (Shaffer, 1961). Darwin first introduced this concept as “Adaptation” used by organisms to thrive. As individuals, we keep making adjustments throughout our lifetime to survive. Children first adapt to the home environment, then they adapt to the school environment and finally as adults, they adapt to the real world. School is the foundation of all academic learning, considered to be is the pillar of later success in adult life so children are expected to adapt to the school environment. Children must adjust to the school environment; therefore parents, teachers and friends assist them in this process. At times, the environment becomes competitive and the child is expected to perform better or face failure for lack of ability to adjust to the high demands, and thus make

the child socially withdrawn. Individual perception of gender roles, identity, cultural identity and achievement motivation, all have been linked to the cultural exposure one has had and often linked to ethnic differences, and generational influence (Urdu & Mestas, 2006). Students who have better adjustment are believed to be better academically as ample studies have shown direct links between the association of adjustment with academic performance in a positive direction.

In the late 1970s four scholars-Carole Ames, Carol Dweck, Martin Maehr, and John Nicholls- chose to focus on the social cognitive factors such as beliefs, perception and goals to be the motivating factor of achievement-related behaviour within an individual as opposed to the more stable factors such as socio-cultural situations as given by McClelland (Urdu & Kaplan, 2020).

Physical Punishment and Emotional adjustment

According to the APA Dictionary, emotional adjustment is “the condition or process of personal acceptance of and adaptation to one’s circumstances, which may require modification of attitudes and the expression of emotions that are appropriate to a given situation.” (APA, 2023). Adjustment is a change in attitude, behaviour, or both by an individual based on some recognized need or desire to change, particularly to account for the current environment or changing, atypical, or unexpected conditions. A well-adjusted person satisfies needs in a healthy, beneficial manner and demonstrates appropriate social and psychological responses to situations and demands (Britannica, 2018).

Emotional adjustment refers to the adaption abilities of the individual in dealing with emotional relations with others as well as events in day-to-day life. In the process of adjustment, the individual attempts to deal with conflicts, stress, tension and attempts to meet their needs and constantly make conscious efforts to maintain a balanced way of life (Kulshrestha, 1979). Thus, emotion regulation involves ‘the extrinsic and intrinsic processes responsible for monitoring, evaluating, and modifying emotional reactions, especially their intensive and temporal features, to accomplish one’s goals’ (Thompson, 1994). Social and cultural adjustments are similar to physiological adjustments. People strive to be comfortable in their surroundings and to have their psychological needs fulfilled through the social networks they inhabit.

When needs arise, especially in new or unfamiliar surroundings, people increase their familiarity and comfort with their new environments (Britannica, 2018).

Parenting techniques are also the behavioural tactics parents use to socialize their youngsters. Practices like emotional support have been demonstrated to be favourably connected with emotional adjustment when used in the context of learning activities (Betts, Gullone & Allen, 2009). A study on how parenting styles affected secondary school-aged children's emotional adjustment found that there is no statistically significant relationship between parenting styles and secondary school children's emotional adjustment (Uchendu, 2022). "Emotional adjustment" refers to an individual's adaptation in emotional relationships within and with other people, both inside and outside the school, as reflected in the individual's attitudes and behaviour" (Sekar & Lawrence, 2016). Researchers have found academic achievement to have a significant relationship with the emotional and educational adjustment of higher secondary school girls and boys (Sekar & Lawrence, 2016).

Parents help their children in emotional adjustment or maladjustment in the sense that, parenting practices where children feel they are being accepted, where their opinion is heard in decision making and where adolescents feel parental support makes them feel connected to their emotions and these children are more likely to develop the required emotional skills to better emotional adjustment. Warm parenting style has a positive effect on the emotional regulation of adolescents (Yao, Chen & Gu, 2022). Studies have established that authoritative parenting may be the preferred style of parenting as it has a positive effect on the emotional and social adjustment of children, although authoritarian and uninvolved parenting styles hurt the same (Agbaria & Mahamid, 2023). The authors also believed that instead of children growing up without restrictions and bounds, it is more beneficial that parents act as the reference for rules and demand obedience from children to motivate them to strive for achievement. Parents have reported slight differences in parent-child interaction when it comes to parenting style with the father reporting more slightly assertive parenting in comparison to mother-child interaction, although spouses tend to use a more similar style of parenting, parenting style is found to be directly related to children's cognitive

development (Zupančič, Podlesek, & Kavčič, 2004).

Physical punishment and Social Adjustment

According to the APA Dictionary of Psychology, social adjustment is the accommodation to the demands, restrictions, and mores of society, including the ability to live and work with others harmoniously and to engage in satisfying interactions and relationships. Our interaction with people depends a lot on our perception of others—like the way they respond to certain things, their reactions, and opinions and how we make sense of their behaviour. During such interactions, we gather information about them and use the information in drawing inferences before attributing the cause for their behaviour, although accurate information gathering is important for making any social inference.

Social adjustment refers to the adaptation abilities of the individual in terms of the social relationship with other people, and situations involving home interaction, school interaction and any social events. Adjustment therefore means how well the individual has developed the skills required to deal with such relationships and interactions while maintaining a balanced environment. Those who have a more positive social outlook are more likely to help others, they are not self-centred and therefore often labelled as socially well-adjusted. Therefore, the minimum requirements for a person to be termed as socially well-adjusted are external directed behaviour, favourable peer groups, pleasant social attitudes and self-adjustment (Lalima & Prasad, 2019).

The ability to live and work with people peacefully, engage in fulfilling interactions and relationships, and adapt to the needs, limits, and mores of society are all examples of social adjustment, according to the APA Dictionary of Psychology. According to the APA Dictionary, social adjustment is the “accommodation to the demands, restrictions, and mores of society, including the ability to live and work with others harmoniously and to engage in satisfying interactions and relationships” (APA, 2023).

Social adjustment has four aspects; competence, personal development, social responsibility and social integration as the four aspects of social adjustment, of which,

social integration is the most challenging aspect in which teachers often play a significant part in promoting healthy adjustment for high school students especially new students (Levine & Levine, 1996). Social adjustment is believed to have been influenced by academic achievement although there is a counter possibility that social functioning and social adjustment may have an impact on academic performance (Olweus, 1983; Hinshaw, 1992). Social adjustment is a crucial index for Academic achievement. Parenting style and family influences is a contributing factor in the associations between academic achievement and social adjustment (Chen et al., 1997). Alzboon (2013) showed a significant positive relationship between social adaptation and achievement motivation. Studies (Juareguizar et al., 2018) have found that restrictions with positive affect are important for children's emotional well-being and that students from neglectful and authoritarian families presented the highest levels of school maladjustment, without differences between neglectful and authoritarian or between indulgent and authoritative families. For adolescents during their transition to adulthood, socializing with peers plays a vital role in identity formation (Li & Grineva, 2016).

The social adjustment ability of an individual plays a role in inducing positive relationships with their surroundings, peers, and educational institution and the individual benefits in that all these factors contribute to their success and ability to make the most of the available resources. Socially adaptive individuals aim to achieve higher because the environment is already in their favour, they target bigger goals and become motivated to progress (Alzboon, 2013). Many researchers have established negative effects on the mental health of adolescents with authoritarian parenting while positive effects on mental health with authoritative parenting. However, it need not be the same for all ethnicities, Ye and colleagues (2021) have found that authoritarian parenting hurts the mental health of Chinese adolescents in moderation only in times of stress, especially during the Covid-19 pandemic.

Gender difference in psychological adjustment

In this era of technology, most of the interactions take place online, and people rarely have to interact with each other, especially higher secondary school students. This can

limit their exposure to social interactions and thus have an impact on the development of their social skills for healthy adjustment. The social adjustment of boys and girls differ and various levels as well as their emotional adjustment skills. These differences can be a result of different societal norms, stereotypes, gender roles and social expectations for both genders. Due to these differential upbringings, their problem-solving skills and adjustment skills are also less than similar in many walks of their adolescent stage of life (Lalima & Prasad. 2019).

Biological theories propose the innate biological differences that unfold with age such as genetic differences, and hormonal differences at puberty, which is the cause of differences in behaviour (Brody, 1999). Social developmental theorists proposed that children learn their gender roles through consistent socialization, experience and cognitive learning. Boys and girls learn their cognitive schemas for gender roles from observing their environment (Liben & Bigler 2002). Social constructionist theorists propose that the gender role people internalised in childhood influences specific contexts and manifests in the behaviour of the individual according to societal expectations which is gender appropriate (West & Zimmerman, 1987).

Girls are expected to express more positive emotions as compared to boys and be intropunitive of negative emotions. This may be consistent with the gender role of girls as more nurturing and agreeable than boys. (Izard & Ackerman. 2000). Social expectations of women are relationship-oriented, women are expected to be agreeable, calm caring and understanding while men are expected to be strong, brave and competent. Therefore, men experience greater pressure to adapt to changes while women are allowed to be in touch with their emotional development (Jingjin et al., 2018). Parental interaction with children also differs with their gender, a study on Arab children (Dwairy, 2004) has found that parents tend to use an authoritarian style with male children while more authoritative with their female children. This difference has a cultural explanation in that strict parents are considered ideal parents in certain cultures, especially with female children, and many times girls are less likely to report that their parents are unnecessarily strict, they tend to accept it due to the agreeable and submissive nature.

Relevant Acts Against Corporal Punishment

Using physical punishment as a form of discipline on children is widespread however detrimental it is. There have been 24 nations that have outlawed physical punishment in the home since 1979 (Center for Effective Discipline, 2009). In addition, 192 nations have signed on to the UN's Convention on the Rights of the Child (CRC) (UNICEF, 2006). Originally, the CRC's text did not specifically address corporal punishment, it called for the prevention of "all kinds of physical and mental aggression, harm, or abuse" to children (UNICEF, 2001, Article 19).

To quote the Committee on the Rights of the Child: "Addressing the widespread acceptability of corporal punishment and eradicating it is a duty of States and a fundamental tactic in decreasing all kinds of violence." (UNICEF, 2006). The Committee on the Rights of the Child (2006) stated that there is no justification for the use of physical punishment since it is not explicitly forbidden. Nevertheless, just 12% of nations have outright bans on physical punishment.

There was a high prevalence of physical punishment all-over the world, spanking and smacking are the most common forms of physical punishment. However, slapping, pinching, pulling hair, twisting ears, and striking with an instrument like a rod or stick are also practised. Few international comparisons of physical punishment rates are available. The WorldSAFE studies give an exception to this rule by using six representative samples from across the country or several cities (Runyan et al., 2010). They revealed that 16% of children in non-slum New Delhi and 76% of children in the Philippines were spanked by their mother or her spouse. The same behavioural disciplinary action prevalence was 44% in the USA, 76% in the Philippines, 53% in Chile, and 55% in Brazil where the highest rates of corporal punishment happened in countries. In Egypt, corporal punishment came in several forms, including 42% slapping, 68% shaking, 45% pinching and 29% ear twisting 29%. (Runyan et al., 2010).

Physical punishment in its many forms violates human rights. It is simply against the law in most civilized nations to physically assault another adult, coerciveness violates human rights. Committee on the Rights of the Child (2001); and Fiji Court of Appeal (2002a, 2002b) both argue that while children are in a vulnerable developmental stage, their rights should not be violated rather they should be granted more protections. The corpus of material examined by Gershoff (2002) has been criticized by some who believe parents have the right and even the need to discipline their children using physical punishment (Baumrind et al., 2002; Larzelere, 2008). Only observational approaches will ever be used in the literature on discipline. Those who support or advocate for the use of physical punishment for children tend to agree on a few points: the severity of punishment should be kept to a minimum, it should be administered with a teaching mindset rather than out of anger, and it should have a direct and immediate correlation to the child's misbehaviour (Stein & Perrin, 1998). However, there is a dearth of research on the specific characteristics of parents' real physical punishment, such as the level of force, purpose, preparation, and fury involved. Many believe that laws prohibiting physical punishment in the home are an invasion of privacy.

The foundation for success and fulfilling all of our life goals is the drive for accomplishment (Settlemyer, 2010). The need to succeed is a stage of personality development that compels a person to work hard for success, affluence, and high personal standards (Wigfield et al., 2006). Physical punishment forbids disciplinary action against the offending party by the service regulations that apply to that individual and forbids physical and mental abuse of the kid.

In India, there are legal measures aimed at the prevention, detection, protection and punishment of the perpetrators of child abuse. The Juvenile Justice (Care and Protection of Children) Act, 2015, is legislation in India dealing with the treatment of minor-aged offenders. The Act came into force on January 15, 2016, replacing the previous Juvenile Justice (Care and Protection of Children) Act, 2000. It defines child abuse as any physical, sexual, emotional, or economic maltreatment of a child. This includes neglect, abandonment, exploitation, and any other form of harmful treatment.

The Juvenile Justice Act's Section 75 lays forth the penalties for treating a child cruelly (Deswal, 2019).

The Child Welfare Committee (CWC) was formed under the Woman and Child Development Department keeping in mind the children in need of care and protection. If any abuse of a child is reported within 24 hours by a police officer or any concerned citizen, the Committee appoints a person responsible for the psycho-social well-being of the child. The committee will update the family about the case. Such reporting can be done 24/7 on a toll-free number- 1098 called Childline.

In India, schools have banned corporal punishment (under Section 17 of the RTE Act, 2009), and there are laws against assault and cruelty to children, but there are no laws against physical punishment of children by parents or caretakers (Basu, 2021). The given theoretical background has been provided and the available literature will be presented in the next chapter:

Chapter – II : Review of Literature

Chapter - II : Review of Literature

Literature Review

To have an understanding of the background information on the present research topic including the theoretical studies already established by earlier researchers, to identify any research gaps or conflicts, as well as the association between earlier studies and the current study was the necessity for this chapter. Parenting influences how children develop and the way their development outcome (Bornstein, 2002). Parental care substantially influences children's mental health since it regulates most interactions between children and their environment to help determine how adolescents adjust (Bornstein, 2013). The brain's neural networks are composed of more than 100 billion neurons that develop and link throughout infancy due to interactions between genes, environment, and experience (Couperus et al., 2006; Bornstein, 2013). Parenting is crucial in this process and has a long-lasting effect on a child's mental and physical health, conduct, academic success, and even involvement in a career (Dupas, 2011; Carneiro et al., 2013).

Parenting in relation with child development

Child development is a gradual, integrative process through which children acquire the capacity to understand, experience, express, and manage emotions and to develop meaningful relationships with others (Cohen et al., 2005). Early attachment is

considered foundational to later social-emotional development and is predictive of many outcomes, including internalizing problems, externalizing problems, social competence, self-esteem, cognitive development, and achievement (Berk, 2013). Rubin (2017) has found that parenting style is significantly related to a child's subsequent mental health and well-being affecting the motivation of undergraduate students. The authoritative parenting among Australian undergraduate students is positively related to mental health and satisfaction with life, and authoritarian parenting is negatively related to these variables. The study further established that the parenting style children experienced helped them build social relations later in adult life which enhances mental health (Rubin & Kelly, 2015). Parental discipline or parenting is the guidance of children's moral, emotional and physical development, enabling children to become a responsible adult (Wissow, 2002) but sometimes it hurts the child in both physically and emotionally (Crowley & Vulliamy, 2002). Studies have revealed children's perception of adults around them are affected when adults smack them for trivial reasons, they report it as being hurtful (Willow & Hyder, 1998).

Social status, wealth, culture, and income significantly influence the parenting styles. The ideals of one's culture greatly influence how one raises their children. However, parenting is always changing as a result of shifting societal standards, cultural customs, and traditional practices. Studies on how these variables impact parenting choices have demonstrated that. The parental investment hypothesis in psychology contends that fundamental variations in parental investment between males and females have significant adaptive implications and result in gender disparities in mate choices and propensities.

Throughout their developmental period children learn how to comprehend, feel, express, and control their emotions as well as how to form meaningful connection with other people. Mental health and life satisfaction are qualities that are positively correlated with authoritative parenting including internalizing and externalizing issues, social competence, self-esteem, accomplishment, and self-esteem issues, while these variables are adversely correlated with authoritarian parenting (Collins et al., 2000). Early attachment is thought to be the starting point for subsequent social-emotional

development. Parenting, or parental discipline, is the direction of a child's moral, emotional, and physical growth, preparing them for adult responsibilities. According to previous research (Holden 2002), a child's eventual mental health and well-being are strongly correlated with the parenting style used.

Child inhibition and social isolation can be maintained and exacerbated by parental influence and control. In a laboratory setting, for instance, Rubin, et.al, (1997), observed toddlers interacting with unfamiliar peers and adults in a variety of novel situations. They discovered that the toddlers who were the most inhibited in all of these contexts were rated by their mothers as having a wary or shy temperament. During free play, snack time, and clean-up sessions, these mothers exhibited unduly solicitous behaviours (i.e., intrusively controlling, unresponsive, and physically loving). Mothers were, therefore, extremely loving and protective of their restricted children when it was not sensible or proper to do so.

Gonzalez et.al., (2002) examine 196 students in Florida on Baumrind's three parenting styles. Authoritarianism and permissiveness of the mother have a positive impact in the performance orientation of the child while maternal authoritativeness was positively associated with the mastery orientation of the adolescent. Although ethnic differences were evident it is clear that parental involvement has a positive effect on their goal performance and mastery orientation.

Attribution theory assumes the link between physical punishment and antisocial behaviour occurs through disruption to the child's internalization of morals (Hoffman, 1993). Parents employ harsh punishment assuming that children's criminal and antisocial behaviour is caused by a lack of discipline and used to control the short-term behaviour of the child and to reinforce the authority of the parent (Baumrind, 1966). Social learning theory (Bandura, 1969) also suggests that physical punishment enables children to learn aggressive behaviour through modelling. Grolnick & Ryan, (1989), found that parent's role in shaping adolescents' development is prominent, especially maternal involvement is positively related to child's competence, achievement and adjustment but paternal involvement was not as significant.

Physical punishment varies across social and cultural contexts. When children view

physical punishment as the norm for parental discipline, they will not have a negative impact as when it is viewed as out of the ordinary, also researchers have found that physical discipline when given out of hostility has a negative impact (Deater-Deckard & Dodge 1997). This view was supported by studies (Horn et al. 2004) that cultural acceptance can make the effect of physical punishment positive. Studies of six countries revealed that the informativeness of physical punishment was lowest in Thailand, China, the Philippines, and Italy to the highest in Kenya (Lansford et al., 2005), with varying collectivist and religious affiliations among those countries. Physical punishment has different meanings for cultural groups, such as African-Americans culture employ physical punishment as a predominant and normative mode of discipline in nurturing their children and look on as culturally acceptable, a sign of good parenting, and therefore the effects can be positive (Deater-Deckard & Dodge, 1997), some studies are supporting this view (Kelley & Tseng 1992; Simons et.al., 2000; Horn et.al., 2004). Parents use discipline strategies as a controlled part of an overall parenting plan, then it should be carried out carefully with the child's best interests at heart (Mosby et.al.,1999). Previous generations of parents appear to have used harsher and power-assertive strategies, including physical discipline (Ho, 1986), than do parents in the present generation. Parent discipline practices can be classified into three main categories: non-violent (e.g. removing privileges, explaining why something is wrong); psychologically aggressive (e.g. name-calling, yelling); physically violent (e.g. slapping, beating with an object). Harsh punishment includes the use of psychologically aggressive and physically violent practices and these are considered violence against children or child maltreatment (Straus & Mouradian, 1998).

Violence against children within the family is one of the most common forms of child maltreatment and often occurs due to harsh punishment methods being used to discipline children (UNCRC, 2010). Harsh punishment in childhood is associated with multiple negative outcomes, which persist into adulthood leading to increased aggression, poor mental health, criminality and antisocial behaviour and an increased risk for perpetrating child or spouse abuse (Gershoff, 2002). A meta-analysis found a significant association between child physical and emotional abuse and depression,

drug use, suicide attempts sexually transmitted infections and risky sexual behaviour in later adult life (Norman et.al., 2012).) A study on US mothers on the determinant of spanking among their toddlers. Grusec & Ungerer (2003) aimed to associate spanking with externalizing behaviour and verbal ability. Findings indicate that spanking of children is predicted by maternal stress, support by a partner during pregnancy, ethnic and cultural background of the family however gender was not a predicting factor for spanking a child.

Parental Physical Punishment

According to the causal attribution theory, physical punishment can lead to antisocial behaviour by interfering with a child's internalization of morality. Assuming that children's criminal and antisocial behaviour is the result of a lack of discipline, parents use harsh punishment to control the child's short-term behaviour and to establish their authority. According to the social learning theory, physical punishment serves as a role model for aggressive behaviour in kids. Parents significantly influence how teenagers develop. Lansford et.al., (2005) concluded that cultural and societal settings affect how often people are physically punished. In their study of six nations, they found that, with various collectivism and religious ties, Kenya had the greatest physical punishment informativeness, followed by Kenya, Thailand, China, the Philippines, and Italy.

Over the last four decades, researchers have paid a great deal of attention to the phenomena of bullying. We now have a much clearer understanding of the causes, dynamics, worldwide prevalence, and potential repercussions of this kind of interpersonal violence amongst school-aged children as a result of advancements in this area. Researchers (Gómez-Ortiz et.al., 2016) have made an effort to establish the role of punitive parenting disciplinary practices with behavioural aggression and involvement in bullying. They suggested an improvement in parenting styles as punitive parental practices increase the chances of children's involvement in bullying extending to cyberbullying (Zych, Ortega-Ruiz & Del Rey, 2015). Several studies have also brought attention to the importance of certain personal factors that can act as protective or risk factors of bullying involvement, such as personality (Book, Volk, &

Hosker, 2012; Gómez-Ortiz et al., 2016), empathy (Jolliffe & Farrington, 2011), self-esteem (Kokkinos & Kipritsi, 2012), and emotional intelligence (Elipe, et.al., 2012; Gómez-Ortiz et al., 2016;). Also proven to be connected to bullying are the school atmosphere (Gómez-Ortiz et al., 2016), peer connections, (Casas, Del Rey, & Ortega, 2013) dynamics, and the home environment (to a lesser degree); (Yubero, Larranaga & Navarro, 2015).

Early attachment process and its effects on the social adjustment (Ireland & Power, 2004; Walden & Beran, 2010), the emotional climate at home environment (Boel-Studt & Renner, 2013; Zych et al., 2017), and social support available to the children are the factors of of the family influence and bullying involvement (Holt & Espelage, 2007). Parenting styles are the main topic of studies focusing on family (Gómez-Ortiz, Romera & Ortega-Ruiz, 2016), and as defined by Darling and Steinberg (1993) it is the *“attitudes that the mother and father exhibit - together or separately - and which create the socio-emotional climate in which the children are immersed”*. Thus, some studies have found that school violence can be reduced by a positive father- child relationship (Estévez, et.al., 2007) and such a relationship increases the likelihood that children will feel supported, accepted, and dedicated by their parents (Baldry & Farrington, 2005; Lereya, Samara & Wolke, 2013). However, it is more difficult to see the results of strict parenting. Other studies have not established any relationship between parenting and the involvement of adolescents in violent behaviour (Kawabata et.al., 2011; Gómez-Ortiz et al., 2016;). It has been found that children with authoritarian, permissive, or indifferent parenting styles are more likely to engage in aggressive behaviour while parents with democratic parenting styles are more likely to have children who do not engage in bullying (Baldry & Farrington, 2000; Kawabata et al., 2011; Lereya et al., 2013).

A study suggests parental monitoring may include a risk impact for psychological and physical abuse exclusively in females compared to males (Boel-Studt & Renner, 2013), this can be explained that parental warmth and support seem to reduce involvement in risky behaviour amounting to violence involvement or victimization. There is a higher chance for children who grow up with parental warmth and support to share such personal information with their parents according to another study

(Gómez-Ortiz et.al., 2014). A meta-analysis found that parental behaviour and child temperament association is not backed by strong literature support and that parents are more well-adjusted to children's temperament (Bates, Schermerhorn & Petersen, 2012).

Parental physical punishment has varying understandings across cultures. For example, in African-American culture, physical punishment is a common and accepted form of child-rearing and is viewed as a sign of good parenting (Deater-Deckard & Dodge, 1997). Accordingly, some studies are in favour of this point of view (Horn et.al., 2004). Others believe parents should implement punishment techniques thoughtfully and with the child's best interests in mind as part of a comprehensive parenting strategy (Mosby et.al., 1999). Parents in earlier generations seem to have utilized more severe and dominance-asserting methods of discipline, such as physical punishment (Ho, 1986).

Parental punishment methods can be divided into three categories: Physical violence, psychological aggression (e.g., name-calling, screaming), and nonviolence are all examples of aggression (e.g., slapping, beating with an object). Harsh punishment encompasses the employment of physically violent and mentally hostile techniques, which are both regarded to be abuse of children (Straus et al., 1998). One of the most frequent types of child abuse is violence towards children in the home, which frequently happens when parents punish their children harshly (UNCRC, 2010).

Harsh punishment inflicted during childhood is linked to several adverse effects that last into adulthood and increase violence, poor mental health, crime, and antisocial behaviour, as well as the likelihood of committing child or spousal abuse (Gershoff, 2002); important links between depression, drug use, suicide attempts, sexually transmitted illnesses, and risky sexual behaviour and child physical and emotional maltreatment (Norman et.al., 2012).

In a cross-sectional survey Haj-Yahia, & Abdo-Kaloti, (2003) tried to identify different patterns of psychological aggression and physical violence within families among a sample of 1,185 Palestinian secondary school students. The study exposed many children who are experiencing parental violence as well as witnesses to

interparental and parent-to-sibling aggression and violence, during childhood and adolescence. Many of these physical punishments were correlated with parents' education, socioeconomic status, family size political and religious practices.

MacKenzie and colleagues, (2012) examined the spanking of children by parents and found that 55.2% of mothers spank their toddlers while 43.4% of fathers report spanking their children. The causal factors were stress and non-supportive partners while mothers who had supportive partners were less likely to use spanking. Spanking children as the norm in the community increases the chance of parents using it and concluded that spanking affects their verbal development capacity.

In a meta-analysis of 26 studies, Larzelere and Kuhn (2005) investigated differences between the effect sizes of physical punishment and alternative disciplinary tactics for children's behaviour. Except for one study approving physical punishment as a disciplinary method all the other studies approved. Customary physical punishment means reasoning with controlled punishment. Coercive and violent physical punishments were not approved. For children displaying antisocial behaviour or defiance, most parents approved of controlled and reasoned spanking instead of non-physical forms of punishment.

Thus, from previous researches, it can be understood that physical punishment affects the mental health of adolescents. Although it cannot be said that there is improvement in mental health because of parental physical punishment, there is the benefit of strict parenting practices which makes the children motivated not to fail, improve social skills, and improve school performance. And when such punishments are followed with explanation and acceptance, they seem to be more beneficial than permissive or neglectful parenting methods.

Physical Punishment and Assertiveness

According to research by Peneva and Mavrodiev (2013), assertiveness is a key component of one's potential and a necessary condition for reaching one's fullest potential. It is a socially acceptable way of expressing one's feelings and opinions to others (Ames et.al., 2017); it shows that the person cares and is concerned with the well-being of others and that they are willing to take a stand for what they one believe

in (Heimberg et.al., 1977; Polyorat et.al., 2013). The importance of Social interaction is one of the essential skills in today's world is highlighted by various research and with assertiveness people can improve themselves in the process of self-actualization in a variety of communication contexts, especially with training for assertive communication (Lightsey & Barnes, 2007; Parray & Kumar, 2016). As stated by Lazarus (1973), assertiveness is a set of behaviours that includes things like being able to say "no" without feeling guilty or afraid, asking for what you want without being evasive, expressing both positive and negative emotions, and initiating, continuing, and wrapping up conversations with strangers (Mrvoljak-Theodoropoulou et al., 2022). Being assertive is a balance between being passive and being aggressive and thus serves as the middle ground for social interaction (Alberti & Emmons, 1970; Lange & Jakubowski, 1976). However, Wilson and Gallois (1993) report that more assertive people tend to be less friendly and appropriate. This may be because some people confuse aggression and assertiveness (Ryan et al., 2006), even though aggression is defined as the deliberate attempt to inflict physical or psychological harm on another person who is motivated to avoid it (Rohner, 1986). Being aggressive is also a biological predisposition as found by researchers and not only caused by exposure to violent media or environment (Bushman & Huesmann, 2014). People form social bonds based on their attachment styles and these bonds form huge impact on the overall mental wellbeing of individuals (DeWall et al., 2012).

According to Bandura's Cognitive Social Learning theory (Tadayon & Bijandi. (2012), the most crucial element in determining the personality and social behaviour of a child is parental modelling. With intervention, students can develop skills for social interaction, and self-regulation by interventions advocating social content was found by using the pre-test, treatment and post-test on secondary school students (Lizarraga et.al, 2003).

Researchers have found that parental trauma was related to the type of parenting styles and that students in Nigeria whose parents accept them have a better chance of succeeding in school and in life in general (Maccoby & Martin, 1983; Steinberg, 1990). On the other hand, children whose parents reject them are less likely to succeed in these areas and are more likely to struggle to form meaningful

relationships with peers. Although it may not be a whole collection of negative parental actions, parental rejection may be active in children's belief systems, especially single parenting where a single parent is unable to pay attention to the child because of financial and personal reasons that they feel rejection and act out on their behaviour (Ali & Soomar, 2019). An assertive person possesses the ability to lay claims and needs in social contacts and to try to defend them, as well as the ability to hold oneself to higher standards (also common in terms of personality), to strive to exhibit them and to possess habits to implement them (Vráblová & Halamová, 2022) assertiveness and academic achievement have a significant relationship (Ghodrati et.al., 2016).

Children's attitudes and values, along with their ability to interact with others and stand up for themselves in the world, may be significantly influenced by the sort of home they grow up in and the parenting methods used (Tanhaye & Hejazi, 2014). The child's traits may also play a significant impact in selecting the kind of parenting approach used. Many parents nowadays believe that a model based on reciprocal engagement or a transactional approach is the best way to bring up their children. As a result, many parents resort to confrontational and dictatorial styles when dealing with particularly obstinate children. Parental influences on children's social competence were examined by Kaiser et.al., (1996). Positive parenting was shown to correlate significantly with increased social competence in children. In addition, the data showed that children with unfavourable parenting styles were more likely to have social skills impairments. Aggression was directly linked to a lack of positive parental guidance.

Bandura (1986), in his Cognitive Social Learning theory, asserts that modelling of the parent in the family is the most important factor in children's personality and social behaviour. Parenting affects social development, assertiveness instructing on social skills (Lizarraga & cooperative, 2003). According to Lazarus assertive behaviour is a "social competence" one gains after understanding the social interactions, the social rules to follow as well as the adjustment which if any is lacking will result in socially 'deficit' behaviour leading to self-doubt and loss of confidence a (Lazarus, 1971).

A study was conducted on college students' life satisfaction, assertiveness and empathy. It was found that when in a group, students tend to be more assertive than when alone, and that females have better assertiveness than male undergraduates (Lange & Jakubowski, 1976). Assertiveness behaviour involves many things, the expression of one's genuine feelings, standing up for one's legitimate rights and refusing unreasonable requests (Rathus, 1998), being more self-actualized, communicative, free-spirited, secure, self-assured, and able to influence and guide others (Galassi et.al., 1994).

Anxious and passive pupils were the focus of research conducted by Paterson, Green, Basson, and Ross. Findings suggested a significant educational benefit that could help reduce anxiety (Paterson, 2002). A study by Pereira et al (2009) on the effects of parenting styles on primary school pupils found significant differences in outcomes and consequences across four parenting styles: less support, controller-supporter, controller-rejective, and supporter. This suggested that growing up without parental love was tough on children.

Assertiveness is a crucial social and communication ability that helps people perform to the best of their abilities and accomplish their goals (Rakos, 1990). Among other things, assertive behaviour includes expressing one's true feelings, standing up for one's rights, and declining unreasonable requests (Lange & Jakubowski, 1976; Rathus, 1998) it also includes becoming more self-actualized, communicative, free-spirited, secure, and self-assured; and it includes being able to influence and direct others (Galassi et.al., 1994). It was clarified that assertiveness was distinct from aggression since it included boosting one's esteem rather than that of another. Because it was presented within the framework of the greater behavioural movement, assertiveness training at the time had a significant influence (Rimm & Masters, 1979).

In the middle of the 1960s, Wolpe and Lazarus worked together to create the first questionnaire to measure assertiveness (Wolpe & Lazarus, 1966). According to Lazarus (1971), those who are not assertive lack the behavioural techniques and abilities required to adjust to their social environment and are considered socially competent. In particular, Lazarus outlined four skills possessed by the assertive person:

(a) the ability to communicate openly about one's desires and needs; (b) the ability to say no; (c) the skill of communicating openly about one's positive and negative feelings; and (d) the skill of making contacts and initiating, maintaining, and terminating conversations (Lazarus, 1973). Assertiveness flourished as an area of intervention and study during this time period because researchers were more interested in finding and resolving dimensional transdiagnostic characteristics than in treating individual diseases or symptoms.

Goldfried and Davison (1976) proposed that unassertive people might be inhibited from expressing themselves because of worries about the interpersonal consequences, despite the lack of assertive behaviour initially conceptualized as reflecting a deficit in behaviour, where individuals did not know how or when to be appropriately assertive. This change from behaviourism to cognitive behavioural therapy may be traced back to this cognitive framework reflecting the entrance of cognition into behaviour therapy. Subsequent studies by Linehan, Goldfried, and Goldfried (1979) found that improving assertiveness may be accomplished via training in behavioural skills and cognitive restructuring. Behavioural rehearsal centred on learning to successfully express oneself vocally and nonverbally (such as adequate eye contact, voice volume, mood, and physical posture). At the same time, cognitive restructuring boosted assertiveness by addressing the anxiety that led to avoidance behaviour.

Assertiveness is appreciated and encouraged in Western cultures, but not in Eastern or collectivistic cultures. Rather it is perceived negatively and considered defiance and such beliefs have extended to Indian culture as well. Assertiveness training can help in improving assertiveness to improve mental health and job satisfaction as found in studies (Nakamura et.al., 2017). Whether the individual is willing to seek help is also determined by the parenting style and assertiveness as found by researchers among university students in Malaysia. Here they (Xien & Zakaria, 2022) found that parenting style determines the assertiveness level and help-seeking behaviour of the adolescent moderately, especially authoritarian parenting style.

Researchers (Parham et.al., 2015) studied gender differences in assertiveness based

on ethnicity and culture. They found differences in the level of assertiveness which was determined by the differences in level of education and status displayed by certain ethnicity, gender and culture.

Assertiveness, Academic achievement and Social Adjustment

In a study (Furo & Kgu, 2020) to investigate the influence of peer groups on the academic performance of 125 undergraduate students of Nigeria, the observation was that students who did not get influenced by peer groups performed average in academic signifying that students who assert themselves against negative influence by peers groups performed positively in academic achievement. The researchers further suggested that parents, teachers, counsellors and caregivers must guide students in choosing highly motivated students to be their peer groups.

Samuel & Chandrasekaran (2018), studied the assertiveness of 70 college students from Coimbatore about their gender, medium of instruction and family. Their findings indicate that Female students are more assertive than male students, and assertiveness was also influenced by the medium instructions, stream of studies and family background including communication and personality. Khazaie and colleagues (Khazaie et.a., 2014) compared the self- efficacy, self-esteem, social anxiety, shyness and aggression among 311 high school students with different levels of assertiveness. Students with high assertiveness were found to have higher levels of self-efficacy, and self-esteem, low levels of social anxiety, shyness and aggression.

In an investigation of peer groups' influence on the social emotional and academic growth of college students, Filade et.al., (2019) studied a group of 116 students using survey and ex post facto methods. Peers influence students to the extent of the choice of clothing, drugs, studies and activities to be engaged in. The study revealed that students who can make the choice for positive influence and resist negative influence have better socialization, cooperation and higher academic performance attributing it to self-awareness.

Parmaksız, (2019) studies whether assertiveness predicted adjustment of university students of Central Anatolia. More than 400 students participated in the study which concluded that assertiveness of the students predicted their adjustment in emotional,

social, academic and personal adjustment including their adjustment to the opposite gender.

Park et.al., (2016) explored language differences in assertiveness, affiliation and gender of over 52000 Facebook users in different studies. The results revealed significant similarities in affiliative languages and little difference in assertive language across gender. Male assertive language was usually colder and objective, while female assertive language was found to be on a warmer and friendlier.

Need for Achievement

Need for achievement as defined by McLelland (1958) has to do with peoples' desire to achieve a great feat in life, this can affect a student's academic motivation and performance influenced by assertiveness among students of senior secondary school (Oladipo, Arigbabu & Rufai, 2012), although there seem to be no gender differences found on the need for achievement. Bronfenbrenner's ecological systems theory in which the child is situated at the centre of increasingly distal and interconnected spheres of influence, from family and school to community and societal institutions. Children's motivation is believed to be influenced by their gender, ethnicity, and types of interaction style at home and school environment. Psychologists reviewing over 60 years of research (Wigfield et.al., 2006) have concluded that the type of responses parents give to children's early failure or success defines their later motivation. They have suggested that parents' involvement and influence may be evident in influencing children's motivation and achievement but more studies are needed to determine to what extent and what sort of parenting practices are critical for achievement motivation. According to Deci & Ryan (1985), self-determination theory studies the context for motivation based on individual personality differences, self-control and social interactions that affect mental health. They also stated that humans are motivated to achieve when their basic needs are met.

Parental Physical punishment has been found to hurt the need for achievement and low academic achievement among Jamaican children (Baker-Henningham & Francis, 2009) the study has suggested a need for training parents to use non-violent methods of discipline. Fuentes et.al., (2011) have established the role of family and

parenting in the psychological adjustment and behavioural adjustment of adolescents. They found that self-concept is an important factor for psychological well-being. Another study (Heaven, Newbury & Mak, 2004) has found that physical punishment by fathers is directly correlated to delinquency in their male child and depression in the female child. Calafat et.al., (2014) studied more than 7000 adolescents across Europe on parenting styles and drug use. They found that the authoritative and indulgent parenting styles are both effective in preventing drug use as compared to authoritarian parenting style. Authoritarian parenting style was also found to be one of the factors for educational achievement among the many that influence the educational achievement motivation of adolescents (Abedi, Aarizi, & Sobhaninejad, 2005). Studies examining associations between harsh punishment and academic achievement show that children with childhood maltreatment tend to have poorer mental health leading to poor academic achievement which causes poor mental health in a vicious cycle (Romano et.al., 2015).

While studying the effects of reward and punishment on 60 kindergarten children's attention, motivation, and discrimination learning, Witte and Grossman (1971) concluded that punishment is a facilitator for increasing motivation in children for learning discrimination. They assumed that children associate punishment with learning as the possible explanation for increased discriminatory learning among the three groups of children.

According to Atkinson and Feather (1966), the drive to achieve a goal is called a motive. When someone has the drive to succeed because they regard it as essential to their success, they are driven by achievement motivation (Atkinson & Feather, 1966; Weinstein, 1969). As a result, people often assume they need to constantly push themselves to the limit to be content. Success imagery is what sparks a person's innate need for achievement (Gorman-Smith, Henry & Tolan, 2004). A person's outlook on success may be influenced by the messages they get in the media they consume daily, including tales, pictures, and videos (Gorman-Smith, Henry & Tolan, 2004). A high n-Ach is more likely to be shown by someone who has been exposed to, and nurtured by, highly inspiring and achievement-filled imagery throughout their life. People who were brought up to believe that they needed to put in long hours to achieve their goals

are prime examples. Those who score high on the n Ach are likely to be ambitious in their pursuits and driven by a desire to achieve results that transcend even the highest standards (Bowers et.al., 1992).

Those who are highly motivated by the prospect of personal growth are prone to seek out challenges of a moderate kind (Bowers et.al., 1992). Success with a high quality of excellence is more likely to be achieved with a moderately tough assignment than with something excessively difficult. Jobs that are both highly respected and financially lucrative sometimes have a greater barrier to entry than their peers (Atkinson & Feather, 1966). For instance, a medical doctor's salary may be rather high, but only if they put in the time and effort necessary to get their medical degree. After entering the elite profession, a person's drive to succeed and advance continues to grow as they experience success and recognition (Atkinson & Feather, 1966).

Nonetheless, it seems that the consequences of stimulating drive, rather than the success itself, are universal across cultures, making achievement motivation an effective means of increasing performance (Bowers et.al., 1992). In all societies, people will demonstrate a strong desire to better themselves, regardless of whether or not they succeed in doing so.

It has been shown that a person's high or low n Ach levels affect their ability to set and achieve objectives, which in turn affects their overall productivity (Bipp & Dam, 2014). One's motivational demands vary, leading to the development of a wide range of objectives, and each given incentive might in turn spark more motivation (Bipp & Dam, 2014). A student, for instance, would set out to get a certain grade in a class; this would serve as motivation to study more; upon achieving this goal, the student might raise the bar even further by aiming to be named to the Dean's list. Motivational conduct happens when it meets the aims of the individual (Bipp and Dam, 2014). Students at University have a goal of finishing their degree and maybe continuing after graduation, so there should be a strong drive to achieve. Success in school is assumed to be predictable only in environments that provide significant difficulties for the student (Bowers et.al., 1992). A greater n-Ach is warranted for college students because of the demanding nature of their academic environment.

Men with a high n-Ach tend to be drawn to high-status professions that provide opportunities for social advancement and financial reward (Bowers et al., 1992). The research results by Richard Steers (1975) indicated that n-Ach was connected to both professional success and satisfaction. A high n-Ach individual will work hard because they know that their performance has the potential to provide them personal satisfaction (Steers, 1975). Those with a high n Ach are more likely to work in an area that both challenges and inspires them, improving their outlook on the workplace and their productivity. People low in n Ach do not perceive performance as vital for work fulfilment (Steers, 1975).

The need for achievement is affected by parental physical punishment. Low academic achievement in children (Baker-Henningham et.al., 2009), poor intellectual functioning and increased behavioural risk (Samms-Vaughan & Lambert, 2017), lower self-esteem (Fuentes et al., 2011), and behavioural issues like delinquency or substance use (Calafat et.al., 2014) are all factors. Educational performance and motivation are influenced by family characteristics such as parental expectations for children's success, parental authoritarianism, and educational achievement (Abedi & Aarizi, 2005).

Studies studying links between severe punishment and academic success have produced conflicting findings (Romano et.al., 2015). In a study to associate parental encouragement and achievement motivation, 200 adolescent girls in Lucknow were surveyed. The achievement Motivation scale was used to obtain the data (Gupta Prajapati, 2018). The study revealed parental encouragement was positively associated with the achievement motivation of adolescent girls. Latha (2014). attempted to relate the noise sensitivity of students to their achievement motivation. 200 Higher Secondary students from four schools in Kanyakumari District were assessed through stratified random sampling. Findings revealed that the achievement motivation of Higher Secondary students is highly related to their noise sensitivity and students with a positive attitude to noise sensitivity tend to develop a high achievement motivation. Srivastava & Pant (2015). Studied how achievement motivation is affected by social support of adolescents. The sample of the study included 100 students of equal gender with the age group of 14-17 years administered the achievement

motivation scale. Females showed a higher achievement motivation in comparison to males as they believed to have more social support.

Parental punishment and the need for vocational achievement

McClelland looked at the n-Ach levels of college students over time and found that those with high need for Achievement went on to have entrepreneurial jobs, while those with low need for Achievement went on to have nonentrepreneurial careers (McClelland, 1965).

Zhang (2022) explored the influence of parenting style on the career planning of vocational students in the setting of information technology. It was found that parents' involvement and acceptance behaviour of vocational students is strongly related to their career plans. Parental acceptance and participation in vocational students is significantly related to their career planning. Parental punishment and acceptance are remarkably favourably connected with these students' career plans and their two dimensions.

Hameed, Singh & Rizvi (2021) aimed to study the difference in achievement motivation between Indian (93 students) and Tibetan (179 students) students with an average age of 17.2 years from randomly selected schools in Mussoorie. The Shah (1986) Achievement Motivation Scale was used in this study. The findings revealed that Indian students perform better on academic achievement, need for social achievement, need for skill achievement than Tibetan students

Physical Punishment and Need for Academic Success

A student's achievement is rewarded with praises and at times with material gifts and incentives, and it seems inevitable that students who fail to achieve will meet with unpleasant consequences and punishments at times. Research has proven that physical punishment are more prevalent among academically weaker students. Qasem et.al., (1998), found that 21% of Kuwaiti parents belief that if students fail in school they can be given physical punishment the 86% of parents believe that physical punishment is a valid form of discipline. The reason for such belief was associated with the lower education and ethnic background of the parents. The researchers have

suggested the need for the psychological impact of physical punishment on the later life of the children. Bowditch, 1993 surveyed a group of schools infamous for punishing students who misbehaved with suspension resulting in many involuntary dropouts. The findings suggested that failing in classes is one of the biggest reasons for dropping out of school eventually resulting in parent's punishment.

Lansford and colleagues (2008) concluded that children who have experienced any form of physical punishment tend to have a lower IQ, lower school performance, poor verbal development, impaired mental process, poor communication skills and discipline problems in school. Gershoff (2002), has linked emotional and behavioural issues to non-abusive parental physical punishment.

In a 2-year longitudinal study of children aged 10 and 12 years in Shanghai China (Chen, Rubin & Li, 1997). Information on academic achievement and indexes of social adjustment, including social competence, aggression, social inhibition, leadership, and peer acceptance, was obtained through various sources. It was concluded that academic achievement was correlated to student's social adjustment and peer likeability. In turn, the student's social adjustment, social competence, leadership and peer-likeability were a contributing factor in their academic achievement. Kasinath (2003) attempted to find out the differences in students' academic achievement based on adjustment and maladjustment to the school environment. The sample included 200 students (102 boys and 98 girls) within the age range of 15-16 years. The interactive effect of mental health, school adjustment and socioeconomic status on academic achievement showed that mental health had a significant effect on achievement in school. Students with good academic achievement were found to have better social adjustment and emotional adjustment.

Mansingbhai and Yasvantbhai ((2014) studied to compare certain areas of adjustment and academic achievement of 100 higher secondary school students. They concluded that male adolescents differ significantly as compared to female adolescents, in the sense that Male adolescents have higher social adjustment as compared to female adolescents. However female adolescents tend to have a higher health adjustment, and emotional adjustment. In terms of academic achievement,

female adolescents perform better when compared to male adolescents. In an attempt to investigate whether there is any significant relationship between adjustment and academic achievement among 350 higher secondary school students, Sekar and Lawrence (2016), found that there is a significant relationship between adjustment and academic achievement, adjustment to school environment was a predictive factor for academic performance of both boys and girls. It is also confirmed that emotional, social, and educational adjustments and adjustment to school a low predictor of academic achievement. Kumari and Kamala (2022) examined adjustment among secondary school students in the Visakhapatnam district of Andhra Pradesh. The sample consisting of 450 students from various secondary schools of Visakhapatnam district was assessed in four areas – Home adjustment, School adjustment, Social adjustment and Emotional adjustment. The findings of the study revealed that the adjustment of students was not dependent on variables like gender, the class in which the students are studying, the location of the school and the type of school management. The recommendations were that for academic performance to be high, the school environment and home environment should be agreeable.

Physical punishment from caregivers, especially violent physical aggression hurts the behaviour and socio-emotional development of children, most importantly their school performance (Aliyahri & Goodman, 2008). Hence, it can be concluded that low academic achievers will receive harsher punishment from their parents. There is also evidence connecting physical abuse to poor cognitive or academic outcomes. Lowanshi (2019), carried out a study in Itarsi in Madhya Pradesh, India. Questionnaires were collected in a survey among 80 students (40-40 each) of equal genders from two schools, government and non-government schools respectively. The aim was to establish a relationship between punishment received in school and the student's performance in academic achievement. As hypothesized it was found that there was a negative relation suggesting that as punishment increased the academic performance of students declined. The researchers have suggested counselling and the use of non-violent methods of disciplining the students.

There is a difference between the punishment girls receive compared to boys. Studies have shown that male children receive more frequent and harsher punishment

compared to female children. Alyahri and Goodman (2008) have found in their study that male children have a 1.98 times more chance of harsh physical punishment when compared to the female gender. 12.9% of Parents admitted that they punish the girl child while, 14.3% of them revealed that punish their male child (Straus & Stewart, 1999). This is not the only differential treatment in the gender of the child, but other studies are showing the differences in the types of punishment girls receive and those boys receive. Girls tend to receive milder forms of punishment in the form of slaps, pinches, additional domestic chores, and withdrawal of privileges while boys get kicked, smacked to the floor, beaten with wooden sticks and more severe forms (Beazley et.al., 2006). However, Parmar (2012) conducted a study on 300 XI Standard Students of Gandhinagar District of Ahmedabad. Self-concept was measured using a self-made inventory. The researcher concluded that the types of school private or Government, the sex of the student and the medium of teaching does not affect the adjustment of the student.

To establish the relationship between the parenting styles of Chinese parents and their children's goal orientation and academic achievement, Chen (2015) surveyed 339 universities in Hong Kong. Using structural equation modelling, it was found that there was a relation between authoritative parenting style, authoritarian parenting style and students' goal orientation and academic achievement. Both authoritarian and authoritative parenting styles affect academic achievement positively and negatively, i.e. children either try to achieve success in academics to prove to their parents they can or to avoid punishment and embarrassment. In either case, it affects academic achievement positively. In an investigation of the relationship between Social Adjustment and Academic Adjustment among secondary female students in Jordan. A total of 100 students from one school were examined by Al-Mseidin, et.al., (2017). Pearson correlation was used to evaluate the overall relationship between social and academic adjustments. A strong positive correlation was found between the social and academic scores of students. This relation was further explained as a result of positive relations of students with teachers, stable families, and high social skills of the student.

Parental Physical Punishment and The Need for Social Achievement

Aucoin and colleagues (Aucoin et.al., 2006) wanted to associate corporal punishment with emotional and behavioural adjustment. They found that there is an association between the use of corporal punishment with behaviour and emotional adjustment. Children who experienced high levels of corporal punishment were found to be impulsive. Tompkins and Villaruel (2022) attempted to predict children's social skills depending on the parental discipline of 37 pre-schoolers. Parents reported their responses to children's behaviour while pre-school teachers rated the children's social skills. It was concluded that parents' inductions significantly predicted children's social skills. Further, power-assertive disciplining techniques and time-outs had no significant effect on the social skills of the children. In a longitudinal study by Altschul and Gershoff (2016) of 3,279 families to understand whether social competence was increased by spanking or maternal warmth, it was found that spanking increases aggression in children while maternal warmth increases their social competence. The possible explanation is that spanking itself does not teach social competence but models aggressive solutions to misbehaviour.

Hoang (2007), investigated 140 Californian students on perceived parenting style, perceived parenting involvement, autonomy and goal orientation to expand upon the existing research on the relationship between parenting practices and motivation. One conclusion was that students with authoritative parenting are found to be engaging in academic tasks for the sake of autonomy in their learning.

Zahedani and colleagues (2016) carried out a correlational study among 310 students to investigate the relationship between parenting styles, academic achievement and career path. There was a significant relationship between authoritarian parenting style and educational success ($p=0.03$). Also, findings showed a significant relationship between firm parenting style and the Career Path of the students, authoritarian parenting style and Career Path of the students, educational success and Career Path of the students.

The use of violence against students is never an acceptable means of punishment - it harms students physically, psychologically and academically (Human Rights Watch,

2010). Adeymo (2005) wanted to investigate the relationship between emotional intelligence and adjustment of students. Using a survey method on students transitioning from primary school to secondary school measuring emotional intelligence and social adjustment, the researcher concluded that emotional intelligence highly impacted their social adjustment.

An understanding of the role of parental socialization, recognition of emotions and responding to them is crucial for children to develop social competency is discussed by Cole and Dennis (1998), focussing on types of parental behaviour. One of their conclusions was that punitive responses to negative emotions displayed by children put them at risk for mental health. Another understanding was that ethnic child-rearing practices which are culturally acceptable must be taken into account for understanding the responses of the parents and whether they are risky to the child's emotional competence. Sometimes parents may allow a child to act out their emotions believing the child will outgrow such emotional outbursts, other ethnic parents might choose to respond negatively to such behaviours. Parents are guided by the societal context that is the ecosystem according to Bronfenbrenner, Harkness and Super (1992) have stated that this is critical in forming a belief system that parents use as a template for guiding their parental practices.

Parental Physical Punishment and The Need for Skill Achievement

Baker-Henningham and Francis (2018), conducted an efficacy trial in 24 preschools, and 225 Jamaican children for a longitudinal study conducted on children with conduct problems. The reports were taken from teachers and parents on how they evaluated problematic behaviour, the level of punishments awarded and how often they used them. It was reported that the harsher the punishment, there was an increase in behaviour problems and a decline of social interactions of the child. There was a suggestion for training the parents to use behavioural management which is non-violent. In a study (Frome & Eccles, 1998) parents' perceptions have a direct impact on children's grades and children's skill achievement and academic achievement. Children who receive corporal punishment perform adversely in academics as compared to their counterparts who receive praise. (Kumar et al., 2022). Fuad and

Muhammad (2021) attempted to identify the effect and role of reward and punishment by teachers for improving motivation during classroom learning of Indonesian students. Their results confirmed the positive effect of reward and punishment on student motivation for engaging in various classroom activities, thus enhancing motivation to learn.

Parental Physical Punishment, Social Adjustment and gender differences

To better understand social adaptation, several studies have attempted to integrate perspectives on both the process and the outcome. Shabanova (2001), for instance, characterizes social adaptation as "the process and outcome of the interaction of the person (the group) with drastically changing social environment, during which the needs and expectations of both sides are progressively matched." Parental acceptance-rejection theory suggests that if children interpret their parents' behaviour as rejection, it will have deleterious effects on their adjustment (Rohner, 1986), that parents' use of physical discipline negatively affects children's adjustment in part through its effect on children's perception of being rejected by their parents (Rohner, Kean & Cournoyer, 1991). Several studies have observed positive relationships between parental control and adolescents' adjustment because such control implies knowledge of the child's whereabouts, activities and companions (Jacobson & Crockett, 2000; Kerr & Stattin, 2000); behavioural control becomes over-strict, the consequences for adolescents' emotional adjustment could be negative (Maccoby & Martin 1983). Assertive skills are important social and communicational talents that enable one to accomplish, to his maximum extent, his capabilities and to achieve his desired goals (Rakos, 1990).

The degree of parenting that children received had a greater impact on how their peer interactions changed in the future (Haskett & Willoughby, 2007). According to the parental acceptance-rejection theory, children's adjustment will suffer if they perceive their parents' behaviour as rejection (Rohner, 1986). This theory also contends that physical punishment by parents hurts children's adjustment in part because it makes them feel as though their parents reject them (Rohner, Kean & Cournoyer, 1991). Because parental control implies knowledge of the child's whereabouts,

activities, and companions, several studies have found positive relationships between parental control and adolescents' adjustment (Jacobson & Crockett, 2000; Kerr & Stattin, 2000). However, if behavioural control becomes overly strict, the effects on adolescents' emotional adjustment may be negative (Maccoby & Martin, 1983).

The ability to hold oneself to higher standards (also common in terms of personality), strive to exhibit them, and possess habits to implement them are all characteristics of an assertive person (Vráblová & Halamová, 2022); assertiveness and academic achievement have a significant relationship (Ghodrati et.al., 2016). As over- and under-achievement groups differed significantly in their adjustment (Chen et.al., 1997), social adjustment played a role in academic achievement. High academic achievers were found to have higher intelligence, better adjustment, and moderate levels of anxiety than low achievers (Sinha, 2010). Low-income family, school, and emotional adjustment were all associated with underachieving (Srivastava, 1966); lack of adjustment is one of the causes of low academic achievement (Chawla, 1970); intelligence, social-emotional adjustment, and academic achievement are all correlated with each other; intelligence is the best predictor, followed by emotional adjustment as the second factor (Hiregange, 1970); emotional and social adjustment are associated with overachieving or academic success (Dhaliwal, 1971).

The drive for accomplishment is the foundation for success and fulfilling all of our life goals (Settlemyer, 2010). The drive for success is a stage of personality development that compels a person to work hard for success, affluence, and high personal standards (Wigfield et.al., 2006). Assertiveness is a crucial social and communication ability that helps people perform to the best of their abilities and accomplish their goals (Rakos, 1990).

Makwana (2013), investigated on the adjustment of 120 Secondary School Students about their gender using the Adjustment Inventory by Patel. The result showed that boys are socially better adjusted than girls although no significant differences were found in their adjustment in emotional adjustment, home adjustment and school adjustment.

Kumari and Kamala (2022) examined the problems of adjustment among secondary

school students in the Visakhapatnam district of Andhra Pradesh. The sample consisted of 450 students. Investigators surveyed for information like gender, class, location of the school and type of school management on the adjustment using Jain Adjustment Inventory (1972) in four areas – Home adjustment, School adjustment, social adjustment and Emotional adjustment. They found no significant difference in the adjustment of boys and girls.

Sekar and Lawrence (2016), investigated whether there is any significant relationship between adjustment and academic achievement among 350 higher secondary school students, their findings revealed that emotional adjustment and social adjustment of boys were higher than emotional adjustment and social adjustment of girls in higher secondary school students. Md. Mahmood Alam's (2016) study was conducted in an attempt to investigate social adjustment and social maturity as predictors of academic achievement among 200 randomly selected adolescents of the 10th class from government high schools of Darbhanga District (Bihar). Data were collected using the Adjustment Inventory for School Students (AISS) by A. K.P. Sinha and R.P. Singh (1993) and the Social Maturity Scale (RSMS) by Nalini Rao (1986). Results found that girls are more socially mature than boys and there were significant differences in their social adjustment. This means that girl students are more socially adjusted than boy students. Bunker (2021). investigated the relationship between the adjustment of secondary school students from urban and rural areas. School Adjustment Inventory developed by Sinha and Singh (2007) was on 120 secondary school students from 2 schools in Ahmedabad District, Gujarat. No significant difference was found among rural and urban students in emotional, Social and Educational adjustment as well as no significant difference in emotional, Social and Educational adjustment of boys and girls.

Patel and Jansari (2019) studied to understand the social adjustment among students in the context of gender and habitat, Social Adjustment Inventory (SAI) by Jansari, Badami and Badami was used to assess 120 from rural and urban area. Although the results showed no significant difference in social adjustment among the boys and girls students, and no significant difference in social adjustment among the students of urban and rural areas, there is a significant difference in the interactive effect of

the mean scores of social adjustment with regards to the gender and habitat. The girls students from rural areas are better socially adjusted than girls students from urban areas.

Lalima and Sheetal (2019). compared the adjustment level of male and female students studying at higher secondary levels using Indian Adaptation of Belly's Adjustment inventory by Sharma Lalita. The tool contains eighty items divided into four dimensions– Home adjustment, health adjustment, social adjustment and emotional adjustment. Their results have shown that female students are comparatively better adjusted than their male counterparts on home, health, social and emotional adjustment.

In an attempt to explore and detect the level of social adaptation and its relationship with achievement motivation. Alzboon (2013) sampled 495 secondary school students in Jordan measuring their social adaptation, the achievement motivation. The study found a high level of social adaptation and achievement motivation as well as a high correlation between social adaptation and achievement motivation.

Cerezo and Casanova, (2004) examined gender differences in cognitive, motivational and performance levels among 521 secondary education students. The results showed that the level of achievement motivation among female students was higher than male students, and female students have higher levels of external motivation, more adaptive methods of learning and sense of responsibility academic success for academic failure, and superior ability for information processing.

Social adjustment contributed to academic achievement as over-and underachievement groups differed significantly on their adjustment (Chen et.al., 1997); high academic achievers were found to be superior in intelligence, better in adjustment, and moderate in level of anxiety than low achievers (Sinha, (1966). An under-achievement was related to a poor family, school and emotional adjustment (Srivastava,1967), lack of adjustment is one of the factors of low academic achievement (Chawla, 1970); intelligence, social-emotional adjustment with academic achievement, intelligence is the best predictor, then comes emotional adjustment as the second factor of academic achievement (Hiregange, 1970); emotional and social

adjustment correspond with over-achievement or academic success, whereas emotional instability and assertiveness were associated with academic under-achievement or academic failure (Dhaliwal, 1971). The motivation for achievement is the basis for achieving success and all our wishes in our life (Settlemyer, 2010). The motivation for achievement is a state of personality learning which obliges that person to make an effort for success, prosperity and excellent personal standards (Wigfield et.al., 2006). Social adjustment the quality of parenting that children received was more central to subsequent adjustment in peer interactions (Haskett & Willoughby, 2007).

The degree of parenting that children received had a greater impact on how their peer interactions changed in the future (Haskett & Willoughby, 2007). According to the parental acceptance-rejection theory, children's adjustment will suffer if they perceive their parents' behaviour as rejection (Rohner, 1986). This theory also contends that physical punishment by parents hurts children's adjustment in part because it makes them feel as though their parents reject them (Rohner, Kean & Cournoyer, 1991). Because parental control implies knowledge of the child's whereabouts, activities, and companions, several studies have found positive relationships between parental control and adolescents' adjustment (Jacobson & Crockett, 2000; Kerr & Stattin, 2000). However, if behavioural control becomes overly strict, the effects on adolescents' emotional adjustment may be negative (Maccoby & Martin, 1983).

Gender differences in emotional adaptation were Jingjin and colleagues (2018) among left-behind children in China of rural primary schools. The results show a negative impact on the development of emotional adjustment as a result of being away from their parents. In a survey of Chinese adolescents to establish the relationship between parenting styles with emotional regulation mediating student-faculty interaction, Yao, Chen and Gu, (2022), found that there were gender differences in that boys have better emotional regulation as compared to girls as they use better adoptive strategies for negative emotions. Another significant finding was that the Chinese parenting style mostly consists of an overprotective style mixed with a warm and supportive style. This kind of parenting has a direct positive effect on the emotional regulation of children especially in the interaction with faculty.

Agbaria and Mahamid, (2023) examined the social adjustment and emotional adjustment of 420 Arab children who are 3-4 years old about parenting styles. They established a significant association of parenting styles to the social and emotional adjustment of children, authoritative parenting style has the most positive effect, while authoritarian and uninvolved parenting styles both have negative effects and permissive parenting style has no significant impact on the social and emotional adjustment of children. A study on Arab children by Dwairy, (2004) to find the relation of mental illness with parenting style has found that there is no significant relationship between authoritarian parenting style in contrast to findings of similar studies in Western cultures where authoritarian parenting style is associated with negative child behaviour manifestations. This study has made it clear that parenting styles suggested by Baumrind are not all-encompassing in all cultures.

In a review of existing literature on gender differences in the emotional development of children based on parental practices (Ma, Zhang & Zhang, 2022), there were gender differences across cultures on the authority of parents. They found that parenting methods affect female adolescents and disciplinary methods affect male adolescents emotionally. Further, it was found that male adolescents are brought up to be independent with less chances of parental rejection while female adolescents are raised with more parental warmth and expected obedience.

Physical punishment in India

In India, disciplining children using physical punishment is quite a common practice. Physical punishment is not an offence in the Indian Penal Code (IPC Section 89), stating that any act done in good faith to a person below twelve years or an unsound mind for their benefit or with the consent of the guardian is not considered an offence under specific circumstances. A survey by the Hindustan Times in February 2018 of Indian parents reveals that 76.4% of parents admitted hitting their children when children irritate them (Bhandary, 2018). Ghosh & Pasupathi (2016) studied the experience of corporal punishment in among students of random Indian schools and found that students moderately accept corporal punishments in school after they have experienced physical punishments at home. They conclude that acceptance of parental

corporal punishment facilitates in acceptance of corporal punishment in school which is by study done in Canada (Ateah & Durant (2005), with similar findings in Britain (Nobes & Smith, 1997) and Australia (Saunders & Goddard, 2005). Indian parents seem to favour physical punishment as a mode of discipline as compared to other cultures. In a comparative study (Jambunathan & Counselman, 2002), of preference for the use of physical punishment among Indian mothers living in India and Indian mothers living in the USA, Indian mothers living in India have a higher preference for the use of physical punishment even though both study groups are of the same ethnicity. In a legal article (Vyshnav, 2022), the author has stated the need to end corporal punishment either in school or at home. For the complete end of corporal punishment, it is important that every teacher, every parent be aware of the rights of children and execute them at ground level.

Research gap

Parenting styles suggested by Baumrind, Maccoby Martin and Chao are not all-encompassing and do not apply to all cultures. There could have been a description of parental firmness and parental coercion. Most Asian parents use parental control with warmth which is often missing in American-European cultures. There are fewer studies on the association between parental physical punishment and the need for vocational skills. Most of the punishment-related studies of adolescents are based on school corporal punishment and less on parental physical punishment. The provided available literature, and the research gap provided ground for the statement of the problem of the study which will be laid down in the next chapter: **Statement of the Problems.**

Chapter - III : Statement of the Problem

The present study focuses on the effect of parental physical punishment received in childhood on adolescent behaviour. Understanding the developmental process of children will help us in obtaining a better view of adolescents to identify the various problems they face, be it emotional, social, academic, personal or family matters. According to Feldman & Babu (2019), Child Development studies scientifically the growth patterns, changes and stability of human growth from conception till adolescence without sidelining the possible influence of culture, race and ethnicity throughout the developmental process.

From a psychologist's purview child development is the study of a child's growth from infancy to adolescence incorporating the various biological, social, cognitive and emotional factors that could contribute to shaping the child's growth. Psychologists have made various attempts for years to understand the developmental process with various theories and approaches. The psychodynamic approach by Sigmund Freud attributes early childhood experiences to unconscious motivations that shape the later personality of the child. Freud stated that children go through psychosexual stages of development, and each stage has conflicts children must resolve to avoid the manifestation of the unresolved conflict in adult life. Behaviourists believe that all human behaviour can be conditioned, and reinforced and that environmental factors are to be considered while analysing the cause of behaviour. Cognitive psychologists

focus on the individuals' cognitive capabilities in acquiring problem-solving skills and learning. The socio-cultural perspective gave importance to the cultural and social influence on child development. Children's personality and behaviour are also shaped by the type of attachment they form during the early years of development, this aspect is highlighted by Attachment theory such as emotional bonds with caregivers and other significant human interactions. Taking all of these theories and their significance in understanding the facets of child development is fundamental for caregivers, parents, and educators in dealing effectively with children during their developmental period through adolescence and adulthood.

Adolescence is a developmental stage marked by the transition from childhood to adulthood, where human beings experience changes in physical, cognitive, emotional and social aspects as well as sexual maturation leading to hormonal spurt. It is during this stage that children begin exploring the world outside their familiar home environment, take more time to spend with their peer groups and certain children even attempt to break rules. The onset of puberty brings about hormonal changes, the development of secondary sexual characteristics in both sexes and a piqued interest in sexual interactions with the opposite sex. Adolescents also go through rapid physical changes due to the growth spurt which is quite noticeable, there is marked improvement in their thinking and cognitive skills with better problem-solving skills and abstract thinking abilities (Berk, 2017). Adolescence is not only the transition from childhood to adulthood physically and cognitively but also the change in the role of the individual as well as expectations from them by the caregivers, peers and society (Graber & Brooks-Gunn, 1996). Since there is expectation of role change, adolescents are in the process of finding their identity, values and beliefs in an attempt to belong. The need to belong or the need for affiliation is what drives the adolescent to adapt to the environment and society.

Children need to socialize as part of exploring the outside world. During this exploration, they must learn to socialize, master their emotions, be assertive, learn the necessary skills for future endeavours, excel in their academic activities and avoid failure. A teenager going through biological changes, emotional changes and social changes needs the support and guidance of an adult. At this point in their lives, children's behaviours and thoughts are shaped by the behaviour of adults around them

like parents, teachers and other caregivers. Social adaptation may be divided into three types: internal adaptation at the individual self, microenvironment at the social group, and macro environment at societal levels (Kurbanovna & Aubakirovna, 2023). At the individual level, the adaptation is in the interaction with other individuals in harmony with their internal adjustment. At the micro level, the individual learns to adjust to social groups through differences. At the macro level, the adjustment is focused on the growth of the society as a whole.

Adolescence is not an easy stage of human development, filled with challenges that must be overcome for the individual to thrive and adapt as an adult. A parent's behaviour, attitudes, beliefs and style of response to their child's behaviour have a significant impact on how the child turns out as an individual. Parents influence the behaviour of the child such as self-efficacy, self-image, development of self, academic success and how they socialize with others around them (Brown & Iyengar, 2008). Strategies used by parents to respond to their children's behaviour and provide guidance and support is often called parenting styles. Baumrind was the first to give a typology of parenting in three distinct forms, authoritative, authoritarian and permissive. Maccoby and Martin tried to give a new typology focussed on two dimensions: parental control and parental responsiveness/warmth. Despite the common term for parenting styles, using the terms to categorise and generalise was not widely acceptable for researchers. Authoritative and authoritarian parenting styles are most interesting to researchers as they are the most common forms of parenting styles for the European-American cultures and they yield interesting results. However, there were contrasting results across cultures, showing that collectivistic cultures like Asian, and Chinese students accept the authoritarian style of parenting and even perform better than the European-American students (Ho & Hau, 2008).

Physical punishment may be commonly practiced but its detrimental effect is also common knowledge (Gershoff, 2002; Straus & Paschal, 2009). The adverse impact it has on neurological development, cognition, social and emotional as well as physical health are all consistent with physical punishment. (Anda et al., 2006). Studies finding the relationship between physical punishment in childhood and later behaviour have stated negative effects (Gunnore & Mariner, 1997; Grogan-Kaylor, 2004), and there are no studies to not have found any long-term positive effects (Durrant & Ensom,

2017).

The harmful outcomes of physical punishment are aggressive behaviour and peer victimization, commonly called bullying. (Gershoff, 2002; Barker et al., 2008; Straus & Kantor, 1991). There has been evidence linking physical abuse to reduced cognitive performance and academic outcomes. Children who have experienced physical punishment tend to have lower academic scores, limited communication skills, disrupted mental processes, lower IQ, lower understanding of language, and behavioural problems in school (Lansford et al., 2008). In the same manner, emotional and behavioural issues in later life are found to be linked with non-abusive parental punishment of children (Gershoff, 2002).

Forceful and violent methods of disciplining increase the level of self-consciousness and shame leading to lower self-confidence which makes the young adults not being assertive (Baumrind & Black, 1967). One characteristic assertive child have in common is daily conflict, which is related to coercive and violent methods of discipline, while assertiveness is often linked with certain forms of aggression (Mummery, 1954). Many Asian countries have accepted that when children show assertiveness or try to assert themselves it is frowned upon by the elders. Often such behaviour is met with criticism and more often than not leads to physical punishment for defying the elders (Ujie, 1997).

Punishment sometimes increases the very behaviour it is expected to eliminate and sometimes suppresses many behaviours indiscriminately. Punishment takes varied guises such as physical pain or its threat, social sanctions, isolation and withdrawal of privileges. A response definition of punishment says that punishment is the delivery of any stimulus that effectively suppresses the preceding behaviour, whether or not the stimulus is demonstrably *aver* otherwise (Beck, 2003)

Several studies have proven the negative outcomes of physical punishment on children, exhibition of aggressive behaviour, conflict with law and order, and hostility are only a few of them (Gershoff, 2002; Grogan-Kaylor, 2004). Physical punishment harms the mental health of children, children who experience physical punishment are at increased risk of anxiety, depression, and other mental disorders (Afifi et al., 2012; MacKenzie et al., 2013). There is also a difference in the cognitive development of children who have faced physical punishment when compared with those who have

not been physically punished. Children who are physically punished may have difficulties in mental processes like problem-solving skills, academic performance and overall cognitive functioning (Lansford et al., 2009; Berlin et al., 2009).

As a method of discipline, physical punishment is quite pervasive among family members and once it is used it tends to be followed as the norm. children who grew up being punished are more likely to become a parents and use physical punishment on their children (Straus & Stewart, 1999; Taylor et.al., 2010). Unless they change to a non-violent method of disciplining the cycle tends to continue. Often cultural norms suggest that parents use certain disciplinary practices which is ‘customary’ in the culture. Research has pointed out how culture is an influencing factor in the promotion of physical punishment, and the topic of culture itself is a sensitive issue, people are usually protective of their cultural norms (Lansford et al., 2010; Durrant, 1999). Religion also approves of physical punishment as it is approved by a majority of Christian parents with the saying in the Bible *“If you don’t punish your children, you do not love them. If you love them, you will correct them”* (Proverbs 13:24).

However, when cultural differences are taken into consideration, strict parenting with an occasional reward and punishment has positive effects on the academic performance, adjustment and overall behavioural outcome of children. Children of Parents who use an authoritarian style of parenting are found to have above-average academic performance compared to children of parents who use a permissive, uninvolved or democratic parenting style (Kösterelioğlu, 2018). There have been extensive studies on Chinese parenting methods consisting of a hierarchy of family members. Parents as superiors are at the top of the hierarchy often commanding respect and unquestioned obedience from children who are the subordinates and beneficiaries of the superiors (He & Tian, 2009).

It will take an extensive approach consisting of awareness-raising, education, and policy changes to address the issue of physical punishment. The cycle of physical punishment can be broken, and healthier and non-violent, more caring family relationships can be created, by encouraging positive disciplining techniques and providing a supportive environment for parents and caregivers.

Contrasting views on parental physical punishment have been presented by earlier research. Most European and American studies seem to find associations of

behavioural problems with authoritarian parenting involving physical punishment which sometimes amount to child abuse. However collectivistic cultures seem to accept parental dominance on their children's welfare and even recommend 'chastisement' as the appropriate method for discipline as long as there is no injury to the child (He & Tian, 2009). Several studies have also found that strict parenting, using the authoritarian style with occasional punishments in a positive relation to the academic achievement of children because children feel the need to repay their parents' investments by honouring them with academic success (Chen et al., 1997; Hau & Ho, 2008). While authoritarian style of parenting is associated with poor academic achievement among European and American studies samples, their Asian counterparts seem to be associating such parenting styles with better school performances.

Since the Kuki community of Manipur, India is ethnically collectivistic, parenting styles followed by them are similar to Asian cultures, where parental authority on their children is acceptable and often encouraged as opposed to the modern parenting method of permissive parenting. Parents often need to exert the importance of school success through punishment for failure in the hope of a better future for their children. Physical punishment of children is common, but injury due to such punishments is not although there have been cases of child abuse reported as well. This research aims to study how parental physical punishment affects children in terms of their assertiveness, and whether the physical punishment they receive has any significant effect on their assertiveness. Another aim of the research is to identify how such parenting style affects their motivation to be successful in school, motivated for a vocation of their choice, motivated for social success as well as attain necessary skills for a successful career. The literature on previous studies also has unfolded that the emotional adjustment and social adjustment of children who have faced physical punishment are significantly impacted. The current study aims to identify the emotional adjustment and social adjustment of children who have been physically punished by their parents and children who have not faced such physical punishment. Obedience of children to parents is considered to be a successful parenting therefore children are punished for not obeying so they would be obedient.

Operational definition

Physical punishment- punishment in the form of physical discomfort with the sole intention of behavioural discipline used by parents without causing injury.

Children- a son or daughter of parents (Oxford Dictionary)

Keeping in mind the findings of previous studies and the aim of the current study, objectives were framed as follows.

Objectives

Theoretical background and available literature invite the present study with objectives of:

- 1) To examine the difference between parental physically punished and parental physically unpunished students on levels of assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment and social adjustment.
- 2) To examine the levels of assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment between male and female students.
- 3) To study the relationship between assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment.
- 4) To identify the independent effect of ‘parental physical punishment’ and ‘gender’ on levels of assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment.
- 5) To identify the interaction effect of ‘Parental physical punishment and Gender’ on levels of assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment.

Hypotheses:

The present study set forth the following hypotheses to meet the objective of the study as followings:

- 1) Parental physically punished students will have lower levels of assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment than parental physically unpunished students
- 2) Females are expected to score lower levels of assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment than male students.
- 3) There will be a positive relationship between assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment.
- 4) There will be an independent effect of ‘parental physical punishment’ and ‘gender’ on assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment.
- 5) There will be an interaction effect of ‘Parental Physical punishment and gender’ on assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment.

The methodology which will be followed in this study will be presented in the next chapter in detail under **Chapter -IV: Method and Procedure.**

Chapter - IV : Method and Procedure

Sample

The sample selection was done with multi-stage sampling procedures. Firstly, 10 schools were selected from the list of Higher Secondary School recognized by the Government of Manipur in Churachandpur District of Manipur. Secondly, the researcher tried to identify students from selected schools through an interview schedule, 835 students were interviewed, she selected 134 students who had received physical punishment and 115 students who never received physical punishment from their parents. Thirdly, 200 samples were screened out by using sociodemographic profiles; 100 students who received physical punishment with an equal number of genders (50 Males and 50 females) and 100 students who did not received physical punishment with an equal number of genders (50 Males and 50 females) with equal distribution of age range between 16-19 years, family size, family monthly income, etc to control extraneous variables which can influence the results.

Table -1: Showing the sample characteristics of the study

Types of Punishment with sample size	Types of Sex	Age (years)	Family size	Family monthly income	Father education	Mother education
Punished Samples (n=100)	Male (n=50)	16 yrs (n=25)	3 and below (n=25)	20000 below (n=25)	Below 12 class	Below 12 class (n=25)
	Female (n=50)	17 yrs (n=25)	4 to 5 (n=25)	21000 to 40000 (n=25)	BA (n=25)	BA (n=25)
		18 yrs (n=25)	6 to 7 (n=25)	41000 to 100000 (n=25)	MA (n=25)	MA (n=25)
		19 yrs (n=25)	8 and above (n=25)	110000 And above (n=25)	Above MA (n=25)	Above MA (n=25)
Unpunished samples (n=100)	Male (n=50)	16 yrs (n=25)	3 and below (n=25)	20000 below (n=25)	Below 12 class	Below 12 class (n=25)
	Female (n=50)	17 yrs (n=25)	4 to 5 (n=25)	21000 to 40000 (n=25)	BA (n=25)	BA (n=25)
		18 yrs (n=25)	6 to 7 (n=25)	41000 to 100000 (n=25)	MA (n=25)	MA (n=25)
		19 yrs (n=25)	8 and above (n=25)	110000 And above (n=25)	Above MA (n=25)	Above MA (n=25)

Psychological Tools to be used:

1. **The Rathus Assertiveness Scale** (Rathus, 1976). The scale was developed and standardized by Rathus (1976) and contained a 30-item scale which measured the level of assertiveness. The test-retest reliability correlation coefficient was .78, and the split-half reliability correlation coefficient was also .77. The validity of the scale was .70. Each item is answered from +3 “Very characteristic of me, extremely descriptive” to –3 “Very uncharacteristic of me, extremely nondescriptive,” without including 0. High positive scores indicate high assertiveness while high negative scores indicate the opposite. In comparison to aggression, the RAS has demonstrated discriminating validity.

2. **Achievement Motivation Scale** (AMS; Shah, 1986) It was constructed and standardized by Dr. Beena Shah (1986). The AMS based on forced-choice contains 40 items distributed over four dimensions: (1) Need for Academic Success (Item Nos. 2,3,11,14,18, 21,26, 31,37,40); (2) Need for Vocational Achievement (Item Nos. 1,5,9,13,16,17, 19,20,33,36); (3) Need for Social Achievement (Item Nos. 4,7,12,15, 22,23,27,34,38,39) and (4) Need for Skill Achievement (Item Nos. 6,8,10,24,25,28,29,30,32,35). The test-retest reliability was found to be 0.87 inferring a high reliability. Each statement is followed by three alternative responses a, b and c, each scored 1,2 and 3 respectively. Thus, the score value lies between 40 to 120. The overall result will indicate which area of motivation the subject is inclined toward. The test-retest reliability of the AMS was .84 (Shah, 1986).

3. **Social Adjustment Inventory-** Roma Pal (1985). The test was constructed by Pal (1985), and contained a 60-item questionnaire measuring emotional adjustment (30 items) and social adjustment (30 items). Each of the items has two responses ‘yes’ and ‘no’. the subject is instructed to put a tick mark against the answer which is best suited to him/her. The maximum score is 120, and the minimum score is 60. A low score in emotional adjustment items indicates good adaptation while a high score points toward the opposite. Alternatively, low scores in social adjustment items indicate poor social adaptation while high core points to the contrary. There is no specific time limit but usually respondents complete it in about 30-45 minutes. In

split-half reliability, the reliability coefficient was .82. For test-retest reliability, the correlation coefficient was .87. The validity of this inventory along with Srivastava's Adjustment Inventory was .77 and .80 respectively

4. ***Socio-Demographic Profile (Ngailianniang, 2019)***: it was constructed for the present study for the identification of the true representative as per the design of the study which includes – age, address, family size, family monthly income, mother and father's education of the samples.

5. ***Informed Consent Form (Ngailianniang, 2019)***. An informed consent form was designed by the researcher, especially for this study in which the participant was informed about the purpose of the study, expected contribution/participation from the participant, assurance of keeping personal information confidential, purely voluntary participation and can leave anytime if he/she is willing without any penalty, nothing will be harmful to the participant, the inclusion of participant in the research will be purely base on his/her willingness/consent. After giving all this information, the participant was asked for consent on whether he/she was willing to perform in the study and requested to give in writing on the Informed Consent Form.

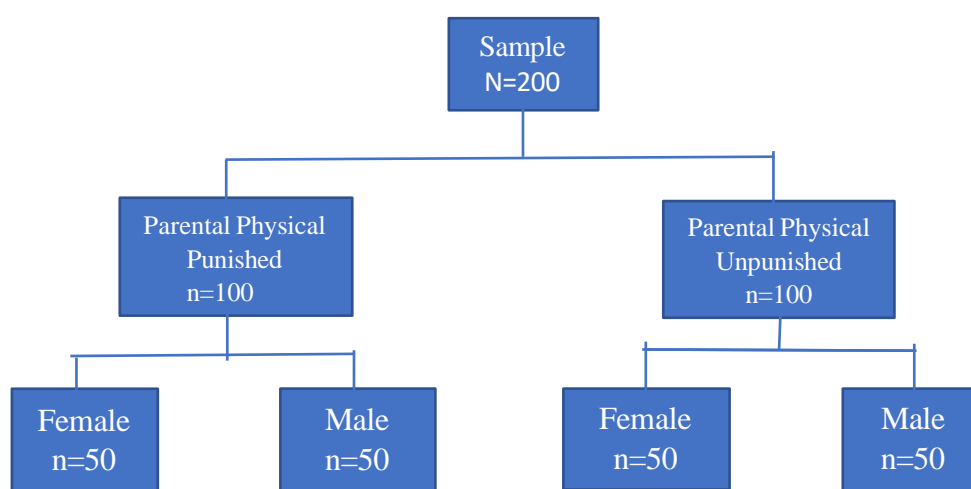
6. ***Interview schedule of physical punishment inventory ((Ngailianniang, 2019)***. It was constructed by the research, much like the interview scheduled used for qualitative analysis and used to identify the received parental physical punishment given by their parents through interview questionnaires.

Participation consent

All participants were voluntary, they were given a information about the research work, expected participation with time taken, not compulsory but participation and anytime they can leave without any penalty, personal details and responses will be kept with confidential. After informed consent their willingness were asked, get their consent with signing in the informed consent form which taken as their declaration for participate in the research. The ethical consideration was well taken care as per APA 2017 and instructions in the manuals of psychological tools.

Design of the Study

Figure-1: Diagram showing the two levels of parental physical punishment and (parental physically punished and parental physically unpunished students) and two genders (male and female) students as per the designs.



The design of the study was 2 x 2 factorial designs representing 2 levels of punishment (parental physically punished and parental physically unpunished students) and 2 genders (male and female students). The designs may be explained as 100 hard punished by parents (50 males and 50 females) and 100 not punished by parents (50 males and 50 females) served as a sample.

Procedure

Firstly, the researcher procured the selected psychological tools for the study. The researcher conducted a pilot study to ensure the applicability of the test scales and, after confirmation of applicability prepared sufficient copies for the selected samples.

Secondly, the researcher prepared the Sociodemographic profile, the interview schedule for physical punishment, and the informed consent form for the study

Thirdly, the researcher identified the true representative of the samples such as two levels of parental physical punishment (parental physically punished and parental

physically unpunished students) and two genders (male and female) students as per the designs by following multi stage sampling procedures.

Fourthly, necessary permission was taken from school authorities.

Fifthly, the researcher informed about the purpose, expected participation of the sample, time taken of the test, voluntary participation and may leave at any time without any penalty, ensuring confidentiality of the participant's personal information, then, procured written consent for participation in the study.

Sixthly, the administration of the test scales was done by the APA ethics (2010 & 2017), and the instructions laid down in the manuals of the psychological tools.

All the participants for this study were well-versed in English Language, hence there was no necessity for translation of the psychological tools in local dialects.

The psychological evaluation took about 30-45 minutes. Once the participants had completed the tests, the questionnaires were checked for any missing responses, and they were thanked for their participation.

The responses collected through qualitative and quantitative methods were coded/scored for further analysis, which was given in the next chapter, under **Chapter-**

IV: Results and Discussion

Chapter - V : Results and Discussion

The current study “Effect of Parental Physical Punishment in relation to Assertiveness, Achievement Motivation and Social Adjustment of Children” aims to examine how parental physical punishment has an impact on children’s development. It attempts to determine how parental physical punishment affects levels of assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment differently between male and female students; and the correlation between the dependent variables among the samples.

The study had objectives to examine the significant difference between parental physically punished and unpunished students, and male and female student difference on levels of assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment; any significant relationship between dependent variables; and independent effect of “Parental physical Punishment” and ‘gender’ effect with interaction effect of ‘parental punishment and gender’ on dependent variables among samples.

It was hypothesized briefly that parents physically punished and parent physically unpunished students, and male and female students will be different on selected dependent variables; the dependent variables will have significant relationships; and

the ‘gender’ and ‘parental physical punishment’ will have a significant effect on all dependent variables.

The sample consisted of 200 students from the 10 different higher secondary schools located in Churachandpur District of Manipur, the levels of parental physically punished (parental physically punished and unpunished by their parents), with equal representation of gender (male and female) having an age range between 16 to 19 years; family size, family monthly income, mother and father education level were selected using sociodemographic profiles, and followed multi-stage mostly random sampling procedures.

The study employed (i) the Rathus Assertiveness Scale (Rathus, 1976), (ii) Achievement Motivation Scale (AMS; Shah, 1986); (iii) Social Adjustment Inventory-Roma Pal (1985); (iv) Socio-Demographic Profile (Ngailianniang, 2018); (v) Informed Consent Form (Ngailianniang, 2018); and (vi) Interview schedule of physical punishment inventory (Ngailianniang, 2018) for psychological evaluation.

Socio-demographic characteristics of the samples

The socio-demographic variables of the study were carefully recorded to have equal representation to the independent variables using the Socio-Demographic Profile constructed for the study and to control confounding variables which can influence the results other than the gender and parental physical punishment of their children which included Family size, Monthly income of the Family, mother and father’s education level.

Psychometric checking:

For any psychological test after 5 years, it would be better to check again on the appropriateness to the same population due to social and cultural change in the society (Berry, 1997), the scale constructed for other cultures needs to check for the use of the measuring in other culture which may not be appropriate and potentially which may be vulnerable to alteration due to social desirability, dissimulation, and response style (Lenderink et al., 2012). Accordingly, psychologists proposed the adaptation of psychological scales in acculturation research (Redfield et al., 1936), adjustment

research (Berry, 1997; Searle & Ward, 1990), and also in the re-entry of (Uehara, 1986) psychological adjustment research paved the way for the present study.

The raw data was checked for missing and outlier data but no outlier data were found, as such further analysis for psychometric testing was done. The applicability of the selected scales was checked for normality, linearity, homogeneity and reliability. The scales were found dependable for use in the target population ($\alpha = .68; .86$) as the reliability was confirmed by the results of both Alpha and split-half reliability; the normality was discerned by skewness and kurtosis which fall within the normality range from $-.69$ to 1.21 , and homogeneity checking was done using the Brown-Forsythe (all showed significance) and Levene Stats (all showed non-significance) which portrayed the homogeneity of the variances and also highlighted the fulfilment of parametric statistics assumptions which were used in the further analysis as given in Table-1.

Results were analysed and discussed following the sequence of the Objectives and hypothesis to gain an understanding of the results of the study.

Objective-1: To examine the difference between parents physically punished and physically unpunished students on levels of assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment.

The significant mean difference between Parental physically punished and unpunished students was calculated using an Independent 't-test' (Table-2) which evinced that parental physically punished students are more assertive, have a higher need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, and that they are better emotionally adjusted and socially adjusted.

- 1) **Assertiveness:** Parental Physically Punished Students scored higher on Assertiveness than students with Parental Physically Unpunished Students ($M=91.17; 85.37$; $t\text{-test}=9.42$; $p < .01$) and significant at .01 level.
- 2) **Need for Academic Success:** Parental Physically Punished Students scored higher than Parental Physically Unpunished Students on Need for Academic

Success (M=24.24; 19.32; t-test =12.03; $p < .01$).

3) ***Need for Vocational Achievement:*** Parental Physically Punished Students scored higher than Parental Physically Unpunished Students on Need for Vocational Achievement (M=25.22; 20.25; t-test =12.87; $p < .01$).

4) ***Need for Social achievement:*** Parental Physically Punished Students scored higher than Parental Physically Unpunished Students on Need for Social achievement (M=22.81; 17.63; t-test =17.59; $p < .01$).

5) ***Need for Skill achievement:*** Parental Physically Punished Students scored higher than Parental Physically Unpunished Students on Need for Skill achievement (M=21.70; 15.30; t-test = 20.61; $p < .01$).

6) ***Emotional Adjustment:*** Parental Physically Punished Students scored higher than Parental Physically Unpunished Students on Emotional Adjustment (M=47.23; 40.55; t-test = 20.79; $p < .01$).

7) ***Social adjustment:*** Parental Physically Punished students scored higher than Parental Physically Unpunished Students on Social adjustment (M=42.51; 36.56; t-test = 20.61; $p < .01$).

In accordance with the present findings, Xien & Zakaria (2022), did find that parents have a certain influence on the assertiveness of children however, different styles of parenting have no significant impact on the differences in the level of assertiveness of adolescents. Heilmann and colleagues (2021) did a meta-analysis of 69 longitudinal studies and found harmful effects of physical punishment. Sometimes parents justify that positive parenting associated with physical punishment and explaining the reason for the punishment has a positive impact (Gámez-Guadix et al., 2010). Among Jamaican students, Baker-Henningham & Francis, (2009) have found that parental physical punishment hurts achievement motivation. However, studies indicating that parental involvement has a positive effect on children as supported by a previous study (Hameed, Singh & Rizvi, 2021) that Indian students perform better in academic achievement, need for social achievement, need for skill achievement than Tibetan students because of parental involvement, while Tibetan students perform better on need for vocational achievement due to early exposure. Aliyahri and Goodman (2008)

found that Physical punishment from caregivers, especially violent physical aggression hurts the behaviour and socio-emotional development of children.

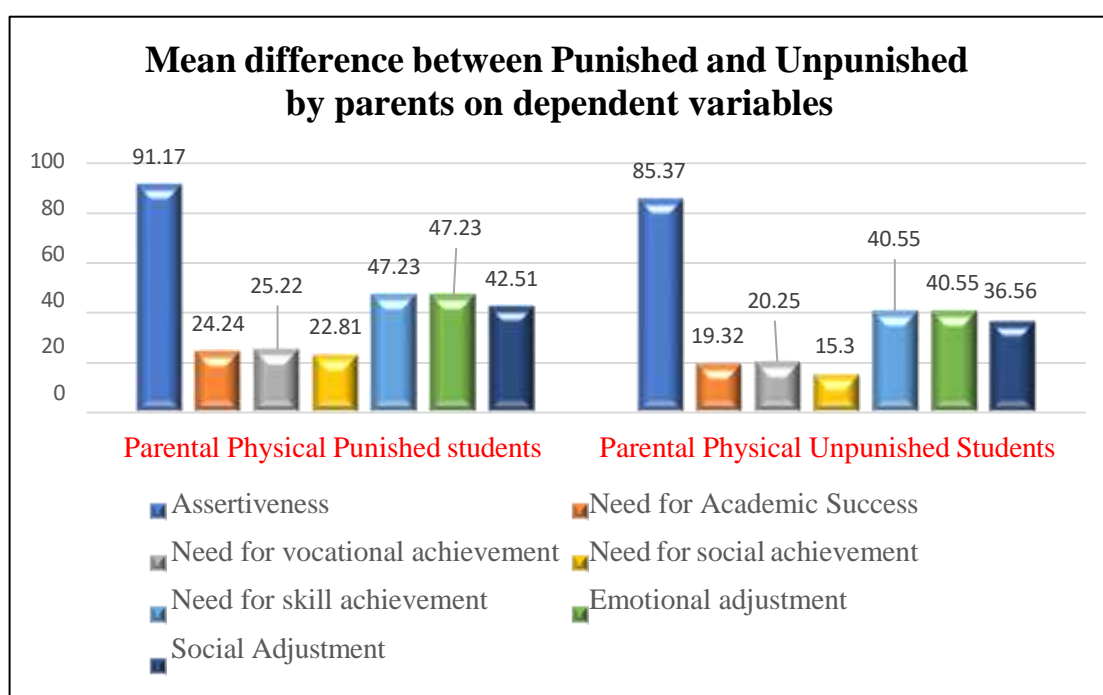
Table -2: Showing the normality, reliability and homogeneity of the psychological scales between the Parental physically punished and Unpunished samples.

Level of Parental Physically Punished	Statistics	Assertiveness	Need for Academic success	Need for vocational achievement	Need for Social achievement.	Need for Skill Achievement.	Emotional Adjustment	Social adjustment
Parental Physically Punished Students	Mean	91.17	24.24	25.22	22.81	21.70	47.23	42.51
	SD	3.84	2.59	3.17	2.41	2.26	2.31	2.10
	Kurtosis	-0.63	-0.20	0.19	-1.13	-0.84	-0.76	-0.73
	Skewness	-0.01	-0.18	-0.69	0.08	0.31	0.27	0.52
Parental Physically Unpunished Students	Mean	85.37	19.32	20.25	17.63	15.30	40.55	36.56
	SD	5.04	2.96	2.83	1.84	2.23	2.37	2.11
	Kurtosis	0.37	-0.07	-1.08	1.21	-0.98	-0.82	-0.65
	Skewness	0.70	0.29	-0.27	0.64	-0.31	-0.24	-0.55
Total Samples	Mean	88.27	21.78	22.73	20.22	18.50	43.89	39.53
	SD	5.33	3.71	3.90	3.36	3.91	4.08	3.65
	Kurtosis	-0.67	-0.69	-0.77	-0.85	-0.80	-0.83	-0.63
	Skewness	-0.02	-0.11	-0.11	0.31	0.01	-0.02	-0.01
Reliability	Alpha	.68	.77	.84	.86	.85	.70	.69
	Split half	.69	.79	.85	.82	.82	.68	.64
Homogeneity	Levene	.14	.06	.31	.76	.93	.67	.70
	Brown Forsythe	.00	.00	.00	.00	.00	.00	.00

Table-3: Showing the Mean and significant difference (Independent t-test) on the dependent variables between the Parental Physically Punished and Parental Physically Unpunished students.

Level of achievement	Statistics	Assertiveness	Need for Academic success	Need for vocational achievement	Need for Social achievement.	Need for Skill Achievement.	Emotional Adjustment	social adjustment
Parental physical punished students	Mean	91.17	24.24	25.22	22.81	21.70	47.23	42.51
	SD	3.84	2.59	3.17	2.41	2.26	2.31	2.10
	Kurtosis	-0.63	-0.20	0.19	-1.13	-0.84	-0.76	-0.73
	Skewness	-0.01	-0.18	-0.69	0.08	0.31	0.27	0.52
Parental physically unpunished students	Mean	85.37	19.32	20.25	17.63	15.30	40.55	36.56
	SD	5.04	2.96	2.83	1.84	2.23	2.37	2.11
	Kurtosis	0.37	-0.07	-1.08	1.21	-0.98	-0.82	-0.65
	Skewness	0.70	0.29	-0.27	0.64	-0.31	-0.24	-0.55
t-test between Parental physically Punish students and Parental physically unpunished		9.42*	12.03*	12.87*	17.59*	20.61*	20.79*	20.61*
*= significant difference at .01 levels; ** = significant difference at .05 levels								

Figure -2: Showing the normality, reliability and homogeneity of the psychological scales between the Parental physically



Objective -2: To examine the level of Assertiveness, Need for Academic Success, Need for vocational achievement, Need for Social achievement, Need for Skill achievement, Emotional Adjustment, and Social adjustment of the male and Female students.

The Independent t-test results presented **Table-4** revealed a significant difference between Male and female students on Assertiveness, Need for Academic success, Need for vocational achievement, Need for Social achievement, Need for Skill achievement, Emotional Adjustment, and Social adjustment:

- (1) **Assertiveness:** Male students scored higher than female students on Assertiveness (M=90.34; 85.37; t-test =6.07; $p < .01$) and significant at .01 level.
- (2) **Academic Success:** Male students scored higher than female students on Academic Success (M=22.97; 20.61; t-test =9.51; $p < .01$)
- (3) **Need for vocational achievement:** Male students scored higher than female students on Need for vocational achievement (M=24.89; 20.62; t-test =4.89; $p < .01$)
- (4) **Need for Social achievement:** Male students scored higher than female students on Need for Social achievement (M=21.32; 19.14; t-test =4.99; $p < .01$)
- (5) **Need for Skill achievement:** Male students scored higher than female students on Need for Skill achievement (M=20.33; 16.70; t-test = 7.62; $p < .01$)
- (6) **Emotional Adjustment:** Male students scored higher than female students on Emotional Adjustment (M=46.66; 41.13; t-test = 2.77; $p < .01$)
- (7) **Social adjustment:** Male students scored higher than female students on Social adjustment (M=40.98; 36.56; t-test = 6.22; $p < .01$)

The findings were in line with earlier findings that male children are more likely to receive punishment compared to female children (Aliyhari & Goodman, 2008). Another researcher also (Lange & Jakubowski, 1976) found that females were more assertive than males. However, a more recent study (Eucharria & Onyeizugbo, 2003) concluded that young adult males are more assertive than their female counterparts but as they get older females become less assertive than their male counterparts. Among senior secondary adolescents, it was found that boys have a higher

achievement motivation than girls (Akram, Mohammad, 2020). Srivastava & Pant (2015) found that females are believed to have more social support and that could be the reason they showed a higher achievement motivation in comparison to males. Male adolescents have higher social adjustment as compared to female adolescents while female adolescents tend to have a higher health adjustment, and emotional adjustment (Mansingbhai & Yasvantbhai, 2014).

Figure -3: Showing Mean difference between male and female students on dependent variables.

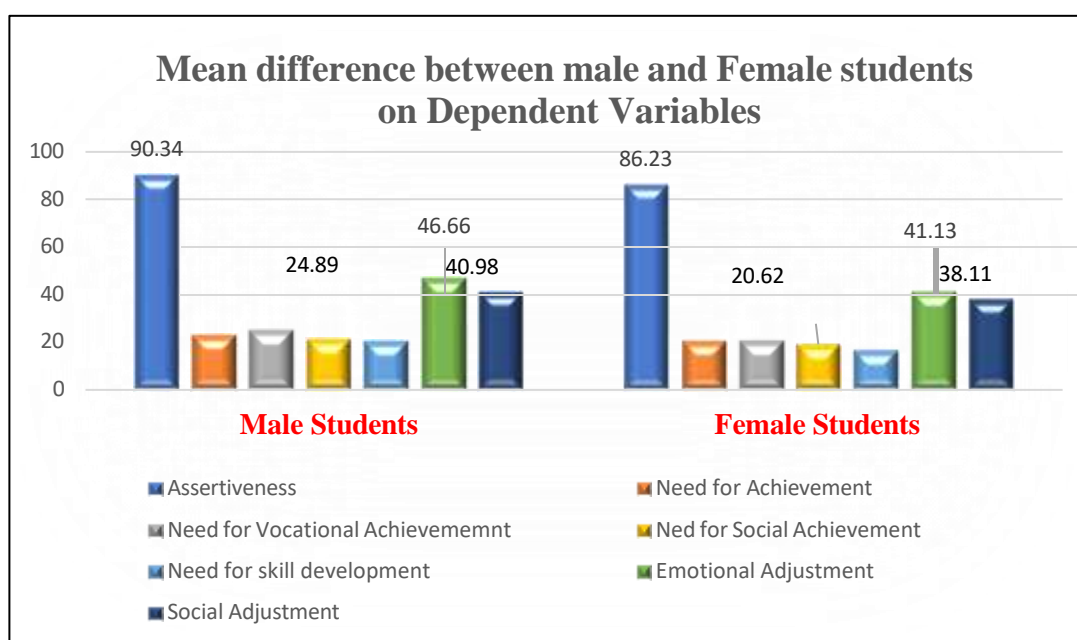
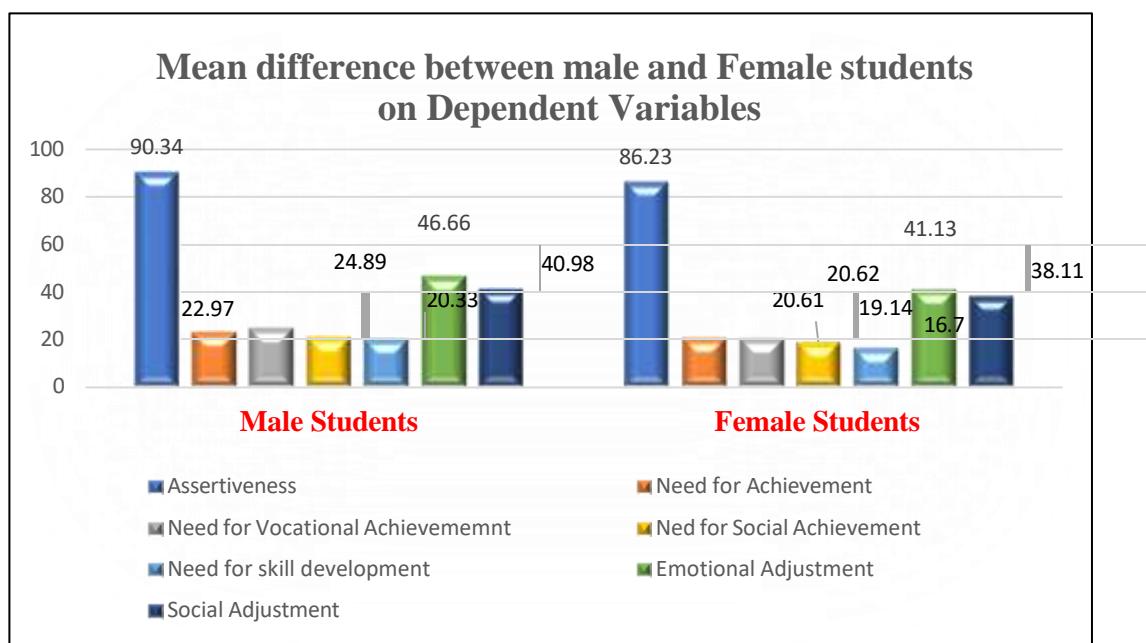


Table -4: Showing mean, SD, Skewness, Kurtosis on Assertiveness, Need for Academic Success, Need for Vocational Achievement, Need for Social Achievement, Need for Skill Achievement, Emotional Adjustment and Social Adjustment for Male and Female samples.

Male samples	Mean	90.34	22.97	24.89	21.32	20.33	46.66	40.98
	SD	4.59	3.16	3.10	3.74	3.49	3.89	3.23
	Kurtosis	-0.87	-0.36	-0.34	-1.73	-1.53	-0.92	-1.05
	Skewness	-0.07	0.12	-0.25	0.12	0.18	0.34	0.17
Female Samples	Mean	86.23	20.61	20.62	19.14	16.70	41.13	38.11
	SD	5.25	3.85	3.42	2.53	3.46	4.13	3.48
	Kurtosis	-0.39	-1.17	-0.83	-0.69	-1.57	-1.28	-0.86
	Skewness	0.28	0.05	0.20	-0.44	-0.17	-0.25	0.02
Total Samples	Mean	88.27	21.78	22.73	20.22	18.50	43.89	39.53
	SD	5.33	3.71	3.90	3.36	3.91	4.08	3.65
	Kurtosis	-0.67	-0.69	-0.77	-0.85	-0.80	-0.83	-0.63
	Skewness	-0.02	-0.11	-0.11	0.31	0.01	-0.02	-0.01
t-test between male and female samples		6.07*	9.51*	4.89*	4.99*	7.62*	2.77*	6.22*

Figure -3: Showing Mean difference between male and female students on dependent variables.



Comparison of the Four Groups using Post Hoc-Multiple Comparison (Scheffe):

The four comparison groups (four cells of the designs) include the Male Parental Physically Punished Students (MPPPS), Female Parental Physically Punished Students (FPPPS), Male Parental Physically Unpunished Students (MPPUS), and Female Parental Physically Unpunished Students (FPPUS) were compared one another on dependent variables in Table-4, that:

- 1) Male Parental Physically Punished Students shown a highest scored (M=92.45) on Assertiveness than Female Parental Physically Punished Students (M=92.45; 88.89; $F=2.56$; $P < .01$), Male Parental Physically Unpunished Students (M=92.45; 85.40; $F=4.05$; $P < .01$), and Female Parental Physically Unpunished Students (M=92.45; 82.34; $F=10.11$; $P < .01$).
- 2) Female Parental Physically Punished Students (M=88.89) scored higher than Male Parental Physically Unpunished Students (M=88.89; 85.40; $F=2.49$; $P < .01$).

01), and Female Parental Physically Unpunished Students ($M=88.89$; 82.34 ; $F=7.54$; $P < .01$).

3) Male Parental Physically Unpunished Students (85.40), and Female Parental Physically Unpunished Students ($M=85.40$; 82.34 ; $F=6.05$; $P < .01$).

Four Group Differences in Need for Academic Success

(1) Male Parental Physically Punished Students scored highest ($M=24.74$) than Female Parental Physically Punished Students ($M=24.74$; 21.74 ; $F=2.00$; $P < .01$), Male Parental Physically Unpunished Students ($M=24.74$; 19.19 ; $F=3.54$; $P < .01$), and Female Parental Physically Unpunished Students ($M=24.74$; 17.45 ; $F=7.28$; $P < .01$) on Need for academic success

(2) Female Parental Physically Punished Students ($M=21.74$) scored higher than Male Parental Physically Unpunished Students ($M=21.74$; 19.19 ; $F=2.54$; $P < .01$), and Female Parental Physically Unpunished Students ($M=21.74$; 17.45 ; $F=6.28$; $P < .01$) on Need for academic success

(3) Male Parental Physically Unpunished Students ($M=19.19$) scored higher than Female Parental Physically Unpunished Students ($M=19.19$; 17.45 ; $F=3.73$; $P < .01$) on Need for Academic Success on Need for academic success

Four group differences in Need for Vocational Achievement

(1) Male Parental Physically Punished Students scored highest ($M=27.19$) scored higher than Female Parental Physically Punished Students ($M=27.19$; 24.25 ; $F=3.94$; $P < .01$), Male Parental Physically Unpunished Students ($M=27.19$; 22.57 ; $F=4.62$; $P < .01$), and Female Parental Physically Unpunished Students ($M=27.19$; 17.92 ; $F=9.26$; $P < .01$) on Need for Vocational Achievement

(2) Female Parental Physically Punished Students ($M=24.25$) scored higher than Male Parental Physically Unpunished Students ($M=24.25$; 19.19 ; $F=2.67$; $P < .01$), and Female Parental Physically Unpunished Students ($M=24.25$; 17.92 ; $F=6.28$; $P < .01$) Need for Vocational Achievement

(3) Male Parental Physically Unpunished Students (22.57) scored higher than Male Parental Physically Unpunished Students ($M=22.57$; 17.92; $F=4.64$; $P < .01$) on Need for Vocational Achievement.

Four group differences in Need for Social achievement

(1) Male Parental Physically Punished Students scored highest ($M=24.87$) than Female Parental Physically Punished Students on Need for Social achievement ($M=24.87$; 21.75; $F=4.11$; $P < .01$), Male high parental physical punished, Male Parental Physically Unpunished Students ($M=24.87$; 18.70; $F=7.16$; $P < .01$), and Male Parental Physically Unpunished Students ($M=24.87$; 16.57; $F=7.30$; $P < .01$).

(2) Female Parental Physically Punished Students ($M=21.75$) scored higher than Male Parental Physically Unpunished Students ($M=21.75$; 18.70; $F=3.05$; $P < .01$), and Female Parental Physically Unpunished Students ($M=21.75$; 16.57; $F=3.18$; $P < .01$) on Need for Social achievement

(3) Male Parental Physically Unpunished Students (18.70) scored higher than Female Parental Physically Unpunished Students ($M=18.70$; 16.57; $F=1.13$; $P < .01$) on Need for Social achievement.

Four group differences on Need for Skill Achievement

(1) Male Parental Physically Punished Students scored highest ($M=23.43$) than Female Parental Physically Punished Students ($M=23.43$; 19.96; $F=3.47$; $P < .01$), Male Parental Physically Unpunished Students, Male Parental Physically Unpunished Students ($M=23.43$; 17.15; $F=6.28$; $P < .01$), and Female Parental Physically Unpunished Students ($M=23.43$; 13.45; $F=9.98$; $P < .01$) on Need for Skill Achievement.

(2) Female Parental Physically Punished Students ($M=19.96$) scored higher than Male Parental Physically Unpunished Students ($M=19.96$; 17.15; $F=2.81$; $P < .01$) on Need for Skill Achievement, and Female Parental Physically Unpunished Students ($M=19.96$; 13.45; $F=6.50$; $P < .01$) on Need for Skill Achievement

(3) Male Parental Physically Unpunished Students (17.15) scored higher than Female Parental Physically Unpunished Students ($M=17.15$; 13.45; $F=3.69$; $P < .05$) on Need for Skill Achievement.

Four group differences in Emotional Adjustment

(1) Male Parental Physically Punished Students scored highest ($M=47.83$) than Female Parental Physically Punished Students on Emotional Adjustment ($M=47.83$; 44.62 ; $F=2.20$; $P < .01$), Male Parental Physically Unpunished Students ($M=47.83$; 41.45 ; $F=6.37$; $P < .01$), and Male Parental Physically Unpunished Students ($M=47.83$; 38.64 ; $F=8.18$; $P < .01$) on Emotional Adjustment.

(2) Female Parental Physically Punished Students ($M=44.62$) scored higher than Male Parental Physically Unpunished Students ($M=44.62$; 41.45 ; $F=5.16$; $P < .01$), and Female Parental Physically Unpunished Students ($M=44.62$; 38.64 ; $F=6.98$; $P < .01$) on Emotional Adjustment

(3) Male Parental Physically Unpunished Students (41.45) scored higher than Female Parental Physically Unpunished Students ($M=41.45$; 38.64 ; $F=1.81$; $P < .05$) on Emotional Adjustment.

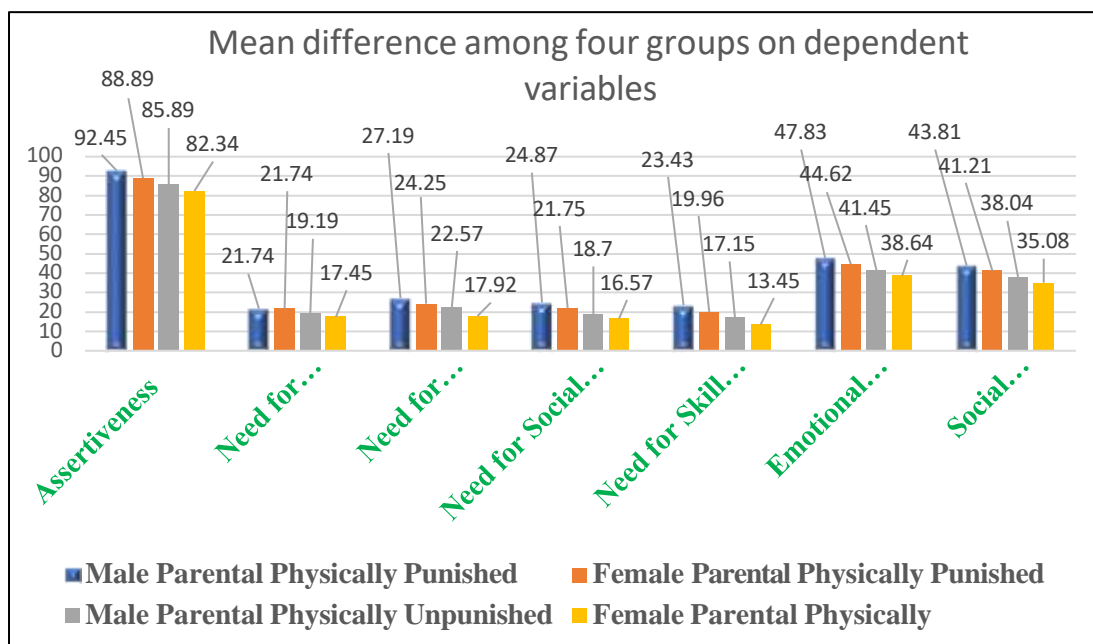
Four group differences in Social Adjustment

(1) Male Parental Physically Punished Students scored highest ($M=43.81$) than Male Parental Physically Punished Students ($M=43.81$; 41.21 ; $F=2.60$; $P < .01$), Male Parental Physically Unpunished Students ($M=43.81$; 38.04 ; $F=5.77$; $P < .01$), and Female Parental Physically Unpunished Students ($M=43.81$; 35.08 ; $F=8.73$; $P < .01$), on Social Adjustment.

(2) Female Parental Physically Punished Students ($M=41.21$) scored higher than Male Parental Physically Punished Students ($M=41.21$; 38.04 ; $F=3.16$; $P < .01$), and Female Parental Physically Unpunished Students ($M=41.21$; 35.08 ; $F=6.13$; $P < .01$) on Social Adjustment Male Parental Physically Unpunished Students (38.04) scored higher than Female Parental Physically Unpunished Students ($M=38.04$; 35.08 ; $F=2.96$; $P < .05$) on Social Adjustment.

Table -5: Showing mean, SD, Skewness, Kurtosis of Assertiveness, Academic Success, Need for Vocational Achievement, Need for Social Achievement, Need for Skill Achievement, Emotional Adjustment and Social Adjustment for the four groups.

Gender	Statistics	Assertiveness	Academic success	vocational achievement	Need for Social Achievement.	Need for Skill achievement	Emotional Adjustment	Social Adjustment
Male parental physically punisheds	Mean	92.45	24.74	27.19	24.87	23.43	47.83	43.81
	SD	3.55	2.96	2.57	1.30	1.89	2.64	1.72
	Kurtosis	-0.43	-0.13	11.49	-1.07	3.38	-1.50	-1.04
	Skewnes	-0.35	-0.45	-2.87	0.15	-1.25	0.09	0.33
Female parental physically punished	Mean	88.89	21.74	24.25	21.75	19.96	44.62	41.21
	SD	3.72	2.07	2.40	1.18	0.81	1.75	1.57
	Kurtosis	-0.04	-0.84	0.14	-0.95	-1.46	-0.56	2.75
	Skewnes s	0.37	-0.20	-0.11	0.06	0.07	-0.43	1.61
Male parental physically unpunisheds	Mean	85.40	19.19	22.57	18.70	17.15	41.45	38.04
	SD	4.75	2.20	1.34	0.67	0.99	1.64	1.27
	Kurtosis	-0.26	1.47	-0.61	-0.72	-0.68	0.38	1.55
	Skewnes	0.63	-0.16	-0.40	0.43	-0.19	-0.53	-1.30
Female parental physically unpunisheds	Mean	82.34	17.45	17.92	16.57	13.45	38.64	35.08
	SD	3.17	2.39	1.86	2.53	1.45	2.64	1.70
	Kurtosis	-1.14	6.12	-1.01	-0.13	-0.96	-0.87	-1.10
	Skewnes	0.01	1.64	0.06	0.58	-0.14	0.43	-0.42
Total Samples	Mean	88.27	21.78	22.73	20.22	18.50	43.89	39.53
	SD	5.33	3.71	3.90	3.36	3.91	4.08	3.65
	Kurtosis	-0.67	-0.69	-0.77	-0.85	-0.80	-0.83	-0.63

Figure-4: Showing Mean difference among four groups on dependent variables**Table -6** Showing multiple significant Mean differences on Assertiveness, Need for Academic Success, Need for Vocational Achievement, Need for Social achievement, Need for Skill Achievement, Emotional Adjustment and Social Adjustment for four groups.

Assertiveness				Need for Academic Success			
	FPPP	MPPU	FPPU		FPPP	MPPU	FPPU
MPPP	2.56*	4.05*	10.11*	MPPP	2.00 *	3.54*	7.28*
FPPP		2.49*	7.54*	FPPP		2.54*	6.28*
MPPU			6.05*	MPPU			3.73*
Need for Vocational Achievement				Need for Social Achievement			
	FPPP	MPPU	FPPU		FPPP	MPPU	FPPU
MHPP	3.94*	4.62*	9.26*	MPPP	4.11*	7.16*	7.30*
FHPP		1.67*	5.32*	FPPP		3.05*	3.18*
MLPP			4.64*	MPPU			1.13*
Need for Skill Achievement				Emotional Adjustment			
	FPPP	MPPU	FPPU		FPPP	MPPU	FPPU
MPPP	3.47*	6.28*	9.98*	MPPP	2.20 ns	6.37*	8.18*
FPPP		2.81 *	6.50*	FPPP		5.16*	6.98*
MPPU			3.69*	MPPU			1.81*
Social adjustment							
	FPPP	MPPU	FPPU				
MPPP	2.60*	5.77*	8.73*				
FPPP		3.16*	6.13*				
MPPU			2.96*				

Objective -3: To study the relationship between assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment.

Pearsons' Correlation was employed to discern a significant relationship between the dependent variables, and illustrated in Table-7 that there is high positive correlation between assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment. The need for skill achievement and the need for vocational achievement are highly positively correlated with the need for social achievement :

(1) Assertiveness had significant positive relationship with Need for Academic Success ($r=.52$; $p < .01$), Need for Vocational Achievement ($r=.59$; $p < .01$), Need for Social achievement ($r=.53$; $p < .01$), Need for Skill Achievement ($r=.67$; $p < .01$), Emotional Adjustment ($r=.49$; $p < .01$) and Social Adjustment ($r=.58$; $p < .01$) at .01 significant level.

(2) Academic Success showed a positive significant relation with Need for Vocational Achievement ($r=.64$; $p < .01$), Need for Social achievement ($r=.63$; $p < .01$), Need for Skill Achievement ($r=.77$; $p < .01$), Emotional Adjustment ($r=.52$; $p < .01$) and Social Adjustment ($r=.69$; $p < .01$) at .01 significant level.

(3) Need for Vocational Achievement had a positive significant relation with Need for Social achievement ($r=.68$; $p < .01$), Need for Skill Achievement ($r=.81$; $p < .01$), Emotional Adjustment ($r=.62$; $p < .01$) and Social Adjustment ($r=.75$; $p < .01$) at .01 significant level.

(4) Need for Social achievement illustrated a positive significant relation with Need for Skill Achievement ($r=.85$; $p < .01$), Emotional Adjustment ($r=.60$; $p < .01$) and Social Adjustment ($r=.74$; $p < .01$) at .01 significant level

(5) Need for Skill Achievement had a significant relationship with Emotional Adjustment ($r=.66$; $p < .01$) and Social Adjustment ($r=.85$; $p < .01$) at a .01 significant level

Objective-4: To identify the independent effect of ‘Parental physical punishment’ and ‘gender’ on levels of assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment.

Parental ‘Physical Punishment’ independent effect on Dependent variables

The study examined the significant contribution of Parental physical punishment and gender on dependent variables, employed One-way ANOVA, and the results presented in Table - 7:

Parental physical punishment has significant effects on Assertiveness ($F= 88.79$; $P<.01$; $\eta^2 =20$) at 20%, Academic Success ($F= 165.75$; $P<.01$; $\eta^2 =65$) at 65%,, Need for Vocational Achievement ($F= 144.82$; $P<.01$; $\eta^2 =21$) at 21%,, Need for Social achievement ($F= 309.42$; $P<.01$; $\eta^2 =30$) at 30%,, Need for Skill Achievement ($F= 429.29$; $P<.01$; $\eta^2 =27$) at 27%,, Emotional Adjustment ($F= 432.20$; $P<.01$; $\eta^2 =26$) at 26%, and Social Adjustment ($F= 424.70$; $P<.01$; $\eta^2 =25$) at 25%.

The earlier findings showed that parental physical punishment harms Pakistani students who were physically punished and were less motivated to learn and improve their academic performance as students who face physical punishment in school hesitate to participate in classroom activities thus, their need for skills achievement is reduced (Ahmad, Said & Khan, 2013).

Independent ‘Gender’ effects

To identify the independent effect of ‘gender’ on Assertiveness, Need for Academic success, Need for vocational achievement, Need for Social achievement, Need for Skill achievement, Emotional Adjustment, and Social Adjustment.

Results evinced as presented in Table-6 that Gender has an independent effect on Assertiveness ($F= 36.78$; $P<.01$; $\eta^2 =15$) at 15%, Need for Academic Success ($F= 3.86$; $P<.01$; $\eta^2 =10$) at 10%,, Need for Vocational Achievement ($F= 90.38$; $P<.01$; $\eta^2 =30$) at 30%,, Need for Social achievement ($F= 24.87$; $P<.01$; $\eta^2 =11$) at 11%,, Need for Skill Achievement ($F= 7.65$; $P<.01$; $\eta^2 =14$) at 22%,, Emotional Adjustment

($F= 432.20$; $P<.01$; $\eta^2 =26$) at 26%, and Social Adjustment ($F= 38.64$; $P<.01$; $\eta^2 =16$) at 16%.

The result of the current study was supported by previous findings (Sitota. G. 2018), stating that male adolescents were found to be more assertive than female adolescents. Gender is not a significant predictor of academic success as in agreement with the findings of the current study, other variables like educational level determine the assertiveness level of the person, the higher the education, the more assertive s/he becomes (Shanmugam & Kathyayini, 2017).

In confirmation of the present findings, researchers have found that adolescents increase in age and the need for achievement also increases, the need for vocational achievement and need for skills achievement increases while the need for affiliation increases for women (Johnson & Smith, 1965). The possible explanation given by the researchers is that men tend to dominate women after marriage due to the environmental influence surrounding them. Male students show better social adjustment in this study which may explain that males are given a better opportunity in the target population for participation in extra-curricular activities while females might be with lesser opportunity (Lalchhandami, & Lalventluanga, 2023). Studies demonstrated that parental physical punishment has a negative impact which was in line with previous studies in Pakistan where students who were physically punished were less motivated and improved their academic performance. Those students who face physical punishment in school hesitate to participate in classroom activities thus, their need for skills achievement is reduced (Ahmad, Said & Khan, 2013).

Objective-5: To identify the interaction effect of ‘Parental physical punishment and Gender’ on levels of assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment.

The study employed two-way ANOVA to examine the interaction effect of ‘academic achievement and Gender’ on Assertiveness, Academic Success, Need for Vocational Achievement, Need for Social achievement, Need for Skill Achievement,

Emotional Adjustment and Social Adjustment; and the results were displayed in Table-7. The ‘Academic achievement and Gender’ contribution was examined using Two-way ANOVA, results demonstrated their effect on Assertiveness ($F= 66.12$; $P<.01$; $\eta^2 =29$) at 29%, Need for Academic Success ($F= 94.84$; $P<.01$; $\eta^2 =38$) at 38%, Need for Vocational Achievement ($F= 173.44$; $P<.01$; $\eta^2 =39$) at 39%, Need for Social achievement ($F= 251.30$; $P<.01$; $\eta^2 =38$) at 38%, Need for Skill Achievement ($F= 521.58$; $P<.01$; $\eta^2 =38$) at 38%, Emotional Adjustment ($F= 168.72$; $P<.01$; $\eta^2 =31$) at 1%, and Social Adjustment ($F= 307.47$; $P<.01$; $\eta^2 =32$) at 32%.

Results evinced the ‘Parental physical punishment and Gender’ joint contributions on selected dependent variables, and the same findings were found by earlier researchers that male adolescents were found to be more assertive than female adolescents (Sitota. 2018) which explained gender is not a significant predictor of academic success as in agreement, an educational level also predicted assertiveness level of the person as the higher the education and the more assertive s/he becomes (Shanmugam & Kathyayini, 2017). Furthermore, as adolescents increase in age their need for achievement, vocation and skills achievement increases while the need for affiliation increases for women (Johnson & Smith, 1965). According to the social environment, men tend to dominate women after marriage due to the environmental influence surrounding them (Lalchhandami & Lalventluanga, 2023), and the same may be one reason because the society where research was conducted belongs to male dominant society. Researchers demonstrated that the need for academic success, need for vocational achievement, need for social achievement and need for skill achievement are impacted by gender (Duncan & Peterson, 2009) as women set intrinsic goals with higher achievement motivation and focus on excellence in competition. Previous research has stated that gender differences in adjustment, as female students were adjusted better emotionally (Babasaheb, 2019) while other researchers found lower social adjustment in female than male participants (Aloka, 2022), but others did not find gender differences in emotional or social adjustment (Sharma & Saini, 2013). Whatever difference prevails between male and female students on the psychological function provided ground for explaining the reasons behind whereas

the reality in the targeted population needs to be addressed for psychological care for the betterment of the samples.

Table-8: Showing the independent effect of ‘physical punishment’ and ‘Gender’, and the interaction effect of ‘Parental Punishment x Gender’, on Assertiveness, Need for Academic Success, Need for Vocational Achievement, Need for Social achievement, Need for Skill Achievement, Emotional Adjustment and Social Adjustment.

Dependent Variables	‘Independent Effect of Gender’		‘Independent effect of Punishment’		‘Interaction of effect of gender and punishment’	
	F-ratio	Eta square	F-ratio	Eta square	F-ratio	Eta square
Assertiveness	88.79	0.20	36.78**	0.15	66.12**	0.29
Need for Academic success	165.75	0.24	3.86**	0.10	94.84**	0.38
Need for vocational achievement	144.82	0.21	90.38**	0.30	173.44**	0.39
Need for Social achievement.	309.42	0.30	24.87**	0.11	251.30**	0.37
Need for Skill achievement.	429.29	0.27	58.05**	0.22	521.58**	0.38
Emotional Adjustment	432.20	0.26	7.65**	0.14	168.72**	0.31
Social adjustment	424.70	0.25	38.64**	0.16	307.47**	0.32
**= significant at.01 levels						

Parental Physical Punishment Prediction

To cross-check the effect of parental physical punishment on their children’s psychological function, a linear regression analysis was done and the results were presented in Table – 8, which highlighted that the parental physical punishment predicted 24% Assertiveness, 25% Need for Academic Success, 36% Need for Vocational Achievement, 45% Need for Social Achievement, 39% Need for Skill Achievement, 24% Emotional Adjustment and 32% Social Adjustment of their children, and this counter confirmed the ANOVA results provided in Table-9.

Table-9: Showing the prediction of (Regression analysis) Punishment on Assertiveness, Need for Academic Success, Need for Vocational Achievement, Need for Social Achievement, Need for Skill Achievement, Emotional Adjustment and Social Adjustment.

Predictor	Adjusted R ²	Criterion						
		Assertiveness	Academic success	Vocational achievement	Social achievement	Skill achievement	Emotional Adjustment	Social adjustment
Punishment		.24**	.25**	.36**	.45**	.39**	.24*	.32**
**= Correlation is significant at the 0.01 level (2-tailed).								
*= Correlation is significant at the 0.05 level (2-tailed).								

Results of the study have shown that children with physical punishment from their parents score better on their assertiveness level, have a higher need for Academic Success, Need for vocational achievement, Need for Social achievement, Need for Skill achievement, and are better adjusted in their social adjustment and emotional adjustment in comparison to children who are not physically punished by their parents. The results of the study have shown that the use of physical punishment for discipline seems to have a more positive outcome for the children. The community predominantly Kuki communities often practice robust disciplining of children, including scoldings, pulling of ears, and spankings and some even go to the lengths of starving (Nemneivah, 2015). Among the Christian community, the common belief is as written in the Bible – whoever spares the rod hates his son, but he who loves him is diligent to discipline him (Proverbs 13:24) is the godliest way to child upbringing.

It is believed that children are the images of God and as good Christian parents, the entire moral and religious upbringing of a child is dependent on the parents. And parents adopt child-rearing methods they seem to know best, which is the Christian way. The community also have a common saying “ zeplouh ta chu tagah ahi”, which translates to “ an unpunished child is an orphan”. In the Kuki culture, parenting styles may not be well defined as given by Baumrind and accepted by the Western culture. A

parent who demands obedience is not viewed as controlling but rather regarded as a 'good' parent, who is caring and training their child to be a successful adult (McBride-Chang & Chang, 1998).

Assertive discipline has a positive impact on the social skills of students when implemented in classrooms. When students are given clear set rules, shown good examples to imitate and immediately held accountable for their misbehaviour, they have a marked improvement in their social skills (Kimkena, 2007). Studies on Asian parents' parenting styles regarding adolescents' academic achievement have found that the authoritative parenting style has a more positive correlation to adolescent's academic achievement but a lesser positive correlation with academic achievement for authoritative and permissive parenting styles (Pathak, 2019). This may be further explained in the context of the communities and competitiveness prevalent in the specific culture. Often, students are not competitive about their academic performance among peers, they tend to be serious in their studies after much coaxing from the parents. More often than not, students are content with an average score in examinations, they seem to celebrate minimum requirements to clear the examination and those who score above 60% are considered to be high achievers. This is where the role of strict parenting comes in. When parents won't accept a lesser performance, students are often punished for failing to score an acceptable grade, which leads them to work harder, aim higher and to avoid the punishment they improve their performance. Earlier researchers believed that an occasional physical punishment was a necessity for good parenting children need as a sign of parental involvement and concern. However, due to the stress it caused and the imitation of the act by children to be aggressive, such punishment was frowned upon, forbidden and penalised (Mani, 2020). In contrast, Asian cultures emphasize the importance of strict discipline and control of parents over their children. Parents who do not assert their parental authority on children are often called too relaxed or lenient which equates to 'poor parenting'.

Parenting styles, a parent's demandingness and responsiveness, have a significant impact on the assertiveness of children. This study has established that children who have had democratic parenting with high demandingness and high responsiveness, that is strict parenting have high levels of assertiveness. Similar studies (Jourshari et

al.,2022) have established the same conclusion that the parenting style used can directly and indirectly affect the assertiveness of the adolescent except in the authoritarian style, which features high demandingness but low responsiveness. When children are exposed to assertive parents, it has a positive impact on their psychosocial well-being. Assertiveness of the parents can be in the form of confrontation, stating and defending their rights and opinions, not giving into pressure and being least bothered by other's opinions (McCord, 1991). Aggressive parenting styles which involve high demandingness but low responsiveness led to children being stressed and anxious which is the reason they resort to problematic behaviours. In the other styles, where parents are uninvolved, they hesitate to punish the child for certain misconducts thus there is neither demandingness nor responsiveness. This leads to the child being frustrated easily, with anger and grievance toward the parents.

In the present study, the age group of interest is defined that they are young adolescents who are under the 'personal fable' that everyone seems to admire and the world revolves around them male students are more assertive than female students. Obedience of children is an expectation every parent has, especially in collectivistic cultures where strict parenting is the norm and parents emphasize their children are obedient by exercising control (Lin & Fu, 1990). When parents are firm with their children, the children show a marked improvement in their academic performance especially for Chinese students and African-American students (Steinberg, 1992).

Parents may resort to using physical punishment as a form of discipline. Sometimes in the name of not stressing their children out and allowing for the free conduct of the child to enhance their confidence and self-esteem, parents follow the laissez-faire parenting method. However, parents need to maintain a balance between too much control and too little parental authority. Parenting in Western culture is different than in Eastern or Asian cultures which children are provided with ample nurturance and protection until unfailing obedience is demanded of them at a certain age unlike children in Western culture where they are allowed to be independent since birth (Chiu, 1987). Another thing to be considered is to what age parents have used physical punishment as a form of discipline. Parents using physical punishment as a consequence of misbehaviour, with an explanation for the reason the punishment was

given is a form of acceptable parenting. This study has directly compared adolescents who have been physically punished by their parents as a form of discipline and adolescents who have never been physically punished by their parents.

Parental physical punishment and achievement motivation

Children of authoritative parents are academically successful, achievement-oriented and become successful adults. The findings of this study have established that children who have faced parental physical punishment as a form of discipline method have higher achievement goals in contrast to children who have not faced parental physical punishment as a form of discipline. School students are reported to perform better when rewards and punishments as a system are implemented justly. The form of rewarding achievement and penalising a shortcoming can act favourably toward achievement motivation when it is used prudently (Sidin, 2020). Other studies also have found that reward and punishment systems seem to work well in motivating students to aim to achieve higher (Wilson & Corpus, 2001). In a school for learning Chinese, students were found to misbehave when they knew that there would be no punishments involved in a classroom from a particular teacher, followed by a lack of motivation and disobedience to authority. For the reward and penalty system to be effective, rewards needed to outnumber penalties. When punishing students if the behaviour is recognized without condemning the student, students tend to link the penalties they receive as a consequence to their behaviour, thus motivating them to better achieve the reward (Ching, 2012). Students become aware that punishments they receive are also a form of reward for tasks done poorly or unachieved targets, thus inspiring them to work harder to achieve their goals. This is possible when students can link their behaviour and the consequences brought about by that behaviour. If the behaviour elicits reward, they are more likely to display that behaviour again and if it elicits punishment, they are most likely to avoid that behaviour in the future.

Parental physical punishment and emotional and social adaptation

Baumrind has found that a parenting style which strikes a balance between overly permissive and authoritarian, also called authoritative parenting leads to well-adjusted children, with positive emotional and social development. She further states

that authoritarian or harsh parenting has a more negative outcome for male children than for female children. Children of parents with an authoritarian style perform poorly in school, have poor communication skills and lack social competence (Parke & Buriel, 2007). A study on Chinese students concluded that self-esteem, self-efficacy and self-concepts are directly influenced by parental support and control over the adolescents. Studies (Aucoin et al., 2006) have found poor adjustment of children when the corporal punishments they received from parents were frequent and severe, but they have not been able to establish any significant improvement in adjustment either with moderate level of corporal punishment and children who received low level of corporal punishment were found to have low self-esteem which is a cause for concern.

The current study has found a correlation between parents use of physical punishment and emotional adjustment, that children who have never faced parental physical punishment have poorer emotional adjustment as compared to children who have faced parental physical punishment. Studies have found a link between decreasing behavioural problems in children with the practice of culturally accepted physical punishment implemented in a justified manner, which is not harsh or harmful (Roopnarine et al., 2014). Physical punishment in childhood has a negative psychological impact on children only when it was perceived as unjust, undeserving, and rash combined with parental rejection. (Chong & Yeo, 2018).

The present study has found that children who have received parental physical punishment as a form of discipline, which is a culturally accepted form of disciplining, have a better social adjustment in compared to children who have never been physically punished by their parents. This finding is unique to previous existing literature which suggested otherwise. Many of previous studies on the effect of physical punishment have hinted that physical punishment has a negative or non-significant effect on social adjustment have been contradicted by the findings of this study. This can be explained by the findings of a previous study on Mexican families that when the family environment is strictly monitored, comprising predictable and regular family activities, adolescents can develop high social competence, thus promoting their social adjustment (Prellow, Loukas & Jordan-Green, 2007). Children

of authoritarian parents are found to have low social adaptation, low cognitive development and poor in academics. This is especially prevalent among male adolescents raised in an authoritarian parenting style. Additionally, they are found to lack self-esteem, poor leadership skills and peer interactions (Parke & Buriel, 2007). However, this cannot be conclusive as other studies have found no significant correlation between parental physical punishment and children's social skills or social adaptation (Roopnarine, 2014).

Studies have hinted at ethnic differences in the way physical punishment is imposed by parents at various stages of childhood and child behaviour patterns in the association between physical discipline and ethnic groups that parents belong to which needs further assessment (Polaha et al., 2014). Moreover, there have been links to differences in how parents of different ethnicities implement physical punishments. African American parents plan and execute physical punishments unlike European American parents who implement them angrily over frustration (Whaley, 2000), followed by verbal explanations and reconciliation (Mosby et al., 1999). The cultural norms practised have an impact that if children believed that physical punishment is a culturally accepted form of discipline, they would view it as a way for parents to show their involvement and authority but not out of frustration (Gunnore & Mariner, 1997). Therefore, children's perception of physical punishment is essential for the effective use of such practices in disciplining (Polaha et al., 2004).

How an individual perceives punishment from parents has a direct influence on its consequential impact on a developmental course leading to distinct characteristics depending on their Emotional intelligence. The perception a child has of the punishment as a fair, unfair or harrowing experience correlates with emotional intelligence which contributes to the negative or positive outcome and has a direct influence on the adjustment of children (Berzenski & Yates, 2013). In Malaysian communities, physical punishment by parents is the primary form of discipline and researchers found no negative consequence as it was perceived as a favourable form of punishment by the children receiving it and a form of life lesson taught by their parents (Kumaraswami & Othman, 2011). But even with acceptance of such punishment by children, the frequency and severity of such punishment can be

perceived by children as parental rejection and the positive effects of such discipline may be minimal to non-significant (Rohner, Kean & Cournoyer, 1991) therefore parents must administer such disciplinary actions sparingly and after much deliberation.

The results of the study also showed that students with high academic performance also showed high assertiveness as compared to students with low academic performance showing low assertiveness. The reason is that students can assert themselves, their needs and their motivation to achieve high and not give in to peer influence to play in the classroom, but rather pay attention, submit assignments on time, focus on their academics and say 'No'. The findings correspond with a previous study (Blegur et al., 2023) suggesting that students can use six different ways to assert themselves to maintain their academic performance as well as conduct healthy social relationships, they are: expressing aspirations with openness, rationality and objectiveness; firmly and bravely making decisions; self-efficacy; sorting priorities; carrying out obligations without violating other's rights; open to differences in opinion and views.

Chapter - VI : Summary and Conclusion

The present study entitled ‘Effect of Parental Physical Punishment on Assertiveness, Need for Achievement, and Social Adjustment of their Children’. Child development is one area of psychology which focuses on the patterns of growth, change, and stability in behavioural changes occurring from conception till adolescence period. The child development covers how cultural, racial and ethnic differences influence the developmental process. An individual’s behaviour is determined by genetics (nature), nurturing (social environment) and interactions resulting in neurons growing and connecting form during early life as such caretaker's stimulation develops to their best capability.

Parenting is the process of nurturing and guiding a child through the developmental stages not only giving birth or biological. Parenting concerns about how children develop and how development turns out. Different cultures have their accepted way of cultural norms which strongly influence the parenting methods used as such the parental investment is different between males and females that portray sexual orientation. Parenting has a lasting impact on a child's mental and physical health, behaviour, academic performance, and later career.

The early development experiences impact their self-regulation and subsequently later behaviour in intellectual functioning, academic success, emotional regulation and social achievements. Child development is not only biological changes but also

includes how the child copes with their lifelong changes in physical and social environment. The tremendous changes in physical, emotional, social, academic, family and personal development are worthy of understanding as the basis of their problems for designing the solutions.

Psychologists identified parenting styles - authoritative, authoritarian, permissive, and inductive / negotiation parenting which have different impacts on children's behaviour including achievement motivation and adjustment. In bringing up children, the parents used different disciplinary methods, in which, physical punishment is one of the most common methods employed by parents. Much research has been done but no earlier research focuses on Parental Physical Punishment on Need for Achievement (assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement), and Social Adjustment (social and emotional), especially in the targeted group, higher secondary school students in Churachandpur district, Manipur state. The population under study were tribal Christians who were following the Christian doctrine that parents must closely look after their children and may use punishment if their children do not obey them. Parental physical Punishment is widely accepted in this community and this is contradicted with the United Nations Convention of the Rights of the Child Committee guidelines.

The present study selected Higher secondary school students from Churachandpur District Manipur to represent Parental physically punished students and unpunished students with equal representation of male and female students but other socio-demographic variables were kept under control to prevent extraneous variables which can influence the results to focus on the effect of parental physical punishment on children behaviour like assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, social adjustment and emotional adjustment of their children.

The Present study aimed to examine the difference between parental physically punished students and unpunished students, male and female students, the relationship between dependent variables, the independent effect of parental physical punishment

and gender on dependent variables, and the interaction effect of parental physical punishment and gender.

The study employed psychological standardized tests (Rathus Assertiveness Scale, Achievement Motivation Scale, Social Adjustment) and three questionnaires constructed by the researcher for the study.

The administration of the scales was carefully done following the guidelines of UGC and Mizoram University for Ph. D research, APA ethical guidelines, and also instructions given in the manual of the scales, which was conducted individually by the researcher.

The raw data was checked for missing and outliers, then psychometric adequacy of the data of the scales was done and found acceptable for the samples, and also found appropriate for parametric statistics for further analysis.

Results were analysed and discussed following the sequence of the Objectives and hypothesis to gain an understanding of the results of the study.

The significant mean difference between Parental physically punished and unpunished students was calculated using an Independent 't-test' which evinced that: Parental Physically Punished Students scored higher on Assertiveness, need for Academic Success, Need for Vocational Achievement, Need for Social Achievement, Need for Skill Achievement, Emotional Adjustment, and Social Adjustment at a.01 significant levels which suggests accepting hypothesis no-1.

The Independent t-test results revealed a significant difference between Male and female students as male students scored higher than female students on Assertiveness, need for Academic Success, Need for vocational achievement, Need for Social Achievement, Need for Skill Achievement, Emotional Adjustment, and Social Adjustment which suggests accepting the hypothesis no-2.

The four comparison groups were compared using Post-hoc multiple comparison (scheffe) between each group on dependent variables, Male Parental Physically Punished Students showed the highest scores, followed by Female Parental Physically Punished Students, Male Parental Physically Unpunished Students, and Female Parental Physically Unpunished Students on all dependent variables which invited

for accepting the hypothesis no-3 of the study.

Pearson's Correlation was employed to discern a significant relationship between the dependent variables and illustrated that a positive significant relationship prevails between the selected dependent variables. the dependent variables which also suggests accepting the hypothesis no-4 of the study.

To examine the effect of 'parental physical punishment' and 'gender difference' on Dependent variables, the two-way ANOVA was used and found both independent variables had significant effects on all dependent variables.

Additionally, the joint effects of the 'parental physical punishment' and 'gender difference' were aimed to examine and found both contributed significant levels of impact on all dependent variables.

Conclusions

The results of the study found significant differences between Parental Physically punished and unpunished students on the dependent variables as parental physically punished students had a higher assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment than physically unpunished students

The same trend was found between male and female students as males scored higher on all dependent variables at significant levels.

Results also revealed that Male parentally physically punished students scored highest on all variables followed by Female parentally physically punished students, Male parentally physically unpunished students, and Female parentally physically unpunished students; which can be explained as parental physical punishment does not harm their children's psychological health but with lesser positive impact to female unpunished children.

The results showed a significant positive relationship between all dependent variables which explained that parental physical punishment had an impact on the psychological function of their children.

The results displayed that both parental punishment and gender differences does not influence their children's behaviour negatively and that punishment had more positive effects on male children than female children.

Similarly, the parental physical punishment and gender together contributed to a positive effects on their male children such as higher assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment; also displayed that parental physically punished among females does not lead to harmful effects rather than parental physically unpunished females explaining that parental monitoring may be more effective in the adolescents age group.

However, the conditions for the use of physical punishment by parents must be well considered before banning all forms of physical punishment because it will be wise to know why it was used and how much it affected the victims to be able to suggest appropriate measures. Legally in India, corporal punishment is banned and corporal punishment means any form of injury that amounts to abuse. But it needs to be considered that disciplining a child is different and distinguished from abuse as no injury shall be caused to the child in disciplining.

Assertiveness of students is a strong predictor of academic achievement, in the context that students can choose their influence. The ability to say 'No' is beneficial for students to avoid negative peer groups that have a negative influence on their academic growth. Assertiveness is an essential skill for students' success in academics or careers to express themselves, communicate effectively and stand for themselves.

Parents and caretakers use punishments and rewards on children especially when it concerns academic achievements, the use of punishment and rewards must be carefully planned and executed to be constructive as psychologists have considered the positive and negative reinforcement with the schedule of reinforcement, and individual differences along with cultural norms of person it belongs in disciplining action.

The use of positive parenting with high responsiveness and high demandingness reduces the chance of children developing emotional and behavioural problems. Parental Physical punishment in the Churachandpur District context does have a

significant negative impact on children's assertiveness, need for academic success, need for social achievement, need for skill achievement, emotional adjustment and social adjustment. The reason could be that parental physical punishment is a widely accepted form of parental discipline in this culture, and this may be the reason why parental physical punishment is not as harmful as earlier research. Findings also revealed that the acceptance of both parents and children moderates its negative effect rather may modify negative behaviour. In other words, when such behaviour is viewed as the norm there is more chance that it will yield a positive impact rather than a negative impact especially when it is followed by a reasonable explanation for such disciplinary actions.

From reviewing previous studies, it can be concluded that physical punishment can be detrimental to the development of children. However, taking into consideration the cultural acceptance, the consistency of its use, how it is carried out as a pre-planned parenting method and children's acceptance of such punishment, it can indeed be an effective form of parenting. But parents must be cautious in implementing it without being carried away by frustration. This study along with earlier studies proved that Western knowledge and understanding are not universally applicable and suggesting to consider the level of the severity of physical punishment, the intention of the punishment, individual differences, and cultural acceptance of punishment for appropriateness of any parental physical punishment. Ethnic child-rearing practices must not be made to feel inferior to Western child-rearing practices because each is unique, and no single child-rearing practice can be claimed as the most ideal or nurturing for the child's development. The findings of the present study evinced that parental physical punishment does not have a negatively impact on the psychological function of their children in the Kuki community of Churachandpur District, Manipur. Female students have a far lesser positive impact from physical punishment from parents as compared to male students.

Ethical concerns

The present study has elucidated the prevalent use of physical punishment on children by parents as a form of discipline among the Kuki community of Churachandpur

District, Manipur. These findings are in contradiction of previous studies which states of the detrimental effects of physical punishments throughout the years. Although present findings indicate that male adolescents benefit from rigorous discipline in the form of physical punishments from parents, certain cautions must be taken into consideration before it is used as a reference

- i. Parental physical punishment assessed did not cause any form of physical injury
- ii. Parental physical punishment was reportedly used only as a form of discipline
- iii. These findings should not be used to generalise the effects of physical punishment on adolescents.
- iv. The findings are generalised to a closed knit community living in a small geographical area and should not be used to compare to other findings of research on larger geographical representations
- v. The interpretation of this study that physical punishment is correlated positively is only on the variables of assertiveness, need for achievement and social adjustment only. It does not signify any other relation with other variables.
- vi. This research or the researcher does not support or promote physical punishment where other methods of behavioural discipline can be implemented

Limitations of the study

This study has attempted to understand and highlight the parental disciplinary practices in the Churachandpur District, Manipur focusing on assertiveness, the need for achievement and adjustment of children. The research process has opened new insight into the use of physical punishments as a disciplinary method by parents as is the purpose of research. In the same light, this research is also not devoid of limitations which are given below:

The type of exposure to physical punishment the adolescents have faced was taken at face value. The information collected was solely from the adolescent's perspectives, parents were not interviewed regarding their use or non-use of physical punishment for this study. Frequency of the punishment received was also not assessed.

The reason for parents' physical punishment of adolescents could have helped in the determination of why certain parents use harsh punishment. Sometimes it is the defiant behaviour of the child that precedes the punishment meted out to them.

Expansion and diversification of the samples could have added more depth to the information which not covered in the study. The data were collected at the convenience of the researcher and might not have fully represented the diversity of families, and ethnic personality of the parents.

Students were assessed on assertiveness; however, aggression level was not assessed as assertiveness which can be confused with aggression which could have been validated by using more psychological scales.

The variables chosen determined some reasons for adolescents' problems caused by parenting but not enough to represent the overall psychological impact of parental physical punishment. Apart from assertiveness, academic achievement, social adjustment and emotional adjustment, other variables like a family environment, explanation for the reason for punishment, type of punishment and the behaviour which leads to punishment could have given a better explanation for the use and impact of parental physical punishment.

Suggestions

In supporting existing evidence of studies on parental physical punishment, the current study has found that physical punishment does not negatively affect their children's behaviour on assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment of adolescents.

It is a suggestion for future researchers on parental discipline methods that no single parenting style encompasses all ethnicities.

The finding suggests that male students have a better social-emotional adjustment when compared to female students. This finding calls for more research on gender differences in assertiveness, need for academic success, need for vocational

achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment, and factors contributing better understanding of the reason for differential punishment imposed on genders to make appropriate correction in parental punishment for suggesting prevention and intervention for adolescents, and not only for the population under study but for all ethnic groups.

The findings of the study have associated parental physical punishment with better social and emotional adjustment. This may have resulted from social desirability of the students and need further investigation. Future research in this topic can include whether social desirability plays a role in influencing such research outcome.

Future studies on this topic can evaluate the parents' perspective, the behaviour they believe deserves punishment and the behaviour they do not wish to punish. This is because adolescence is a period of development driven by self-discovery, and opposition to authority, and parental monitoring of children's behaviour can prevent unwanted behavioural problems. An alternative method of discipline may be suggested to parents who practice physical punishment, more non-violent methods involving rewards and removal of rewards. Training parents in these non-violent disciplining methods can help them in learning the alternative to physical punishment.

Significant implication of the study

The present study demonstrated the effects of parental physical punishment on assertiveness, need for achievement, and social adjustment of their children in meeting the objectives set forth for the study, and also suggests accepting all the hypotheses of the study except Hypothesis-1. It signifies the impact of parental physical punishment on both male and female children but lesser positive impact on female students which required urgent need of attention of researchers and policymakers to consider the importance of psychology on problems of adolescents in their everyday lives. Complete ban of physical punishment, also called 'corporal punishment' may not be effective for everyone. Finding the reasons should pave the way for finding a solution to the problem it caused.

There are many factors involved in adolescent problems including individual personality traits, family environment, parental styles imposed on them, cultural practices, and so on. Parenting is one of the most important factors for molding children's personalities that can influence their later life, and parental physical punishment is one of the most common methods used in disciplinary methods almost in all cultures. Parents can be trained in techniques of behavioural modification as opposed to physical punishment. There are reinforcement techniques used by psychologists for behaviour modification. Parents and caregivers, including teachers can be trained in these techniques. Psychologists must become more involved by conducting more research on it to suggest appropriate behavioural modification methods for the adolescent populations at individual and societal for national development.

APPENDICES

Appendix-I**Informed Consent Form**
(Ngailianniang, 2018).

I, Janet Ngailianniang, researcher of this study, and conducted for my Ph. D. research work in trying to find out how parental physical punishment affect the psychology of their parents in trying to help the victims. This is not a study of any personal psychology, and whatever responses collected from you will be kept confidential will not pass on to other unless permission taken from you or requited by you. It isa purely request for your voluntary participation accordingly anytime you may leave if you feel to do so. It will take around almost 2 to 3 hours together and will need your full attention this period. I provided the ‘Informed Consent Form’ in the following, I request you to kindly give your written consent for participation in the research as informant.

Inform Consent form:

The purpose of the research was informed to me by the researcher. After knowing all about the purpose of the research, and how the confidentiality to be maintained by her, I am willing to participate in the research work with my clear conscience.

Signature of the Participant
 Researcher: Janet Ngailianniang
 Ph D Scholar
 Department of Psychology
 Mizoram University
 Aizawl-796004

Appendix-II

SOCIO DEMOGRAPHIC PROFILE
(Ngailianniang, 2018)

Expert1/control grp No:_____

- | | | |
|-----------|----------------------------------|--|
| 1. | Age: | <hr/> |
| 2. | Sex : | <hr/> |
| 3. | Number of family members: | <hr/> |
| 4. | Mothers Education: | below XII/ BA/ MA/ above MA |
| 5. | Father's education: | below XII/ BA/ MA/ above MA |
| 6. | Monthly family income: | below 20000/21000-60000/
61000- 100000/above 100000 |

Appendix-III

PHYSICAL PUNISHMENT INVENTORY (Ngailianni, 2018)

Instruction: Read carefully the following statement given which are about physical punishment used by different parents including other carers. Kindly give your responses on all statement matching to what you have received from your parents (carers). There is no right or wrong response but which matching your experience is requested from you.

1. **Have you been hit by your parents or Carer as a disciplinary method:** Yes/ No
2. **How often do they hit you:**
More than Once in a week/ once in a month/ once in year/ Never
3. **Which method of discipline they used?**
Pulling ear / slapping on face / hitting buttock / pulling hair / punching /kicking / name calling /tying /spanking/ mention any other_____
4. **What items have they used to discipline you?** Stick/shoe/belt/ other/hand/leg
5. **Have you ever been injured by such disciplinary actions?** Yes/ No
6. **Do they explain to you for such discipline?** Yes / No
7. **Do they gave you option on such disciplinary actions?** Yes/ No
8. **How does it affect your relationship with the discipliner?**
Realized love to me/ Hate/ hatred/ fear of him or her/ feeling running away
9. **Will you do the same to your own children?** Yes/ No

Appendix-IV

THE RATHUS ASSERTIVENESS SCALE
(Rathus, 1976)

Instruction: Kindly read carefully each item given below. Give your response on each item giving answered from +3 “Very characteristic of me extremely descriptive” to –3 “Very uncharacteristic of me, extremely nondescriptive,” without including 0.								
N o	Statement	Response						
		-3	-2	-1	0	1	2	3
1	Most people seem to be more aggressive and assertive than I am.*							
2	I have hesitated to make or accept dates because of “shyness.”*							
3	When the food served at a restaurant is not done to my satisfaction, I complain about it to the waiter or waitress.							
4	I am careful to avoid hurting other people’s feelings, even when I feel that I have been injured.*							
5	If a salesperson has gone to considerable trouble to show me merchandise that is not quite suitable, I have a difficult time saying “No.”*							
6	When I am asked to do something, I insist upon knowing why.							
7	There are times when I look for a good, vigorous argument.							
8	I strive to get ahead as well as most people in my position.							
9	To be honest, people often take advantage of me.*							
10	I enjoy starting conversations with new acquaintances and strangers.							
11	I often don’t know what to say to people I find attractive.*							
12	I will hesitate to make phone calls to business establishments and institutions.*							
13	I would rather apply for a job or for admission to a college by writing letters than by going through with personal interviews.*							
14	I find it embarrassing to return merchandise.*							
15	If a close and respected relative were annoying me, I would smother my feelings rather than express my annoyance.*							
16	I have avoided asking questions for fear of sounding stupid.*							

17	During an argument, I am sometimes afraid that I will get so upset that I will shake all over.*							
18	If a famed and respected lecturer makes a comment which I think is incorrect, I will have the audience hear my point of view as well.							
19	I avoid arguing over prices with clerks and sales people.*							
20	When I have done something important or worthwhile, I manage to let others know about it.							
21	I am open and frank about my feelings.							
22	If someone has been spreading false and bad stories about me, I see him or her as soon as possible and "have a talk" about it.							
23	I often have a hard time saying "No."*							
24	I tend to bottle up my emotions rather than make a scene.*							
25	I complain about poor service in a restaurant and elsewhere.							
26	When I am given a compliment, I sometimes just don't know what to say.*							
27	If a couple near me in a theater or at a lecture were conversing rather loudly, I would ask them to be quiet or to take their conversation elsewhere.							
28	Anyone attempting to push ahead of me in a line is in for a good battle.							
29	I am quick to express an opinion.							
30	There are times when I just can't say anything.							

Appendix-V

ACHIEVEMENT MOTIVATION SCALE
(AMS; Shah, 1986)

instruction: Kindly, read each of the following statements and its three alternative responses. Then you have to select the most suitable response out of them and tick (✓) against the selected responses. Kindly, give the response to all 40 statements.	
Sl	Statement
	I believe that after 10 years I will be...
	a . Earn a lot of money b . Achieve my desire vocation c . Be known as a renowned person in my area of work
1	I will like to study those subjects in which...
	a. less labour is needed, b. higher probability of success is definite, c. generally difficulty is felt
2	I think to get better marks in examination depends upon...
	a- teachers good will, b- encouragement of parents & relatives, c- hard labour
3	I feel happy when I....
	a- remain busy with my friends, b- get an opportunity of leadership, c- get an opportunity to help any person
4	In future, I will like to adopt an occupation which...
	a. requires least responsibility, b. provide the opportunity to help others, c. contain more opportunity of promotion
5	When I start any work I...
	a. leave it when I feel bore, b. leave it when it seems to be difficult, c. never leave it incomplete
6	At my leisure I like to...
	a. gossip with friends, b. play with classmates, c. extend my co-operation in social welfare activities
7	I like to..
	a do light works, b. repair the broken articles/things, c. collect informations about new inventions
8	If I were an engineer I would like to...
	a- earn money, b- construct beautifully designed buildings, c- be involved in the research related to new technologies

9	Before starting any work I...
	<ul style="list-style-type: none"> a. prepare its plan, b. discuss it with the experienced persons, c. perceive the probable problems and find out their solutions
10	I study at home lest...
	<ul style="list-style-type: none"> a. my parents will rebuke me, b. I will be blamed for being unsuccessful in the examination, c. I will fail in examination
11	I wish that in the future I ...
	<ul style="list-style-type: none"> a. should be known as a politician, b. should be able to help others, c. should become a successful and renowned social worker
12	I will like to become rich by...
	<ul style="list-style-type: none"> a. doing any type of work, b. winning lottery, c. earning money through hard work
13	At leisure I like to read
	<ul style="list-style-type: none"> a. the detective (jasusi) novels and film magazines, b. comics, c. knowledgeable books
14	I wish to be recognized in the society by...
	<ul style="list-style-type: none"> a. leading religious functions, b. serving patients, c. by doing something extraordinary
15	I will feel very happy if...
	<ul style="list-style-type: none"> a. I get an opportunity to guide and supervise the work of others, b. people honour my ability and seek my help, c. people accept my guidance with full faith and confidence
16	I pay respect to those who...
	<ul style="list-style-type: none"> a. leave their work incomplete on doubting its success, b. change their goal on getting other work, c. continue their effort till their goal is achieved
17	When the light suddenly goes at study time...
	<ul style="list-style-type: none"> a. feel happy of being free from study, b. feel irritation, c. complete my work in light of candle/kerosene lamp
18	If I were a doctor I would like to...
	<ul style="list-style-type: none"> a. earn money, b. provide free medicines to the patients, c. be a successful surgeon
19	I like to do some such works by which I may be counted among the...
	<ul style="list-style-type: none"> a. rich people, b. respectable persons of the society, c. famous persons of the society

20	I like to do some such works by which I may be counted among the...
	a. rich people, b. respectable persons of the society, c. famous persons of the society
21	I like to utilize my knowledge in the task through which I may get...
	a. money, b. fame, c. self-satisfaction
22	According to my opinion the most important achievement of life is...
	a. happy family, b. participation in the social welfare activities, c. to work for the fulfilment of the needs of the country
23	I usually think to...
	a. make as many friends as I could, b. help the poor and needy persons, c. remove the social evils and mischiefs
24	When I take-up my work I try to...
	a. complete it within due course of time, b. do it neatly and cleanly, c. do it better than others
25	I like to make my friends those sons who...
	a. success depends upon fate and God, b. start their work without any hesitation, c. keep the calibre to lead their work successfully
26	When I fail to follow any lesson then...
	a. I leave that lesson, b. I take help from others to understand that lesson, c. try again and again to understand that lesson
27	I feel happy to...
	a. see others in trouble, b. see others happy, c. assist others
28	I start any work with the aim to complete it...
	a. as soon as possible, b. in an organized manner and get the praise of others, c. with full competence
29	In writing articles I give importance to...
	a. the length of the article, b. handwriting, c. language and thoughts
30	I like to be involved in such work...
	a. which will give me an opportunity to learn some extra competence, b. through which I may get an opportunity to know my weakness and improve them, c. in which chances of success are rare

31	I feel proud of those friends who...
	a. achieve pass marks in exam, b. provide help to weaker students, c. get brilliant success in examinations
32	I feel the most important work in life is to....
	a. earn money, b. motivate others for better work, c. achieve the excellent competence in work
33	I like those people who...
	a-are honest towards their job, b-are conscious toward their job, c-do their job with full devotion and honesty
34	I often desire to...
	a-be recognised as a leader, b-achieve the ability to do something meaningful, c-serve the patients
35	When I do any work I like to start it....
	a-without any pre-thinking, b-systematically, c-with full efficiency
36	I feel the progress of an occupation depends on...
	a-sources of income, b-contact with influential persons, c- hard labour
37	I respect those persons who...
	a-work because they feel it is their duty, b-work to keep them busy, c-indulge themselves in the work with full devotion and competence
38	On visualizing an injured person in an accident I feel...
	a-people should help him, b-it is enough to inform the police, c-it is my duty to hospitalise him immediately
39	I like to work for...
	a-myself, b-others, c- nation
40	I feel sad when...
	a-I am punished by the teacher, b-my work is compared with others, c-I failed to achieve my goal

Appendix-VI

SOCIAL ADJUSTMENT INVENTORY

Roma Pal (1985)

Instruction: There are 60 statements followed by 'YES' 'NO' responses. Kindly go through them carefully. If you agree with the statement then tick (✓) mark before 'Yes' and if you don't agree then tick (✓) mark before 'No'. respond to all the statements without leaving any. There is no time limit but still try to complete it at the earliest.			
No.	Statements	Yes	No
1	Minute things trouble me so much that I often feel sad		
2	I agree with the fact that one should take active part in social customs and rituals		
3	I often get afraid in talking with others		
4	I am often baffled while facing a problem whether it may be minute or tough		
5	I get pleasure from respecting the aged people of the society		
6	Not only my family members but the neighbours often like my views		
7	My eyes get wet on seeing anybody in trouble or distress		
8	When anybody superceeds me I feel jealousy		
9	I fear to go out alone in the night		
10	It has become by habit to take part in social functions		
11	I agree that one should lead a gayful life		
12	Whenever things are not of my wish, I get angry		
13	Whatever plans my friends or colleagues make, they certainly take my suggestions		
14	It is better to make good friends than earn more money		
15	When my younger brother or sister do not accept my advise, I get angry		
16	I get frightened even at the name of examination		
17	I don't harass other for my pleasure		
18	Often I get nervous at the feeling that I am a burden for my family		
19	While travelling, people become my friends due to my behaviour		
20	I never want to make joke of others		
21	If anybody insults me I become very much excited		
22	I feel that most of my ideals and theories match with others		
23	Even at simple jokes of people I get angry and like to beat them		
24	I don't hesitate even in mixing up with low caste people		
25	Often it occurs in my mind to run away from home		
26	In my views, for the progress of society it is essential that boys		

	and girls should get married in different states		
27	When my friends criticize me without any cause I feel sad		
28	Even if I know my friends criticize me I do not say anything but I become sad for several days		
29	In election I vote for such party or candidate which work for the upliftment of the society		
30	Inspite of familial dispute if anybody is dejected, I try my best to help him		
31	I like to leave some of my habits but can't do so		
32	I feel pleasure on seeing others happiness or progress		
33	Often I get tired and feel monotony even at the slightest work		
34	However disturbed I may be but I don't stay back from helping the needy people		
35	I can't work for long time even if the job is of my interest		
36	I altogether agree with the fact that it is better to break the promise rather than keep it		
37	While helping I don't consider even my loss		
38	I do not feel hesitation or fear even among unknown people		
39	Even the simplest event upsets me so much that can't sleep		
40	I satisfy even the unknown people with my behaviour		
41	Even after hard labour I can't complete my work in time		
42	Often it occurs in my mind that nobody loves me		
43	It is my interest to take active part in cultural programmes		
45	I like to cry loudly when even after being innocent I am being considered as a culprit		
46	In my views competition and cooperation is essential for the upliftment of the society		
47	Often I feel sleepy while reading		
48	I don't have any problem in mixing up with people		
49	Often it occurs in my mind that it is better to die rather than remain alive		
50	I can't speak frankly in front of unknown people		
51	I have affectionate terms with my neighbours		
52	I enjoy playing jokes with people in the parties		
53	Even the simplest events upsets me so much that I can't take it out of my mind for several days		
54	Inspite of being busy it is my habit to help anyone who is in trouble		
55	I get upset on seeing others progress		
56	Before taking decisions I certainly take others suggestion		
57	When I don't get the desired thing, I become so angry that I even loose self-control		
58	After much thinking, I place my views before the friends and they accept it without hesitation		
59	Before accepting social customs and rituals I judge its utility and take decisions		
60	When anybody is annoyed with me I feel dejected		

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RELATION TO ASSERTIVENESS,
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ABSTRACT

EFFECT OF PARENTAL PHYSICAL PUNISHMENT IN RELATION TO ASSERTIVENESS, NEED FOR ACHIEVEMENT AND SOCIAL ADJUSTMENT OF CHILDREN

**AN ABSTRACT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
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**DEPARTMENT OF PSYCHOLOGY
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AUGUST, 2025

**EFFECT OF PARENTAL PHYSICAL PUNISHMENT IN RELATION TO
ASSERTIVENESS, NEED FOR ACHIEVEMENT AND SOCIAL
ADJUSTMENT OF CHILDREN**

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In partial fulfillment of the requirement of the Degree of Doctor of Philosophy
in Psychology of Mizoram University, Aizawl.

Child development is the scientific study of the ‘patterns of growth, change, and stability that occur from conception through adolescence’. The study of child development focuses on how cultural, racial and ethnic differences influence the developmental process (Feldman & Babu, 2019). An individual’s behaviour is determined by genetics (nature), nurturing (social environment) and interactions resulting in more than 100 billion neurons growing and connecting form during early life (Couperus et al., 2006; Bornstein, 2013) as such caretaker's stimulation develops to their best capability (Berk, 2017).

Parenting: Parenting is the process of nurturing and guiding a child through the developmental stages not only giving birth or biological connections (Brooks, 2012). A ‘Parent’ can be a ‘mother’, ‘father’, or ‘both parents’, or any caretakers like older siblings, step-parents, grandparents, legal guardians, aunt, uncle or another family member, or a family friend (Bernstein et.al., 2008). The word ‘Parent’ comes from the Latin word, ‘Parent’ meaning a “father or mother, ancestor," who gave birth to the child and is the parent to the child (www.merriamwebster.com). Parenting concerns about how children develop and how development turns out (Bornstein, 2002, 2006). Parenting styles vary across social class, wealth, culture and income which strongly impact parenting methods use (Lareau, 2002), and the parental investment differences between males and females lead to gender differences and sexual orientation (Weiten & McCann, 2007). A biological or surrogate parent with good parenting skills may be called a ‘good parent’ (Ashish, 2014) as it has a lasting impact on a child's mental and physical health, behaviour, academic performance, and later career (Dupas, 2011; Carneiro et al., 2013).

Especially an early development stage has an impact on self-regulation and subsequently on later behaviour in the context of intellectual functioning, academic success, emotional regulation and social achievements (Harkness et al., 2007). Different parenting styles are determined by societal class, wealth, income and the culture to which the parents belong (Lareau, 2002) as such parents give different treatment to their children on gender (Weiten & McCann, 2007). Parenting styles have an immediate effect on the child’s behaviour, mental process, emotional growth

and intelligence, and achievements (Darling & Steinberg, 1993) which affect the whole development including physical, emotional, social and cognitive development (Baumrind, 1996).

Child development is not only biological changes, but also includes how the child copes the changes in the physical and social environment like making new friends, opposite sex, school environment, moving away from parents and embracing independence (Jaworska, & MacQueen, 2015). Negative experiences during early childhood can affect the parent-child relationship resulting in attachment difficulty, personal problems, and mental health issues (Quintana et al., 2006). The tremendous changes happening in physical, emotional, social, academic, family and personal development understanding is required to know how their difficulties start for designing the solutions (Agarwal et al., 2020).

Parenting styles

Psychologists identified three main parenting styles - authoritative, authoritarian, and permissive (Baumrind, 1967 & 1978), and an inductive / negotiation parenting style was included (Maccoby & Martin, 1983).

Authoritarian parenting style demands obedience from the child because ‘they said so’ and they maintain the status of authority, and also provide a well-structured environment and rigid rules with least to no means of modification. *Authoritative parenting style* provides a well-structured environment which involves reasoning, warmth, and no coercion and allows the child to make mistakes and learn from them. Parents who use *permissive parenting styles* do not set any boundaries for the child but are highly supportive and avoid confronting the child’s indulgences. A *neglectful parenting style* can be described as providing low support as well as least to no boundaries often called an uninvolved parenting style (Carson et al., 1999).

The parenting style determines the communication and interaction between children and parents, setting the emotional atmosphere at home (Spera, 2005), and shaping the development of the child (Grolnick & Ryan, 1989). Based on the twodimension parental socialization paradigm, two distinct variables have been

developed- acceptance/involvement and severity/imposition (Spera, 2005). The authoritative parenting style increases social competency and reduces the problematic behaviour of the child (Carson et al., 1999; Muraco et al., 2020).

Common problems of adolescents

Adolescents constantly seeking independence from family, go through problems and challenges which is called “*role confusion*” in personality development (Rutter et al., 1976) and may lead to social and behavioural maladjustment (Pathak et al., 2011) such as experimentation with drugs (Klostermann, 2023), alcohol, tobacco, marijuana, opioids and prescription stimulants (Garofoli & Mark, 2020; Griswold et al., 2008). Children imitate their parents, peers and social media in their journey to perfection (Peleg, Boniel-Nissim & Tzischinsky, 2023), even learn juvenile delinquency behaviour from their peers (Moreno et al., 2014) which happened among adolescents across societies (Surong & Lyngdoh, 2020), and also learn unrealistic expectations of body image, shape and size are often through social media exposure (Morris & Katzman, 2003).

Humans choose to behave in good moral, antisocial or violent behaviour but parents are accountable for giving guidance to their children in life choices such as prosocial, non-violent and morally responsible human beings (Johnson, 2016; Williams, 2006); this is where parents contribute to their children’s psychological function through their parenting style (Johnson, 2016; Wittenborn, 2002).

Physical Punishment

Parents tend to assume children’s misbehaviour is due to a lack of discipline and often use harsh punishment to instil socially acceptable behaviour. Social Learning theory posits that parents' behaviour has a significant impact on children's behaviour through punishment/discipline methods employed by parents which was an accepted way of doing it in cultural and societal settings may be collectivist or individualistic society or religious ties.

The United Nations Convention of the Rights of the Child (UNCRC) Committee states that physical punishment is *any punishment in which physical force*

is used and intended to cause some degree of pain or discomfort, however light. Physical punishment includes smacking, slapping, and spanking children with the hand or with the help of equipment- a whip, stick, belt, shoe, wooden spoon, etc. Various studies evinced direct links between physical punishment of children to behavioural aggression, juvenile delinquency and domestic violence on spouses manifested in the later years (Straus, 1983). A clearer understanding of the causes, dynamics, worldwide prevalence, and potential repercussions of this kind of interpersonal violence prevalent among school-aged children (Gómez-Ortiz et al., 2016; Zych et al., 2015) has been found. Several studies have highlighted the importance of certain personal factors that can act as protective or risk factors of psychological function such as bullying involvement (Gómez-Ortiz et al., 2016; Book, Volk, & Hosker, 2012), empathy (Jolliffe & Farrington, 2011), self-esteem (Kokkinos & Kipritsi, 2012), and emotional intelligence (Gómez-Ortiz et al., 2016; Elipe, Ortega, Hunter, & del Rey, 2012).

Parents believe children deserve physical punishment if they fail in school (Qasem et al. 1998), and drop out of school (Bowditch, 1993). Any form of punishment yields a negative outcome particularly when used as a method of discipline (Berger & Thompson, 1995; Bornstein & Lamb, 1988; Grolnick, Deci, & Ryan, 1997) and physical punishment (Etaugh & Rathus, 1995) However, no study has proven one approach to be better than the other about physical punishment.

Physical Punishment and dependent variables:

Physical punishment and Assertiveness: Assertive people are characterized by being outspoken with analytical, easily identifying any pointless information or evidence and not hesitating to call them out (Ames & Flynn, 2007) in defence of their views with a confident declaration of their rights without either aggressively threatening the rights of another, or an affirmation of a statement (Larsen & Jordan, 2017) which may improve creative thinking, the ability to communicate their thought, convey their ideas (Wolpe, 1958). Non-assertiveness of a person makes them unable to express their needs and opinions effectively, anxious and stressed and experience difficulties of selfacceptance (Wolpe, 1958).

It is seen as a crucial life skill that children should learn as recent research revealed that the more people are assertive, the more their job satisfaction increases (Hamouda, Eid & Saleh, 2018; Karakas, 2015) linked to improved mental health (Pourjalia & Jarnaghash, 2010). Assertiveness, anxiety and depression were found to have statistically significant relationships (Haley, 1985). To consistently regulate particular interpersonal abilities, adapt to social impairments, and develop social competency, he created a "multimodal treatment" (Lazarus, 1971). Lazarus identified four groups of behaviours that were characteristics of assertive personalities and prerequisites for a happy life: (i) the capacity to express one's needs and wants honestly; (ii) the capacity to say "no;" (iii) the capacity to express one's positive and negative emotions honestly; and (iv) the capacity to make contacts and successfully initiate, carry on, and end conversations. Assertiveness enhances students' academic performance, boosts their social adjustment and helps in building healthy social relationships (Blegur et al., 2023). Students with assertiveness are successful in their academic performance while unassertiveness can hamper their academic performance, and their peer group pressure can affect negatively (Furo & Kagu, 2020).

Assertiveness and gender: Males are found more assertive than females although certain females exhibit more assertiveness for survival (Collins, 1986; Parham et al., 2015). Men may need to be taught to express their assertiveness in a positive form while women need to be more assertive in negative situations (Furnham & Henderson, 1981). Women's lack of assertiveness makes them more agreeable and less likely to confront even unfair situations while men have no such problem (Bossuyt & Van Kenhove, 2018). Assertiveness is consistent with traditionally assigned gender role differences as females are more emotion-driven, agreeable, and dependent whereas males are more goal-driven, domineering and insistent (Arrindell et al., 1997). Girls were more assertive and expressive when compared to boys on self-reported assertiveness (Eskin, 2003) but men are usually more commanding or assertive to align with their masculinity (Gervasio & Crawford, 1989) which expressed assertiveness is aligned with situation-specific situation-driven (Chandler

et al. 1978), personality trait (Shafiq, Naz & Yousaf, 2015; Arrindell et al., 1997), age and maturity (Eucharia & Onyeizugbo, 2003).

Need for Achievement (N-Ach)

Need for achievement is an “individual’s desire for significant achievement, skill mastery, control or the pursuit of high standards” (Murray, 1938) which was popularised by David McClelland (1961), developed as a consequence of societal rewards or punishment (Wittig, 2017) and stabilized when individual internalizes them (Finogenow, 2017). The need for achievement is the person’s drive to excel above the prescribed standards of excellence (McClelland, 1961).

Motivation comes from the Latin word ‘*movare*’, meaning ‘to move’ like every activity of an individual is with motive (Srivastava & Pant. 2015). Parents motivate their children's everyday lives, especially regarding their education (Spera, 2005). According to Achievement goal theory, an individual’s level of involvement toward task or ego goals can fluctuate (Duda,2004) and depend on their will and personality (Akram & Mohammad, 2020) affecting their learning, outlook, and performance output (Srivastava & Pant, 2015) could be more or less task- and ego-involved (Duda,2004). Women can be on par for excellence as much as men have if well motivated (Duncan & Peterson. 2009).

Physical Punishment and Need for Academic Success: Academic achievement is the performance of the child in education measured by many criteria such as “general intelligence, achievement motivation, recognition, interest, attitude, aptitude, personality, etc of the person” (Suvarna, Ganesha Bhata, 2016) Highly motivated students may attain more academic success (Hoang, 2007) as such autonomy, parental involvement and warmth are significant predictors of academic achievement (Zahedani et al., 2016). Highly educated mothers can be a key resource and have more impact on their children’s academic performance and life satisfaction than fathers (Crede et al, 2015).

Studies show that children have better academic achievement with the authoritative style of parenting (Hayek, et.al.,2022) by improving the self-efficacy of the child (Turner, Chandler, & Heffer, 2009), encouraging children to improve their shortcomings which strengthens their performance in meeting their parental demands (Chen,2015).

Physical Punishment and Need for Vocational Achievement

Achievement Goal theory defines strategies used to achieve the set goals as achievement goals for an individual. An individual's goal-driven tendency will be influenced by the motives behind the action, the expectation of the outcome of his action and the benefits of the efforts when the concepts are broadened to other tasks (Nair et al., 2022). Strategies to increase motivation are project-based learning, solution-focussed counselling techniques, the implementation of gamified flipped classroom environments (Ratinho & Martins, 2023), and the application of punishment-reward (Hardin et al., 2006; Reis, Coelho, & Coelho, 2020; Setiono, 2019). The most commonly used are solution-focused counselling techniques and punishment-reward techniques (Hardin et al., 2006) as a motivator for learning to avoid punishment (Witte & Grossman, 1971).

Physical punishment and Need for skill achievement: The environment surrounding children in school or outside school influences their skill achievement (Latha, 2014) by persevering through challenges with an alternative approach tactfully and dealing effectively with their surroundings (Bandura, 1997). The goal Orientation theory is also called Achievement Goal theory which aims to explain the reason behind people's goals, behaviour, and reactions and how they ultimately gain their motivation for the task, categorized into two main goal orientations called mastery goals and performance goals (Martin, 2007).

Bandura and Dweck (1985) found that children with the highest IQ do not turn out to be the most successful or strive to excel in life but necessary skills and motivation can improve their ability (Dweck, 1986), and gained by mastering new tasks and challenges (Elliot & McGregor 2001). A continuous experience leads to

mastering their goal orientation over some time and achieving a stable goal orientation and makes them achieve the target once they have set their mind to it (Harris et al., 2007) who were mostly brought up with authoritative parenting style (Gonzalez, Doan Holbein, & Quilter, 2002).

Physical punishment and the Need for social achievement

Parental influence and supervision on the social interaction with their children is remarkable (Parke, Killian, et al., 2003) and done through oral mode in the form of family environment, type of school and social exposure (Parke & Buriel, 2007). Parents influence their children to be socially outgoing or antisocial or with typecast peers (Brown et al., 1993), effective interaction skills or withdraw from such interaction (Denham et al., 2015). Parental discipline can prevent the child from misbehaving or correcting any misbehaviour (Tompkins & Villaruel, 2022).

Adjustment

Individuals have their first social interaction in the family which is the foundation for their social adjustment and development and serves as the driving factor in their later social interactions (Davis & Rhodes, 1994). An individual finds the appropriate behaviour to maintain harmony with people around them and their surroundings and is often used synonymously with ‘accommodation’ or ‘adaptation, which results in maintaining equilibrium (Shaffer, 1961).

Adjustment is a continuous process of an organism fulfilling the need to survive in the demands of the surroundings to survive (Shaffer, 1961). Social cognitive factors such as beliefs, perception and goals are the motivating factors of achievement-related behaviour within an individual which stabilise when adapted to socio-cultural situations (Urdan & Kaplan, 2020).

Physical Punishment and Emotional Adjustment: Emotional adjustment is “the condition or process of personal acceptance of and adaptation to one’s circumstances, which may require modification of attitudes and the expression of emotions that are

appropriate to a given situation.” (APA, 2023). A well-adjusted person satisfies needs in a healthy, beneficial manner and demonstrates appropriate social and psychological responses to situations and demands (Britannica, 2018). Individuals deal with conflicts, stress, and tension to meet their needs with conscious efforts to maintain a balanced way of life (Kulshrestha, 1979). Emotional regulation monitors, evaluates, and modifies emotional reactions to accomplish their goals (Thompson, 1994) in new or unfamiliar surroundings to familiarity and comfort with it (Britannica, 2018).

Parenting techniques like emotional support are favourably connected with emotional adjustment (Betts, Gullone & Allen, 2009). Academic achievement was found to have a significant relationship with emotional and educational adjustment (Sekar & Lawrence, 2016) and a warm parenting style was also found to have a positive effect on emotional regulation (Yao, Chen & Gu, 2022) but authoritarian and uninvolved parenting styles have a negative effect (Agbaria & Mahamid, 2023) as parenting style directly related to children’s cognitive development (Zupančič, Podlesek, & Kavčič, 2004).

Physical punishment and Social Adjustment: Social adjustment is the “accommodation to the demands, restrictions, and mores of society, including the ability to live and work with others harmoniously and to engage in satisfying interactions and relationships”. Social adjustment is the adaptation ability of the individual in terms of the social settings with peer groups (Lalima, & Sheetal Prasad, 2019).

Social adjustment is believed to have been influenced by academic achievement (Hinshaw, 1992; Olweus, 1983). Parenting style influences academic achievement and social adjustment (Chen et al., 1997) social adaptation and achievement motivation are positively related (Alzboon Salee, 2013) as restrictions have a positive effect on children’s emotional well-being (Juareguizar et al., 2018). Parent socialization with peers play a vital role in identity formation (Li Xuemei & Marina Grineva, 2016). Socially adaptive individuals are highly motivated to progress (Alzboon, 2013) which is almost uniform to all cultures (Ye et al., 2021).

Gender differences on different dependent variables

There are three general theories of gender differences in behaviour: (i) Biological theories propose the innate biological differences that unfold with age such as genetic differences, and hormonal differences at puberty, which are the cause of differences in behaviour (Brody, 1999); (ii) Social developmental theorists proposed that children learn their gender roles through consistent socialization, experience and cognitive learning. Boys and girls learn their cognitive schemas for gender roles from observing their environment (Liben & Bigler, 2002); and (iii) Social constructionist theorists propose that the gender role people internalised in childhood influences specific contexts and manifests in the behaviour of the individual according to societal expectations which is gender appropriate (West & Zimmerman, 1987).

Girls are expected to express more positive emotions as compared to boys and be intropunitive of negative emotions which leads to girls being more nurturing and agreeable than boys. (Izard & Ackerman. 2000). Therefore, men experience greater pressure to adapt to changes while women are allowed to be in touch with their emotional development (Jingjin et al., 2018). Parental interaction with children also differs with their gender, a study on Arab children (Dwairy, 2004) has found that parents tend to use an authoritarian style with male children while more authoritative with their female children.

Personality Traits have consistent patterns of thoughts, feelings, motives, and behaviours that a person displays across circumstances (Fleeson & Gallagher, 2009). Gender differences in personality traits are often characterized in terms of which gender has specific traits like women are more agreeable than men (Feingold, 1994; Costa et al., 2001). A significant difference can exist along with a high degree of overlap between the distributions of men and women (Hyde, 2005).

Physical punishment and gender: Physical punishment is a common method one technique of discipline among parents all over the globe (Durrant & Ensom, 2012; Kodner & Wetherston, 2013; Straus & Stewart, 1999; Winstok, 2014). Physical

punishment to correct unwanted behaviour is not the same as child abuse or violence against children (Mehlhausen-Hassoen, 2019).

Male children receive more harsh punishment than female children (Alyahri & Goodman, 2008) and 14.3 % of parents punish boys while only 12.9% punish girls (Straus & Stewart (1999). Girls receive milder punishment like “slapping, pinching, or additional domestic tasks” while boys are “smacked with an item, kicked or beaten with a wooden stick” and other forms of corporal punishment (Beazley et al., 2006). That harsh punishment of boys increases aggressive forms of behaviour with more difficulty in discipline which leads to using more physical punishment on male children than female children (Mehlhausen-Hassoen, 2019). Thus, being male increases the chances of being hit as a form of discipline.

Gender difference in Assertiveness: Individuals who are alike in their level of education and status demonstrate similar levels of assertiveness, regardless of gender but differences were seen in culture difference (Parham et al., 2015). A meta-analysis indicated that men used more assertive language while women with more affiliative language but differences in assertiveness were most pronounced in non-personal topics or to deliberate a specific issue (Leaper & Ayres, 2007).

Gendered differences in motivation are evident from numerous studies in the academic field that boys are more inclined toward mathematics while girls are toward languages (Jacobs et al., 2002; Watt, 2008, 2016; Frenzel et al., 2010; Nagy et al., 2010). Some studies confirmed that girls are low math motivated with highly motivated in languages (Gaspard et al., 2019, Olive et al., 2022) and that gendered motivational beliefs are linked to different domain-specific achievements (Eccles & Wang, 2015).

Gender differences in motivation are associated with gender-specific social norms and stereotypes (Meece, Glienke, & Burg, 2006) as girls are supposed to focus on enhancing personal competence and avoiding demonstrating incompetence while boys rather focus on demonstrating their competence and enjoying competitive settings. Findings showed mixed results in some research, sex differences that boys

had higher levels of mastery goals than girls (Meece & Jones, 2006) while higher levels of mastery goals in girls and higher levels of performance goals in boys (Pajares & Cheong, 2003). Other studies reported that African-American girls had higher levels of mastery goals than African-American boys while no sex differences have been found in European-

American students (Middleton & Midgley, 2002).

Gender difference in Vocational Achievement: Studies show that women are more disadvantaged in the labour market, lagging in wages, employment status, and career paths (OECD, 2017), and the gender gap in socio-economic outcomes remains in developed countries. Gender differences in the choice of Science, Technology, Engineering, and Mathematics in higher education curricula that more male than female students explain to a certain extent the existence of gender-based (Altonji & Blank, 1999). Males took more advanced math and science courses than females in secondary but recently females have taken more advanced STEM courses than males (DiPrete & Buchmann, 2013).

Gender difference in Need for Social Achievement: Individuals strive for personal achievement goals with distinct reasons and demonstrate competence (Elliot & McGregor, 2001). Likewise, individuals' social situations with different social achievement goals have significant implications for their social behaviour and adjustment (Ryan & Shim, 2008). Social development goals involve reasons for developing social competence by improving social relationships and social skills. Social achievement goals play an important role in social achievement but are not limited to social adjustment (Horst, Finney, & Barron, 2007; Liem, 2016; Mouratidis & Sideridis, 2009; Shim, Cho, & Wang, 2013). Previous research has established a positive relationship between social development goals and adaptive social outcomes, such as high prosocial behaviour, high intimacy and trust in friendship, and low-level of aggression, and consequently, higher peer relationship satisfaction and emotional well-being (Liem, 2016; Shim et al., 2013); and the negative outcomes associated with social maladjustments, such as loneliness and anxious

solitude, social worry, fear of negative evaluations, and depression when faced with interpersonal stress (Mouratidis & Sideridis, 2009; Shim & Ryan, 2012). An individual is optimally motivated by endorsing more than one goal orientation and social goals are highly intercorrelated (Rodkin, Ryan, Jamison, & Wilson, 2013).

Gender difference in Need for Skill Achievement: Movement skill is an important factor in the development of a child's actual motor competence (Stodden et al., 2008) including physical activity and proficiency (Robinson, 2011; Visser et al., 2020) which are essential building blocks of movement for early childhood development (Goodway et al., 2019; Payne & Isaacs, 2020).

Boys have higher perceived motor competence than girls (Robinson, 2011). Boys display higher perceived athletic competence than from elementary through high school (Cole et al., 2001; Jacobs et al., 2002). Girls underestimate their object control skills while boys overestimate the same skills (Pesce et al., 2018) which is associated with increased athletic and physical participation (Barnett et al., 2008, 2009). Sex differences are responsible for motivating children to participate in physical activity (Bardid et al., 2016).

Gender difference in Emotional Adjustment: Gender differences in adjustment can be a result of different societal norms, stereotypes, gender roles and social expectations for both genders. Due to these differential upbringings, their problem-solving skills and adjustment skills are also less than similar in many walks of their adolescent stage of life (Lalima, & Prasad. 2019). Men and women have different biological roles when it comes to the propagation of the species, but how much they differ psychologically is a more controversial question, one that requires empirical research to answer adequately.

Gender differences in emotional responses are one of the most robust gender stereotypes (Fabes & Martin, 1991; Timmers, Fischer, & Manstead, 2003) and women who are more emotional than men have been labelled a 'master stereotype'

(Shields, 2003). There was a belief that women are more emotional than men (Belk & Snell, 1986; Hess et al., 2000) particularly pronounced in the behavioural expression of emotion (Fabes & Martin, 1991; LaFrance & Banaji, 1992), and applied across different emotion components (Fischer, 2000; Robinson, Johnson, & Shields, 1998) including positive and negative emotions such as happiness, fear, disgust, and sadness (Birnbaum et al., 1980; Shields, 2003). Thus, women are more emotional than men is strongly accepted across individuals. Women display more emotion than men (Brody, 1997) and are more emotionally responsive than men (Bradley et al., 2001; Seidlitz & Diener, 1998). Women are emotionally more reactive than men in terms of psychophysiological reactivity (Bradley et al., 2001; Kring & Gordon, 1998; Labouvie-Vief et al., 2003).

Gender difference in Social adjustment

Social adjustment is recognized as biological predispositions which play a role in sexrelated psychological traits (Berenbaum & Beltz, 2018). There was evidence that social adjustment was significantly worse in males and had strong heritability (Scourfield et al., 1999). Females had significantly better social adaptation than males (Skuse et al., 1997). Genetic factors are important factors of social adjustment for girls while shared environmental influences cannot be ignored for boys (Kuo et al., 2004)

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Relevant Acts Against Corporal Punishment

Corporal punishment or physical punishment is a punishment on a child to cause physical pain to a person. According to UNICEF, even physical discipline can be ‘corporal punishment’ if physical force is used to cause any degree of pain or discomfort. The UN Convention on the Rights of the Child is the primary human rights instrument for children which ratified or acceded to by 196 states in the year 2019 the obligation to prohibit all corporal punishment of children falls directly under articles 19, 28(2) and 37 of the Convention. The Convention on the Rights of the Child released a joint statement on “The rights of children with disabilities” in March 2022 to take measures to eliminate all forms of discrimination including multiple and intersectional discrimination. These measures can be legislative, educational, administrative, cultural, and political, among others, and in areas including health, social services, education and justice. Recommendations are consistently to prohibit corporal punishment in all settings, including the home, and to support this with relevant measures of implementation; and the Optional Protocol came into force in April 2014 as ratified by 48 states in July 2022 (<https://endcorporalpunishment.org>).

The WorldSAFE revealed that 16% of children were physically punished by parents in non-slum New Delhi, 76% of children in the Philippines, 44% in the USA, 76% in the Philippines, 53% in Chile and 55% in Brazil (Runyan et al., 2010). The Committee on the Rights of the Child (2001) argued that while children are in a vulnerable developmental stage, their rights should not be violated but rather should be granted more protection.

Some parents think they have the right to discipline their children using physical punishment (Baumrind et al., 2002; Larzelere, 2008) as the child needs correction. Some support physical punishment on the condition that the use of physical punishment should be minimal, administered with teaching rather than anger outbursts, and direct and immediately appropriate to a child's misbehaviour (Stein & Perrin, 1998).

In India, the Juvenile Justice (Care and Protection of Children) Act, 2015, came into force on January 15, 2016, giving provisions for penalties for treating a child cruelly (Deswal, 2019). Subsequently, corporal punishment is banned in schools (under Section 17 of the RTE Act, 2009), but there are no laws against physical punishment of children by parents or caretakers (Basu, 2021).

Statement of the problem

Understanding the developmental process of children will help to identify the various emotional, social, academic, personal or family problems which serve as bases for making prevention of adolescent problems and intervention strategies. Child Development studies scientifically the growth patterns, changes and stability of human growth from conception till adolescence without sidelining the possible influence of their culture (Feldman & Babu (2019), race and ethnicity throughout the developmental process.

The adolescent period is the peak point where the child goes through rapid physical changes due to the growth spurt, marked improvement in their thinking and cognitive skills with better problem-solving skills and abstract thinking abilities (Berk, 2017), and also the change in the role of the individual as well as expectations from them by the caregivers, peers and society (Graber & Brooks-Gunn, 1996). Their

social adaptation includes three types: internal adaptation at the individual level, the microenvironment in a social group, and the macroenvironment in society (Kurbanovna & Aubakirovna, 2023). Those adaptations are not easy for adolescents, filled with challenges that must be overcome for the individual to thrive and adapt as an adult; and the period where the child needs most their parental support, not physical punishments from parents. A parent's behaviour, attitudes, beliefs and style of response to their child's behaviour have a significant impact on how the child turns out as an individual. Parents influence the behaviour of the child such as self-efficacy, selfimage, development of self, academic success and how they socialize with others around them (Brown & Iyengar, 2008).

Physical punishment may be commonly practiced but it has detrimental effects on child development in both physical and psychological (Gershoff, 2002; Straus & Paschal, 2009). The adverse impact on neurological development, cognition, social and emotional as well as physical health are all consistent with physical punishment. (Anda et al., 2006). Studies findings, the relationship between physical punishment in childhood and later behaviour has stated negative effects (Gunnore & Mariner, 1997; Grogan-Kaylor, 2004), and not found any long-term positive effects (Durrant & Ensom, 2017).

Instead, there are harmful outcomes of physical punishment such as aggressive behaviour and peer victimization, commonly called bullying. (Gershoff, 2002; Barker et al. 2008; Straus & Kantor, 1991). Children who have experienced physical punishment tend to have lower academic scores, limited communication skills, disrupted mental processes, lower IQ, lower understanding of language, and behavioural problems in school (Lansford et al., 2008). Also, emotional and behavioural issues in later life are found to be linked with non-abusive parental punishment of children (Gershoff, 2002). Forceful and violent methods of disciplining increase the level of self-consciousness and shame leading to lower self-confidence and less assertiveness (Baumrind & Black, 1967). Children with constant conflicts relate to coercive and violent methods of the discipline of their parents, which are associated with assertiveness or adamic often linked to certain forms of aggression (Mummery, 1954). In Asian culture, children's assertiveness is frowned

upon by the elders with criticism and physical punishment for defying the elders (Ujie,1997). Punishment is the delivery of any stimulus that effectively suppresses the preceding behaviour, whether or not the stimulus is demonstrably aver otherwise” (Beck, 2003)

Several studies have proven the negative outcomes of physical punishment on children, exhibition of aggressive behaviour, conflict with law and order, hostility (Gershoff, 2002; Grogan-Kaylor, 2004); increased risk of anxiety, depression, mental disorders (Afifi et al., 2012; MacKenzie et al., 2013), difficulty in problem-solving skills, academic performance and overall cognitive functioning (Lansford et al., 2009; Berlin et al., 2009). Religion also approves of physical punishment as a corrective measure on a child, like “*if you don’t punish your children, you do not love them. If you love them, you will correct them*” (Proverbs 13:24), as the command to respect and unquestioned obedience from children (He & Tian, 2009).

However collectivistic cultures seem to accept parental dominance as the appropriate method for discipline as long as there is no injury to the child (He & Tian, 2009) which has a positive relation to academic achievement (Chen et.al., 1997; Hau & Ho, 2008).

The target population of the Kuki community of Manipur in northeast India is an ethnically collectivistic society. Parenting styles followed by them are similar to other Asian cultures, where parental authority over their children is acceptable and often encouraged as opposed to the modern parenting method of permissive parenting. Parents often need to exert the importance of school success through punishment for failure in the hope of a better future for their children. Physical punishment of children is common, but injury due to such punishments or child abuse by parents is not reported or documented as well. Henceforth, the research felt the need to study how parental physical punishment affects children’s psychological functioning.

Be it whatever happened in other cultures, no systematic research has been done in the targeted population. It was felt that the present study examines the effect of physical punishment of parents on their children's psychological like assertiveness,

academic success, vocational achievement, social achievement, skill achievement, emotional adjustment, and social adjustment with differential effects on two genders which can be utilized for designing prevention and intervention strategies for psychological problems of the population under study. Keeping in mind the findings of previous studies, the objectives were framed as follows.

Operational definition

Physical_punishment_ punishment in the form of physical discomfort with the sole intention of behavioural discipline used by parents without causing injury.

Children_ a son or daughter of parents (Oxford Dictionary)

Objectives

Based on the theoretical background and available literature, the following objectives were framed for the study:

- 1) To examine the difference between parental physically punished and parental physically unpunished students on levels of assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment.
- 2) To examine the levels of assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment between male and female students.
- 3) To study the relationship between assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment.
- 4) To identify the independent effect of 'Parental physical punishment' and 'gender' on levels of assertiveness, need for academic success, need for vocational

achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment.

5) To identify the interaction effect of 'Parental physical punishment and Gender' on levels of assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment.

Hypotheses:

The present study set forth the following hypotheses to meet the objective of the study as followings:

- 1) Parental Physically Punished students will have lower levels of assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment physically punished students
- 2) Females are expected to score lower levels of assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment than male students.
- 3) There will be a positive relationship between assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment.
- 4) There will be an independent effect of 'parental physical punishment' and 'gender' on assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment.

5) There will be an interaction effect of ‘Parental Physical punishment and gender’ on assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment.

Methods and procedure

Sample: The sample selection was done with multi-stage sampling procedures. Firstly, 10 schools were selected from the list of Higher Secondary School Students run by the Government of Manipur State. from Churachandpur District of Manipur. Secondly, the researcher tried to identify students from selected schools through an interview schedule, 835 students were interviewed, she selected 134 students who had received physical punishment and 115 students who never received physical punishment from their parents. Thirdly, 200 samples were screened out by using sociodemographic profiles; 100 students who received physical punishment with an equal number of genders (50 Males and 50 females) and 100 students who did not received physical punishment with an equal number of genders (50 Males and 50 females) with equal distribution of age range between 16-19 years, family size, family monthly income, etc to control extraneous variables which can influence the results.

Table -1: Showing the sample characteristics of the study

Types of Punishment with sample size	Types of Sex	Age (years)	Family size	Family monthly income	Father education	Mothe education
Punished Samples (n=100)	Male (n=50)	16 yrs (n=25)	3 and below (n=25)	20000 below (n=25)	Below 12 class	Below 12 class (n=25)
	Female (n=50)	17 yrs (n=25)	4 to 5 (n=25)	21000 to 40000 (n=25)	BA (n=25)	BA (n=25)
		18 yrs (n=25)	6 to 7 (n=25)	41000 to 100000 (n=25)	MA (n=25)	MA (n=25)
		19 yrs (n=25)	8 and above (n=25)	110000 And above (n=25)	Above MA (n=25)	Above MA (n=25)

Unpunished samples (n=100)	Male (n=50)	16 yrs (n=25)	3 and below (n=25)	20000 below (n=25)	Below 12 class	Below 12 class (n=25)
	Female (n=50)	17 yrs (n=25)	4 to 5 (n=25)	21000 to 40000 (n=25)	BA (n=25)	BA (n=25)
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Psychological Tools used:

(1) *The Rathus Assertiveness Scale (Rathus, 1976)*: The scale was developed and standardized by Rathus (1976) and contained a 30-item scale which measured the level of assertiveness. The test-retest reliability correlation coefficient was .78, and the splithalf reliability correlation coefficient was also .77. The validity of the scale was .70. High positive scores indicate high assertiveness while high negative scores indicate the opposite.

(2) *Achievement Motivation Scale (AMS; Shah, 1986)*: It was constructed and standardized by Dr. Beena Shah (1986). The AMS based on forced choice contains 40 items distributed over four dimensions: (1) Need for Academic Success, (2) Need for Vocational Achievement, (3) Need for Social Achievement, and (4) Need for Skill Achievement. The test-retest reliability was found to be 0.87 inferring a high reliability. Thus, the score value lies between 40 to 120. The overall result will indicate which area of motivation the subject is inclined toward. The test-retest reliability of the AMS was .84 (Shah, 1986).

(3). *Social Adjustment Inventory- Roma Pal (1985)*. The test was constructed by Pal (1985) and contained a 60-item questionnaire measuring (i) emotional adjustment (30 items) and (ii) social adjustment (30 items). The maximum score is 120, and the minimum score is 60. A low score in emotional adjustment items indicates good adaptation while a high score points toward the opposite. In split-half reliability, the reliability coefficient was .82. For test-retest reliability, the correlation coefficient was .87. The validity of this inventory along with Srivastava's Adjustment Inventory was .77 and .80 respectively.

(4). *Socio-Demographic Profile (Ngailianniang, 2018)*: it is constructed for the present study for the identification of the true representative as per the design of the study which includes – age, address, family size, address, family monthly income, types of parental punishment, items use for punishment etc.

(5). *Informed Consent Form (Ngailianniang, 2018)*. An informed consent form was designed by the researcher, especially for this study in which the participant was

informed about the purpose of the study, expected contribution/participation from the participant, assurance of keeping personal information confidential, purely voluntary participation and can leave anytime if he/she is willing without any penalty, nothing will be harmful to the participant, the inclusion of participant in the research will be purely base on his/her willingness/ consent. After giving all this information, the participant was asked for consent on whether he/she was willing to perform in the study and requested to give in writing on the Informed Consent Form.

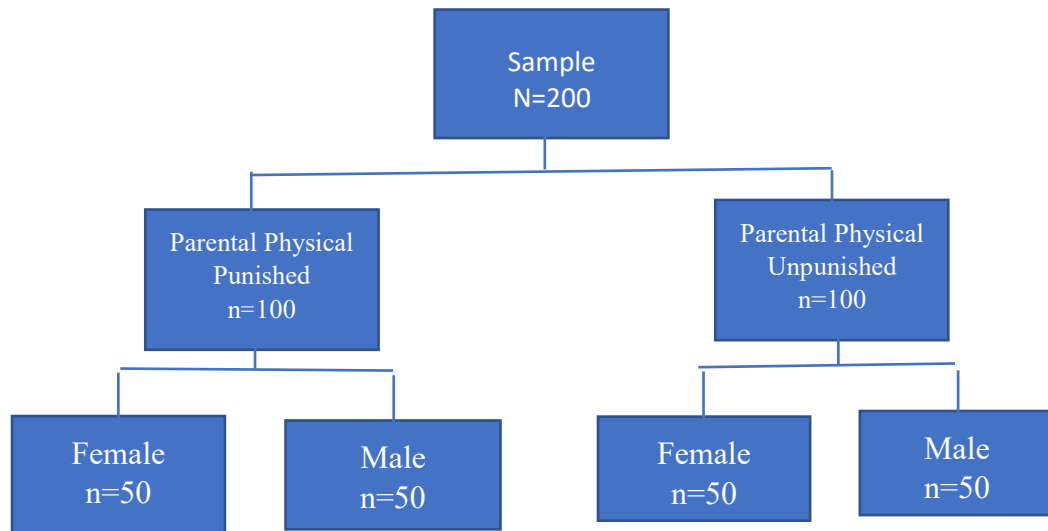
(6). *Interview schedule of physical punishment inventory* ((Ngailianniang, 2018). It was constructed by the research, much like the interview schedule used for qualitative analysis and used to identify the received parental physical punishment given by their parents through interview to identify parental physically punished and parental physically unpunished.

Participation consent

All participants were voluntary, they were given a information about the research work, expected participation with time taken, not compulsory but participation and anytime they can leave without any penalty, personal details and responses will be kept with confidential. After informed consent their willingness were asked, get their consent with signing in the informed consent form which taken as their declaration for participate in the research. The ethical consideration was well taken care as per APA 2017 and instructions in the manuals of psychological tools used.

Design of the Study

Figure-1: Diagram showing the two levels of parental physical punishment and (parental physically punished and parental physically unpunished students) and two genders (male and female) students as per the designs.



The design of the study was 2 x 2 factorial designs representing 2 levels of punishment (parental physically punished and parental physically unpunished students) and 2 genders (Male and female students). The designs may be explained as 100 hard punished by parents (50 males and 50 females) and 100 not punished by parents (50 males and 50 females) served as a sample.

Procedure

Firstly, the researcher procured the selected psychological tools for the study. All participants understand English, and have not done translation into their native language. The researcher conducted a pilot study to ensure the applicability of the test scales and, after confirmation of applicability prepared sufficient copies for the selected samples.

Secondly, the researcher prepared the Sociodemographic profile, the interview schedule for physical punishment, and the informed consent form for the study.

Thirdly, the researcher identified the true representative of the samples such as two levels of parental physical punishment (parental physically punished and parental physically unpunished students) and two genders (male and female) students as per the designs.

Fourthly, necessary permission was taken from school authorities.

Fifthly, the researcher informed about the purpose, expected participation of the sample, time taken of the test, voluntary participation and may leave at any time without any penalty, ensuring confidentiality of the participant's personal information, then, procured written consent for participation in the study.

Sixthly, the administration of the test scales was done by the APA ethics (2010 & 2017), and the instructions laid down in the manuals.

The psychological evaluation took about 30-45 minutes. Once the participants had completed the tests, the questionnaires were checked for any missing responses, and they were thanked for their participation.

Results and Discussion

Socio-demographic characteristics of the samples: The socio-demographic variables of the study were carefully recorded to have equal representation to the independent variables using the Socio-Demographic Profile constructed for the study and to control confounding variables which can influence the results other than the gender and parental physical punishment of their children which included sibling size, Family size, main carer of the family, Monthly income of the Family,

Psychometric checking: For any psychological test after 5 years, it would be better to check again on the appropriateness to the same population due to social and cultural change in the society (Berry, 1997), the scale constructed for other cultures needs to be checked for the use of the measuring in other culture which may not be appropriate and potentially which may be vulnerable to alteration due to social desirability, dissimulation, and response style (Lenderink et al., 2012). Accordingly, psychologists proposed the adaptation of psychological scales in acculturation

research (Redfield et al., 1936), adjustment research (Berry, 1997; Searle & Ward, 1990), and also in the reentry of (Uehara, 1986) psychological adjustment research paved the way for the present study.

The raw data was checked for missing and outlier data but no outlier data were found, as such further analysis for psychometric testing was done. The applicability of the selected scales was checked for normality, linearity, homogeneity and reliability. The scales were found dependable for use in the target population ($\alpha = .68; .86$) as the reliability was confirmed by the results of both Alpha and split-half reliability; the normality was discerned by skewness and kurtosis which fall within the normality range from $-.69$ to 1.21 , and homogeneity checking was done using the BrownForsythe (all showed significance) and Levene Stats (all showed non-significance) which portrayed the homogeneity of the variances and also highlighted the fulfilment of parametric statistics assumptions which were used in the further analysis.

Results were analysed and discussed following the sequence of the Objectives and hypothesis to gain an understanding of the results of the study.

Objective-1: To examine the difference between parents physically punished and physically unpunished students on levels of assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment.

The significant mean difference between Parental physically punished and unpunished students was calculated using an Independent 't-test' which evinced that:

- 1) **Assertiveness:** Parental Physically Punished Students scored higher on Assertiveness than students with Parental Physically Unpunished Students ($M=91.17; 85.37$; $t\text{-test}=9.42$; $p < .01$) and significant at .01 level.
- 2) **Need for Academic Success:** Parental Physically Punished Students scored higher than Parental Physically Unpunished Students on Need for Academic Success ($M=24.24; 19.32$; $t\text{-test}=12.03$; $p < .01$).

- 3) ***Need for Vocational Achievement:*** Parental Physically Punished Students scored higher than Parental Physically Unpunished Students on the Need for Vocational Achievement ($M=25.22$; 20.25 ; $t\text{-test}=12.87$; $p < .01$).
- 4) ***Need for Social achievement:*** Parental Physically Punished Students scored higher than Parental Physically Unpunished Students on the Need for Social achievement ($M=22.81$; 17.63 ; $t\text{-test}=17.59$; $p < .01$).
- 5) ***Need for Skill achievement:*** Parental Physically Punished Students scored higher than Parental Physically Unpunished Students on the Need for Skill achievement ($M=21.70$; 15.30 ; $t\text{-test}=20.61$; $p < .01$).
- 6) ***Emotional Adjustment:*** Parental Physically Punished Students scored higher than Parental Physically Unpunished Students on Emotional Adjustment ($M=47.23$; 40.55 ; $t\text{-test}=20.79$; $p < .01$).
- 7) ***Social adjustment:*** Parental Physically Punished students scored higher than Parental Physically Unpunished Students on Social adjustment ($M=42.51$; 36.56 ; $t\text{-test}=20.61$; $p < .01$).

In matching with the findings, studies demonstrated that parenting influences the assertiveness of children (Xien & Zakaria (2022)). A meta-analysis of 69 longitudinal studies confirmed the harmful effects of physical punishment (Heilmann et al., 2021). Some parents justify that positive parenting is associated with physical punishment and explaining the reason for the punishment has a positive impact was found incorrect (Gámez-Guadix et.al., 2010), as violent physical punishment with aggression from caregivers hurts the behaviour which hampers the socio-emotional development of children (Aliyahri & Goodman, 2008). Accordingly, parental involvement positively affects children as found that Indian parents are more involved in parenting than Tibetan parents resulting in Indian students performing better in academic achievement, need for social achievement, and need for skill achievement while Tibetan students perform better in need for vocational achievement due to early exposure (Hameed et al., 2021).

Objective -2: To examine the level of Assertiveness, Need for Academic Success, Need for vocational achievement, Need for Social achievement, Need for Skill achievement, Emotional Adjustment, and Social adjustment of the male and Female students.

The Independent t-test results revealed a significant difference between Male and female students on Assertiveness, Need for Academic success, Need for vocational achievement, Need for Social achievement, Need for Skill achievement, Emotional Adjustment, and Social adjustment:

- (1) **Assertiveness:** Male students scored higher than female students on Assertiveness (M=90.34; 85.37; t-test =6.07; $p < .01$) and significant at .01 level.
- (2) **Academic Success:** Male students scored higher than female students on Academic Success (M=22.97; 20.61; t-test =9.51; $p < .01$)
- (3) **Need for vocational achievement:** Male students scored higher than female students on Need for vocational achievement (M=24.89; 20.62; t-test =4.89; $p < .01$)
- (4) **Need for Social achievement:** Male students scored higher than female students on Need for Social achievement (M=21.32; 19.14; t-test =4.99; $p < .01$)
- (5) **Need for Skill achievement:** Male students scored higher than female students on Need for Skill achievement (M=20.33; 16.70; t-test = 7.62; $p < .01$)
- (6) **Emotional Adjustment:** Male students scored higher than female students on Emotional Adjustment (M=46.66; 41.13; t-test = 2.77; $p < .01$)
- (7) **Social adjustment:** Male students scored higher than female students on Social adjustment (M=40.98; 36.56; t-test = 6.22; $p < .01$)

The findings were the same as the earlier findings had mentioned that male children received more physical punishment from caregivers compared to female children (Aliyhari & Goodman, 2008) resulting in a higher achievement motivation than girls (Akram, Mohammad, 2020). Contradicting findings also available that females showed a higher achievement motivation compared to males because of receiving more social support (Srivastava & Pant, 2015). Further, Male adolescents were

higher in social adjustment compared to female adolescents but lower in health adjustment and emotional adjustment (Mansingbhai & Yasvantbhai, 2014). The present study along with earlier findings may be an explanation that parenting physical punishment did affect on children's behaviour positively or negatively highlighting the importance of parenting and method of reinforcement along with a schedule of reinforcement in molding children's behaviour as mentioned by psychologists.

Comparison of the Four Groups using Post Hoc-Multiple Comparison (Scheffe):

The four comparison groups (four cells of the designs) include the Male Parental Physically Punished Students (MPPPS), Female Parental Physically Punished Students (FPPPS), Male Parental Physically Unpunished Students (MPPUS), and Female Parental Physically Unpunished Students (FPPUS) were compared one another on dependent variables as presented in table -4, that:

1) ***Male Parental Physically Punished*** Students shown a highest scored (M=92.45) on Assertiveness than Female Parental Physically Punished Students (M=92.45; 88.89; $F=2.56$; $P < .01$), Male Parental Physically Unpunished Students (M=92.45; 85.40; $F=4.05$; $P < .01$), and Female Parental Physically Unpunished Students (M=92.45; 82.34; $F=10.11$; $P < .01$).

2) ***Female Parental Physically Punished Students*** (M=88.89) scored higher than Male Parental Physically Unpunished Students (M=88.89; 85.40; $F=2.49$; $P < .01$), and Female Parental Physically Unpunished Students (M=88.89; 82.34; $F=7.54$; $P < .01$).

3) ***Male Parental Physically Unpunished Students*** (85.40), and Female Parental Physically Unpunished Students (M=85.40; 82.34; $F=6.05$; $P < .01$).

Four Group Differences in Need for Academic Success

(1) ***Male Parental Physically Punished Students*** scored highest (M=24.74) than Female Parental Physically Punished Students (M=24.74; 21.74; $F=2.00$; $P < .01$).

01), Male Parental Physically Unpunished Students ($M=24.74$; 19.19 ; $F=3.54$; $P < .01$), and Female Parental Physically Unpunished Students ($M=24.74$; 17.45 ; $F=7.28$; $P < .01$) on Need for academic success

(2) ***Female Parental Physically Punished Students*** ($M=21.74$) scored higher than Male Parental Physically Unpunished Students ($M=21.74$; 19.19 ; $F=2.54$; $P < .01$), and Female Parental Physically Unpunished Students ($M=21.74$; 17.45 ; $F=6.28$; $P < .01$) on Need for academic success

(3) ***Male Parental Physically Unpunished Students*** ($M=19.19$) scored higher than Female Parental Physically Unpunished Students ($M=19.19$; 17.45 ; $F=3.73$; $P < .01$) on Need for Academic Success on Need for academic success

Four group differences in Need for Vocational Achievement

(1) Male Parental Physically Punished Students scored highest ($M=27.19$) scored higher than Female Parental Physically Punished Students ($M=27.19$; 24.25 ; $F=3.94$; $P < .01$), Male Parental Physically Unpunished Students ($M=27.19$; 22.57 ; $F=4.62$; $P < .01$), and Female Parental Physically Unpunished Students ($M=27.19$; 17.92 ; $F=9.26$; $P < .01$) on Need for Vocational Achievement

(2) Female Parental Physically Punished Students ($M=24.25$) scored higher than Male Parental Physically Unpunished Students ($M=24.25$; 19.19 ; $F=2.67$; $P < .01$), and Female Parental Physically Unpunished Students ($M=24.25$; 17.92 ; $F=6.28$; $P < .01$) on Need for Vocational Achievement

(3) Male Parental Physically Unpunished Students (22.57) scored higher than Male Parental Physically Unpunished Students ($M=22.57$; 17.92 ; $F=4.64$; $P < .01$) on Need for Vocational Achievement.

Four group differences in Need for Social achievement

(1) Male Parental Physically Punished Students scored highest ($M=24.87$) than Female Parental Physically Punished Students on Need for Social achievement ($M=24.87$; 21.75 ; $F=4.11$; $P < .01$), Male Parental Physically Unpunished Students

($M=24.87$; 18.70 ; $F=7.16$; $P < .01$), and Female Parental Physically Unpunished Students ($M=24.87$; 16.57 ; $F=7.30$; $P < .01$).

(2) Female Parental Physically Punished Students ($M=21.75$) scored higher than Male Parental Physically Unpunished Students ($M=21.75$; 18.70 ; $F=3.05$; $P < .01$), and Female Parental Physically Unpunished Students ($M=21.75$; 16.57 ; $F=3.18$; $P < .01$) on Need for Social achievement

(3) Male Parental Physically Unpunished Students (18.70) scored higher than Female Parental Physically Unpunished Students ($M=18.70$; 16.57 ; $F=1.13$; $P < .01$) on Need for Social achievement.

Four group differences in Need for Skill Achievement

(1) Male Parental Physically Punished Students scored highest ($M=23.43$) than Female Parental Physically Punished Students ($M=23.43$; 19.96 ; $F=3.47$; $P < .01$), Male Parental Physically Unpunished Students ($M=23.43$; 17.15 ; $F=6.28$; $P < .01$), and Female Parental Physically Unpunished Students ($M=23.43$; 13.45 ; $F=9.98$; $P < .01$) on Need for Skill Achievement.

(2) Female Parental Physically Punished Students ($M=19.96$) scored higher than Male Parental Physically Unpunished Students ($M=19.96$; 17.15 ; $F=2.81$; $P < .01$) and Female Parental Physically Unpunished Students ($M=19.96$; 13.45 ; $F=6.50$; $P < .01$) on Need for Skill Achievement

(3) Male Parental Physically Unpunished Students (17.15) scored higher than Female Parental Physically Unpunished Students ($M=17.15$; 13.45 ; $F=3.69$; $P < .05$) on Need for Skill Achievement.

Four group differences in Emotional Adjustment

(1) Male Parental Physically Punished Students scored highest ($M=47.83$) than Female Parental Physically Punished Students on Emotional Adjustment ($M=47.83$; 44.62 ; $F=2.20$; $P < .01$), Male Parental Physically Unpunished Students ($M=47.83$; 41.45 ; $F=6.37$; $P < .01$), and Male Parental Physically Unpunished Students ($M=47.83$; 38.64 ; $F=8.18$; $P < .01$) on Emotional Adjustment.

(2) Female Parental Physically Punished Students ($M=44.62$) scored higher than Male Parental Physically Unpunished Students ($M=44.62$; 41.45 ; $F=5.16$; $P < .01$), and Female Parental Physically Unpunished Students ($M=44.62$; 38.64 ; $F=6.98$; $P < .01$) on Emotional Adjustment

(3) Male Parental Physically Unpunished Students (41.45) scored higher than Female Parental Physically Unpunished Students ($M=41.45$; 38.64 ; $F=1.81$; $P < .05$) on Emotional Adjustment.

Four group differences in Social Adjustment

(1) Male Parental Physically Punished Students scored highest ($M=43.81$) than Male Parental Physically Punished Students ($M=43.81$; 41.21 ; $F=2.60$; $P < .01$), Male Parental Physically Unpunished Students ($M=43.81$; 38.04 ; $F=5.77$; $P < .01$), and Female Parental Physically Unpunished Students ($M=43.81$; 35.08 ; $F=8.73$; $P < .01$), on Social Adjustment.

(2) Female Parental Physically Punished Students ($M=41.21$) scored higher than Male Parental Physically Punished Students ($M=41.21$; 38.04 ; $F=3.16$; $P < .01$), and Female Parental Physically Unpunished Students ($M=41.21$; 35.08 ; $F=6.13$; $P < .01$) on Social Adjustment

(3) Male Parental Physically Unpunished Students (38.04) scored higher than Female Parental Physically Unpunished Students ($M=38.04$; 35.08 ; $F=2.96$; $P < .05$) on Social Adjustment.

The results were supported by earlier research findings that male children received more punishment compared to female children affecting their socioemotional development (Aliyahri & Goodman, 2008), on this count, females are higher in achievement motivation (Srivastava & Pant, 2015), health adjustment and emotional adjustment as the result of receiving more social support in comparison to males whereas male has higher social adjustment (Mansingbhai & Yasvantbhai, 2014).

Objective -3: To study the relationship between Assertiveness, Need for Academic success, Need for vocational achievement, Need for Social achievement, Need for Skill achievement, Emotional Adjustment, and Social Adjustment.

Pearsons' Correlation was employed to discern a significant relationship between the dependent variables:

- (1) Assertiveness had significant positive relationship with Need for Academic Success ($r=.52$; $p < .01$), Need for Vocational Achievement ($r=.59$; $p < .01$), Need for Social achievement ($r=.53$; $p < .01$), Need for Skill Achievement ($r=.67$; $p < .01$), Emotional Adjustment ($r=.49$; $p < .01$) and Social Adjustment ($r=.58$; $p < .01$) at .01 significant level.
- (2) Academic Success showed a positive significant relation with Need for Vocational Achievement ($r=.64$; $p < .01$), Need for Social achievement ($r=.63$; $p < .01$), Need for Skill Achievement ($r=.77$; $p < .01$), Emotional Adjustment ($r=.52$; $p < .01$) and Social Adjustment ($r=.69$; $p < .01$) at .01 significant level.
- (3) Need for Vocational Achievement had a positive significant relation with Need for Social achievement ($r=.68$; $p < .01$), Need for Skill Achievement ($r=.81$; $p < .01$), Emotional Adjustment ($r=.62$; $p < .01$) and Social Adjustment ($r=.75$; $p < .01$) at .01 significant level.
- (4) Need for Social achievement illustrated a positive significant relation with Need for Skill Achievement ($r=.85$; $p < .01$), Emotional Adjustment ($r=.60$; $p < .01$) and Social Adjustment ($r=.74$; $p < .01$) at .01 significant level
- (5) Need for Skill Achievement had a significant relationship with Emotional Adjustment ($r=.66$; $p < .01$) and Social Adjustment ($r=.85$; $p < .01$) at a .01 significant level
- (6) Emotional Adjustment and Social Adjustment revealed a significant relationship ($r=.77$; $p < .01$) at a .01 significant level

This result was supported by the previous study that assertiveness is an important determinant of achievement motivation with a significant positive difference between assertiveness and achievement motivation (Sitota, 2018), high achievement motivation predicts a high assertiveness level in students (Jadhav & Champatrao, 2011), and assertiveness has a significant impact on emotional, social, academic and personal adjustment including their adjustment to the opposite gender (Parmaksız, 2019). Students with high assertiveness had higher self-efficacy and self-esteem but lower social anxiety, shyness and aggression (Khazaie et al., 2014) which could be the outcomes of parenting. This explains that the parenting modification styles affected their children's behaviour in positive or negative ways but that could be moderated by using physical punishment which invites more research in this study area.

Objective-4: To identify the independent effect of 'Parental physical punishment' and 'gender' on levels of assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment.

Parental 'Physical Punishment' independent effect on Dependent variables The study examined the significant contribution of Parental physical punishment and gender on dependent variables, employed One-way ANOVA,

Parental physical punishment has significant effects on Assertiveness ($F= 88.79$; $P<.01$; $\eta^2 =20$) at 20%, Academic Success ($F= 165.75$; $P<.01$; $\eta^2 =65$) at 65%, Need for Vocational Achievement ($F= 144.82$; $P<.01$; $\eta^2 =21$) at 21%, Need for Social achievement ($F= 309.42$; $P<.01$; $\eta^2 =30$) at 30%, Need for Skill Achievement ($F= 429.29$; $P<.01$; $\eta^2 =27$) at 27%, Emotional Adjustment ($F= 432.20$; $P<.01$; $\eta^2 =26$) at 26%, and Social Adjustment ($F= 424.70$; $P<.01$; $\eta^2 =25$) at 25%.

The earlier findings showed that parental physical punishment harms Pakistani students who were physically punished and were less motivated to learn and improve their academic performance as students who face physical punishment in school hesitate to participate in classroom activities thus, their need for skills achievement is reduced (Ahmad, Said & Khan, 2013).

Independent ‘Gender’ effects

To identify the independent effect of ‘gender’ on Assertiveness, Need for Academic success, Need for vocational achievement, Need for Social achievement, Need for Skill achievement, Emotional Adjustment, and Social Adjustment.

Results evinced that Gender has an independent effect on Assertiveness ($F = 36.78$; $P < .01$; $\eta^2 = 15$) at 15%, Need for Academic Success ($F = 3.86$; $P < .01$; $\eta^2 = 10$) at 10%, Need for Vocational Achievement ($F = 90.38$; $P < .01$; $\eta^2 = 30$) at 30%, Need for Social achievement ($F = 24.87$; $P < .01$; $\eta^2 = 11$) at 11%, Need for Skill Achievement ($F = 7.65$; $P < .01$; $\eta^2 = 14$) at 22%, Emotional Adjustment ($F = 432.20$; $P < .01$; $\eta^2 = 26$) at 26%, and Social Adjustment ($F = 38.64$; $P < .01$; $\eta^2 = 16$) at 16%.

The result of the current study was supported by previous findings (Sitota. G. 2018), stating that male adolescents were found to be more assertive than female adolescents. Gender is not a significant predictor of academic success as in agreement with the findings of the current study, other variables like educational level determine the assertiveness level of the person, the higher the education, the more assertive s/he becomes (Shanmugam & Kathyayini, 2017).

In confirmation of the present findings, researchers have found that adolescents increase in age and the need for achievement also increases, the need for vocational achievement and need for skills achievement increases while the need for affiliation increases for women (Johnson & Smith, 1965). The possible explanation given by the researchers is that men tend to dominate women after marriage due to the environmental influence surrounding them. Male students show better social adjustment in this study which may explain that males are given a better opportunity

in the target population for participation in extra-curricular activities while females might be with lesser opportunity (Lalchhandami & Lalventluanga, 2023). Studies demonstrated that parental physical punishment has a negative impact which was in line with previous studies in Pakistan where students who were physically punished were less motivated and improved their academic performance. Those students who face physical punishment in school hesitate to participate in classroom activities thus, their need for skills achievement is reduced (Ahmad, Said & Khan, 2013).

Objective-5: To identify the interaction effect of ‘Parental physical punishment and Gender’ on levels of assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment.

The study employed two-way ANOVA to examine the interaction effect of ‘academic achievement and Gender’ on assertiveness, need for academic Success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment and social adjustment

The ‘Academic achievement and Gender’ contribution was examined using Two-way ANOVA, results demonstrated their effect on assertiveness ($F= 66.12$; $P<.01$; $\eta^2 =.29$) at 29%, need for academic success ($F= 94.84$; $P<.01$; $\eta^2 =.38$) at 38%, need for vocational achievement ($F= 173.44$; $P<.01$; $\eta^2 =.39$) at 39%, need for social achievement ($F= 251.30$; $P<.01$; $\eta^2 =.38$) at 38%, need for skill achievement ($F= 521.58$; $P<.01$; $\eta^2 =.38$) at 38%, emotional adjustment ($F= 168.72$; $P<.01$; $\eta^2 =.31$) at 31%, and social adjustment ($F= 307.47$; $P<.01$; $\eta^2 =.32$) at 32%.

Results evinced the ‘Parental physical punishment and Gender’ joint contributions on selected dependent variables, and the same findings were found by earlier researchers that male adolescents were found to be more assertive than female adolescents (Sitota. G. 2018) which explained gender is not a significant predictor of academic success as in agreement, an educational level also predicted assertiveness level of the person as the higher the education and the more assertive s/he becomes

(Shanmugam & Kathyayini, 2017). Furthermore, as adolescents increase in age their need for achievement, vocation and skills achievement increases while the need for affiliation increases for women (Johnson & Smith, 1965). According to the social environment, men tend to dominate women after marriage due to the environmental influence surrounding them (Lalchhandami & Lalventluanga, 2023), and the same may be one reason because the society where research was conducted belongs to male dominant society. Researchers demonstrated that the need for academic success, need for vocational achievement, need for social achievement and need for skill achievement are impacted by gender (Duncan & Peterson, 2009) as women set intrinsic goals with higher achievement motivation and focus on excellence in competition. Previous research has stated that gender differences in adjustment, as female students were adjusted better emotionally (Babasaheb, 2019) while other researchers found lower social adjustment in female than male participants (Aloka, 2022), but others did not find gender differences in emotional or social adjustment (Sharma & Saini, 2013). Whatever difference prevails between male and female students on the psychological function provided ground for explaining the reasons behind whereas the reality in the targeted population needs to be addressed for psychological care for the betterment of the samples.

Parental Physical Punishment Prediction

To cross-check the effect of parental physical punishment on their children's psychological function, a linear regression analysis was done and the results were presented in Table – 8, which highlighted that the parental physical punishment predicted 24% Assertiveness, 25% Need for Academic Success, 36% Need for Vocational Achievement, 45% Need for Social Achievement, 39% Need for Skill Achievement, 24% Emotional Adjustment and 32% Social Adjustment of their children, and this counter confirmed the ANOVA results provided in Table-7.

Results of the study have shown that children with physical punishment from their parents score better on their assertiveness level, have a higher need for Academic Success, Need for vocational achievement, Need for Social achievement, Need for Skill achievement, and are better adjusted in their social adjustment and

emotional adjustment in comparison to children who are not physically punished by their parents. The results of the study have shown that the use of physical punishment for discipline seems to have a more positive outcome for the children. The community predominantly Kuki communities often practice robust disciplining of children, including scoldings, pulling of ears, and spankings and some even go to the lengths of starving (Nemneivah, 2015). Among the Christian community, the common belief is as written in the Bible – whoever spares the rod hates his son, but he who loves him is diligent to discipline him (Proverbs 13:24) is the most Godly way to child upbringing.

It is believed that children are the images of God and as good Christian parents, the entire moral and religious upbringing of a child is dependent on the parents. And parents adopt child-rearing methods they seem to know best, which is the Christian way. The community also have a common saying “ zeploh ta chu tagah ahi”, which translates to “ an unpunished child is an orphan”. In the Kuki culture, parenting styles may not be well defined as given by Baumrind and accepted by the Western culture. A parent who demands obedience is not viewed as controlling but rather regarded as a ‘good’ parent, who is caring and training their child to be a successful adult (McBrideChang & Chang, 1998).

When students are given clear set rules, shown good examples to imitate and immediately held accountable for their misbehaviour, they have a marked improvement in their social skills. (Kimkena, 2007). Studies on Asian parents’ parenting styles found that the authoritative parenting style has a more positive correlation with adolescents’ academic achievement than authoritative and permissive parenting styles (Pathak, 2019). Parenting methods may cause or imitate their act by children to be aggressive, such punishment is frowned upon, forbidden and penalised (Mani, 2020). Children who have had democratic parenting with high demandingness and high responsiveness exert high levels of assertiveness. Similar studies (Jourshari et al.,2022) have concluded that the parenting style used can directly and indirectly affect the assertiveness of the adolescent (McCord, 1991).

Obedience from children is an expectation by every parent, especially in collectivistic cultures where strict parenting is the norm and parents emphasize their children are obedient by exercising control (Lin & Fu, 1990). When parents are firm with their children that marked improvement in the academic performance among Chinese students and African-American students (Steinberg, 1992). Parenting in Western culture, children are allowed to be independent (Chiu, 1987). Parents using physical punishment as a consequence of misbehaviour, with an explanation for the reason the punishment was given is a form of acceptable parenting.

Parental physical punishment and achievement motivation

The form of rewarding achievement and penalising a shortcoming can act favourably toward achievement motivation when it is used prudently (Sidin, 2020). Other studies also have found that reward and punishment systems seem to work well in motivating students to aim to achieve higher (Wilson & Corpus, 2001). When punishing students if the behaviour is recognized without condemning the student, students tend to link the penalties they receive as a consequence to their behaviour, thus motivating them to better achieve the reward (Ching, 2012). If the behaviour elicits reward, they are more likely to display that behaviour again and if it elicits punishment, they are most likely to avoid that behaviour in the future.

Parental physical punishment and emotional and social adaptation

Baumrind has found that a parenting style which strikes a balance between overly permissive and authoritarian, also called authoritative parenting leads to welladjusted children, with positive emotional and social development. She further states that authoritarian or harsh parenting has a more negative outcome for male children than for female children. Children of parents with an authoritarian style perform poorly in school, have poor communication skills and lack social competence (Parke & Buriel, 2007). A study on Chinese students concluded that self-esteem, self-efficacy and self-concepts are directly influenced by parental support and control over the adolescents. Studies (Aucoin et al., 2006) have found poor adjustment in children who received corporal punishments from parents.

The current study has found a correlation between parents' use of physical punishment and emotional adjustment, that children who have never faced parental physical punishment have poorer emotional adjustment as compared to children who have faced parental physical punishment. Studies have found a link between decreasing behavioural problems in children with the practice of culturally accepted physical punishment implemented in a justified manner, which is not harsh or harmful (Roopnarine et al., 2014) as physical punishment in childhood has a negative psychological impact when it was perceived as unjust, undeserving, and rash combined with parental rejection. (Chong & Yeo, 2018).

The present study has found that children who have received parental physical punishment as a form of discipline, which is a culturally accepted form of disciplining, have a better social adjustment compared to children who have never been physically punished by their parents. This finding is unique to previous existing literature which suggested otherwise. Many previous studies on the effect of physical punishment have hinted that physical punishment has a negative or non-significant effect on social adjustment have been contradicted by the findings of this study. This can be explained by the findings of a previous study on Mexican families that when the family environment is strictly monitored, comprising predictable and regular family activities, adolescents can develop high social competence, thus promoting their social adjustment (Prelow, Loukas & Jordan-Green, 2007). Children of authoritarian parents are found to have low social adaptation, low cognitive development and poor academics. This is especially prevalent among male adolescents raised in an authoritarian parenting style. Additionally, they are found to lack self-esteem, poor leadership skills and peer interactions (Parke & Buriel, 2007). However, this cannot be conclusive as other studies have found no significant correlation between parental physical punishment and children's social skills or social adaptation (Roopnarine, 2014).

Studies have hinted at ethnic differences in the way physical punishment is imposed by parents at various stages of childhood and child behaviour patterns in the association between physical discipline and ethnic groups that parents belong to

which needs further assessment (Polaha et al., 2014). Moreover, there have been links to differences in how parents of different ethnicities implement physical punishments. African American parents plan and execute physical punishments unlike European American parents who implement them angrily over frustration (Whaley, 2000), followed by verbal explanations and reconciliation (Mosby et al., 1999). The cultural norms practised have an impact that if children believed that physical punishment is a culturally accepted form of discipline, they would view it as a way for parents to show their involvement and authority but not out of frustration (Gunnore & Mariner, 1997). Therefore, children's perception of physical punishment is essential for the effective use of such practices in disciplining (Polaha et al., 2004).

How an individual perceives punishment from parents has a direct influence on its consequential impact on a developmental course leading to distinct characteristics depending on their Emotional intelligence. The perception a child has of the punishment as a fair, unfair or harrowing experience correlates with emotional intelligence which contributes to the negative or positive outcome and has a direct influence on the adjustment of children (Berzenski & Yates, 2013). In Malaysian communities, physical punishment by parents is the primary form of discipline and researchers found no negative consequence as it was perceived as a favourable form of punishment by the children receiving it and a form of life lesson taught by their parents (Kumaraswami & Othman, 2011). But even with acceptance of such punishment by children, the frequency and severity of such punishment can be perceived by children as parental rejection and the positive effects of such discipline may be minimal to non-significant (Rohner, Kean & Cournoyer, 1991) therefore parents must administer such disciplinary actions sparingly and after much deliberation.

Results were analysed and discussed following the sequence of the Objectives and hypothesis to gain an understanding of the results of the study.

The significant mean difference between Parental physically punished and unpunished students was calculated using an Independent 't-test' which evinced that:

Parental Physically Punished Students scored higher on Assertiveness, need for Academic Success, Need for Vocational Achievement, Need for Social Achievement, Need for Skill Achievement, Emotional Adjustment, and Social Adjustment at a.01 significant levels which suggests accepting hypothesis no-1.

The Independent t-test results revealed a significant difference between Male and female students as male students scored higher than female students on Assertiveness, need for Academic Success, Need for vocational achievement, Need for Social Achievement, Need for Skill Achievement, Emotional Adjustment, and Social Adjustment which suggests accepting the hypothesis no-2.

The four comparison groups were compared using Post-hoc multiple comparison (Scheffer) between each group on dependent variables, Male Parental Physically Punished Students showed the highest scores, followed by Female Parental Physically Punished Students, Male Parental Physically Unpunished Students, and Female Parental Physically Unpunished Students on all dependent variables which invited for accepting the hypothesis no-3 of the study.

Pearson's Correlation was employed to discern a significant relationship between the dependent variables and illustrated that a positive significant relationship prevails between the selected dependent variables. the dependent variables which also suggests accepting the hypothesis no-4 of the study.

To examine the effect of 'parental physical punishment' and 'gender difference' on Dependent variables, the One-way ANOVA was used and found both independent variables had significant effects on all dependent variables.

Additionally, the joint effects of the 'parental physical punishment' and 'gender difference' were aimed to examine and found both contributed significant levels of impact on all dependent variables.

Conclusions

The results of the study found significant differences between Parental Physically punished and unpunished students on the dependent variables as parental physically punished students had a higher assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment than physically unpunished students

The same trend was found between male and female students as males scored higher on all dependent variables at significant levels,

Results also revealed that Male parentally physically punished students scored highest on all variables followed by Female parentally physically punished students, Male parentally physically unpunished students, and Female parentally physically unpunished students; which can be explained as parental physical punishment does not harm their children's psychological health but with lesser impact to female children.

The results showed a significant positive relationship between all dependent variables which explained that parental physical punishment had an impact on the psychological function of their children.

The results displayed that both parental punishment and gender differences does not negatively influence their children's behaviour and that punishment had lesser effects on female children than male children.

Similarly, the parental physical punishment and gender together contributed to positive effects on their children such as high assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment.

The conditions for the use of physical punishment by parents must be well considered before banning all forms of physical punishment because it will be wise to know why it was used and how much it affected the victims to be able to suggest

appropriate measures. Legally in India, corporal punishment is banned and corporal punishment means any form of injury that amounts to abuse. But it needs to be considered that disciplining a child is different and distinguished from abuse as no injury will be caused to the child in disciplining.

Assertiveness of students is a strong predictor of academic achievement, in the context that students can choose their influence. The ability to say 'No' is beneficial for students to avoid negative peer groups that have a negative influence on their academic growth. Assertiveness is an essential skill for students' success in academics or careers to express themselves, communicate effectively and stand for themselves.

Parents and caretakers use punishments and rewards on children especially when it concerns academic achievements, the use of punishment and rewards must be carefully planned and executed to be constructive as psychologists have considered the positive and negative reinforcement with the schedule of reinforcement, and individual differences along with cultural norms of person it belongs in disciplining action.

The use of positive parenting with high responsiveness and high demandingness reduces the chance of children developing emotional and behavioural problems.

Parental Physical punishment in the Churachandpur District context does have a significant negative impact on children's assertiveness, need for academic success, need for social achievement, need for skill achievement, emotional adjustment and social adjustment. The reason is that parental physical punishment is a widely accepted form of parental discipline in this culture, and this may be the reason why parental physical punishment is not harmful as earlier research findings also revealed that the acceptance of both parents and children moderates its negative effect rather may modify negative behaviour. In other words, when such behaviour is viewed as the norm there is more chance that it will yield a positive impact rather than a negative impact especially when it is followed by a reasonable explanation for such disciplinary actions.

From reviewing previous studies, it can be concluded that physical punishment can be detrimental to the development of children. However, taking into consideration the cultural acceptance, the consistency of its use, how it is carried out as a pre-planned parenting method and children's acceptance of such punishment, it can indeed be an effective form of parenting. But parents must be cautious in implementing it without being carried away by frustration. This study along with earlier studies proved that Western knowledge and understanding are not universally applicable and suggesting to consider the level of the severity of physical punishment, the intention of the punishment, individual differences, and cultural acceptance of punishment for appropriateness of any parental physical punishment. Ethnic child-rearing practices must not be made to feel inferior to Western child-rearing practices because each is unique, and no single child-rearing practice can be claimed as the most ideal of nurturing for the child's development. The findings of the present study evinced that parental physical punishment does not negatively affect the psychological function of their children and has lesser effect on females than male students which invites the need to consider appropriate guidelines for parental physical punishment.

Limitations of the study

This study has attempted to understand and highlight the parental disciplinary practices in the Churachandpur District, Manipur focusing on the achievement and adjustment of children. The research process has opened new insights into the use of physical punishments as a disciplinary method by parents as is the purpose of research. In the same light, this research is also not devoid of limitations which are given below:

The type of exposure to physical punishment the adolescents have faced was taken at face value. The information collected was solely from the adolescent's perspectives, parents were not interviewed regarding their use or non-use of physical punishment for this study. Frequency of the punishment received was also not assessed.

The reason for parents' physical punishment of adolescents could have helped in the determination of why certain parents use harsh punishment. Sometimes it is the defiant behaviour of the child that precedes the punishment meted out to them.

Expansion and diversification of the samples could have added more depth to the information which not covered in the study. The data were collected at the convenience of the researcher and might not have fully represented the diversity of families, and ethnic personality of the parents.

Students were assessed on assertiveness; however, aggression level was not assessed as assertiveness which can be confused with aggression which could have been validated by using more psychological scales.

The variables chosen determined some reasons for adolescents' problems caused by parenting but not enough to represent the overall psychological impact of parental physical punishment. Apart from assertiveness, academic achievement, social adjustment and emotional adjustment, other variables like a family environment, explanation for the reason for punishment, type of punishment and the behaviour which leads to punishment could have given a better explanation for the use and impact of parental physical punishment.

Suggestions for further research

In supporting existing evidence of studies on parental physical punishment, the current study has found that physical punishment negatively affected their children's behaviour on assertiveness, need for academic success, need for vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment of adolescents.

It is a suggestion for future researchers on parental discipline methods that no single parenting style encompasses all ethnicities.

The finding suggests that male students have a better social-emotional adjustment when compared to female students. This finding calls for more research on gender differences in assertiveness, need for academic success, need for

vocational achievement, need for social achievement, need for skill achievement, emotional adjustment, and social adjustment, and factors contributing better understanding of the reason for differential punishment imposed on genders to make appropriate correction in parental punishment for suggesting prevention and intervention for adolescents, and not only for the population under study but for all ethnic groups.

The findings of the study has associated parental physical punishment with better social and emotional adjustment. This may have resulted from social desirability of the students and need further investigation. Future research in this topic can include whether social desirability plays a role in influencing such research outcome.

Future studies on this topic can evaluate the parents' perspective, the behaviour they believe deserves punishment and the behaviour they do not wish to punish. This is because adolescence is a period of development driven by self-discovery, and opposition to authority, and parental monitoring of children's behaviour can prevent unwanted behavioural problems. An alternative method of discipline may be suggested to parents who practice physical punishment, more non-violent methods involving rewards and removal of rewards. Training parents in these non-violent disciplining methods can help them in learning the alternative to physical punishment.

Implications

The present study demonstrated the harmful effect of parental physical punishment on assertiveness, need for achievement, and social adjustment of their children in meeting the objectives set forth for the study, and also suggests accepting all the hypotheses of the study. It signifies the negative effects of parental physical punishment on both male and female children but more impact on female students which required urgent need of attention of researchers and policymakers to consider the importance of psychology on problems of adolescents in their everyday lives. Finding the reasons should pave the way for finding a solution to the problem it

caused. There are many factors involved in adolescent problems including individual personality traits, family environment, parental styles imposed on them, cultural practices, and so on. Parents can be trained in techniques of behavioural modification as opposed to physical punishment. There are reinforcement techniques used by psychologists for behaviour modification. Parents and caregivers, including teachers can be trained in these techniques. Parenting is one of the most important factors for molding children's personalities that can influence their later life, and parental physical punishment is one of the most common methods used in disciplinary methods almost in all cultures. Psychologists must become more involved by conducting more research on it to suggest appropriate behavioural modification methods for the adolescent populations at individual and societal for national development.

Ethical concerns

The present study has elucidated the prevalent use of physical punishment on children by parents as a form of discipline among the Kuki community of Churachandpur District, Manipur. These findings are in contradiction of previous studies which states of the detrimental effects of physical punishments throughout the years. Although present findings indicate that male adolescents benefit from rigorous discipline in the form of physical punishments from parents, certain cautions must be taken into consideration before it is used as a reference

- i. Parental physical punishment assessed did not cause any form of physical injury
- ii. Parental physical punishment was reportedly used only as a form of discipline
- iii. This findings should not be used to generalise the effects of physical punishment on adolescents.
- iv. The findings are generalised to a closed knit community living in a small geographical area and should not be used to compare to other findings of research on larger geographical representations

- v. The interpretation of this study that physical punishment is correlated positively is only on the variables of assertiveness, need for achievement and social adjustment only. It does not signify any other relation with other variables.
- vi. This research or the researcher does not support or promote physical punishment where other methods of behavioural discipline can be implemented.

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