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| Title:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | DETAILED RESEARCH PROPOSAL         |                                 |                  |
| I. Research Project Title: <i>Effects of Traditional and Corporal Punishment on student's behavior and in academic performance</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                    |                                 |                  |
| II. BatStateU Research Agenda: <i>Traditional and Corporal Punishments</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                    |                                 |                  |
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| IV. Proponent Agency: Batangas State University<br>Department: English<br>College: College of Teacher Education<br>Campus: Rosario                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                    |                                 |                  |
| V. Cooperating Agency: None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                    |                                 |                  |
| VI. Rationale:<br>Putting and teaching discipline on students not until laws have been passes restricting the use of these. But even so, there are still thousands of children that suffered from this kind of disciplinary action. . Out of 948 students, 80.4% claimed that they suffered from corporal punishments as per the study of National Child Protection policy of Sri Lanka. The idea that kids do not tolerate punishment from professors who are not qualified to teach was particularly intriguing. Students claimed that when they had such professors, they continued to misbehave, which resulted in further punishment. As a result, a vicious cycle is set in motion. In the Philippines there is a house bill that grants protection from children from corporal punishments. House Bill 4907 or an act promoting positive and nonviolent discipline of children and appropriating funds therefore prohibits corporal punishments in the home and all other settings like, schools, institutions, alternative care systems, workplaces, the juvenile welfare system, places of religious worship, and in all other settings. But there are still some instances that children are being subjected to different corporal punishments especially in home and in school setting. And this punishments can often affect students in many aspects like their academic performance and especially their mental health which can affect their overall personality not just as a student but also as a person. So this research, seeks to have answers on what really is the effect of corporal punishments on their behavior and academic performances. This also seeks different plans and recommendations on how to address this kind of issues in a community scale to help many people including parents and teachers whose one of the main subjects regarding the study. |                                    |                                 |                  |
| VII. Objectives of the Study:<br><br>General Objectives: To describe the effects of corporal punishments of student's behavior and academic performances.<br><br>Specific Objectives:<br><br>a. To know different types of corporal punishments that the students have experienced over their school years.<br><br>b. To know how corporal punishments affect their performance as a student.<br><br>c. To propose a community centered output that can help solve the identified problems.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                    |                                 |                  |