The Effective Solution against Physical Punishment

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The physical punishment problem has bad influence on Japanese education. According to the data published by Japanese ministry of education (The Nikkei, 2013), 2752 teachers which is 7 times as many as the data in 2012 are subjected to disciplinary action, which means that many students aged about from 6 to 18 are suffering from the troubles related with physical punishment. This essay suggests the solutions from two points of view; legislation and less club activities.

Firstly, Japanese educational institution should be regulated by the legislation described treatment of physical punishment. In terms of the education in the world, the procedure of physical punishment is often ruled by each Constitution, because the statistic searched by Japanese Cabinet Office (2008) indicated that there are 24 countries banning the physical punishments by the Constitution: Sweden, Finland, Norway or some Western countries. Moreover, for especial example, Government Offices of Sweden (2009) stated that Swedish ministry of justice distributed the booklet titled “Do you bring up your child without hitting your child?” to all of households with children in the nation. Although Japanese Government validated Convention on the Right of the Child, which is the treaty of United Nations prohibiting the corporal punishment internationally (Japanese Cabinet Office, 2008), its constraints do not work in Japan as can be seen the above-mentioned data. Teachers who was discovered their violent behavior can continue their profession after transferring or probation because they do not get a criminal record. Japanese educational establishment should be controlled by the legislation such as its constitution.

Secondly, it is important for both teachers and students to decrease the time of club activities. Japanese ministry of education (2013) reported that 232 corporal punishment incidents which accounts for 28 percent of the whole are caused in club activities as the most frequent factor. Moreover, Organization for Economic Co-operation and Development presented that Japanese teachers spend in club activities most in the world (Uchida, 2016). According to these datum, it seems that such length of club activities has a mental stressful influence on not only students but also teachers. In addition to the data about their psychological strain, Organization for Econimic Co-operation and Development declared that Japanese school hours are less than the Western developed countries such as United States, Germany, United Kingdom, France and Australia (Kariya, 2000). Furthermore, the result which National Institution for Youth Education investigated (2017) presented that Japanese students study at home less than other developed countries such as United States, China and South Korea. As the above information shows, the time of not study but club activities occupies the large portion of the school life. The reduction of club activities can bring the advantages for whole school life as well as physical punishment.

To summarize, the physical punishment problems can be resolved in the two ways that legislation to regulate them should be enforced and that the hours of club activities must be reduced. These two methods would make both teachers and students comfortable because the environment of educational institution can be improved.

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