

Attitude of Teachers, Parents and Students towards Physical Punishment

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Abstract: *The study of physical punishment is extensive across the world. Discipline is one of the basic things a child learns from his parents and teachers before he face the outside world to learn more about life as a whole. This paper query corporal punishment in the current education system. During the ancient Indian education system, the disciples were punished for their misbehavior. But recent situation are changed with responsibility of caring for child. This study was undertaken to obtain data on attitude among teachers, parents and students. The purpose of the present study was to justice the attitude of teachers, parents and students towards corporal punishment. For this purpose the researcher prepared self-made questionnaire. This study revealed widespread acceptance among the various stakeholders- teachers, administrators, parents and students of the use of corporal punishment in schools. Research has identified a variety of negative effects of corporal punishment including physical injury, mental defects and aggression into adulthood. The finding shows that superimpose physical punishment create pain, fear. So the main thing is that discipline as a mean of punishment should be avoided and we should aim at making the child self-disciplined. Learner should know how to discipline themselves and then grow up to become adult who are responsible.*

Keywords: Attitude, Physical Punishment, Teachers, Parents, Students

1. Introduction

Children naturally love learning because they naturally inquisitive. A child finds wonder and excitement in discovery. Their physical, moral and psychological development is very crucial at the early age. They are sensitive to exterior environment. There are many problems face by them in community. These challenge often provoke their decision making skills and shape negative attitude towards various ideas. Corporal or physical punishment is any punishment in which physical force is intended to cause some degree of pain and all other acts leading to insult, humiliation, physical, mental, even death. So, this punishment in schools has declined in recent years. The first state to ban corporal punishment in the United States was New Jersey in 1867, but in India this punishment extends till brutality and the Supreme Courte introduced a law in the year 2000 to ban corporal punishment. The Section 23 of the Juvenile Justice Act 2000 prohibits cruelty to children. The law does not excuse teachers and parents and they are liable for assaulting or exposing a juvenile to unnecessary form of punishment. It is disciplinary technique applied to the body with the "intention of causing some degree of pain or discomfort, however light" (United Nations Committee on the Right of the Child or UNCRC, 2006).

At the present situation, there is no denying fact that education is an essential part of life. This is reason our government is also becoming more conscious about education system and stressing on universalization of elementary education to make formal education system sound. But unfortunately, the formal education makes the child more and more unhappy and miserable as they are forcefully compelled to improve their intellectual, moral, ethical, social, psychological aspect of life. The reason behind this unhappiness is existence of corporal punishment in formal system of education.

2. Objectives

This investigation aims at parents, teachers, students attitude towards physical punishment. The main objectives are as follows:

- To find the difference in attitude of teachers and parents towards physical punishment.
- To find the difference in attitude of parents and students towards physical punishment.
- To find the difference in attitude of teachers and students towards physical punishment.

3. Hypotheses

For the present study, based on the objectives the researcher formulated the following hypotheses:

H₀₁: There is no significant difference between attitude of teachers and parents towards physical punishment.

H₀₂: There is no significant difference between attitude of parents and students towards physical punishment.

H₀₃: There is no significant difference between attitude of teachers and students towards physical punishment.

Research Design

This study used a descriptive survey research design. This approach sought to collect data without manipulating the variables or the respondents in an attempt to find out the attitude of teachers, parents and students towards physical punishment. This research design was used because it allows the research to describe and explain the attitude of teachers, parents and students towards physical punishment.

Sample

The present study aims to study the attitude of teachers, parents and students towards physical punishment. For this purpose a total sample of 210 were selected on the bases of convenience sampling method. Then the researcher randomly selected 70 teachers, 70 parents and 70 students.

Tool Used

The purpose of the present study was to judge the attitude of teachers, parents and students towards physical punishment. For the study the attitude scale was prepared by investigators followed by Likert scale. For this purpose the investigator prepared self-made questionnaire to study the attitude of teachers, parents and students towards physical punishment.

Analysis

Hypothesis I: There is no significant difference between attitude of teachers and parents towards physical punishment.

Table-01

Difference between attitude of teachers and parents

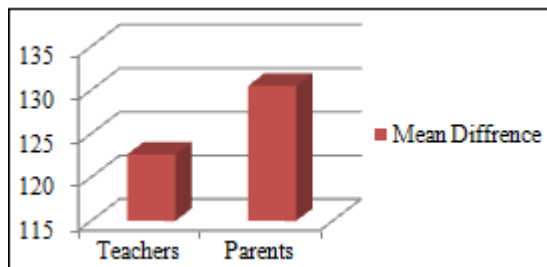
Groups	N	Mean	SD	Mean Difference	SED	df	't'
Teachers	70	122.64	15.15	7.86	2.48	138	3.06**
Parents	70	130.50	14.18				

** Significant at 0.01 level

Table 01 show that the calculated t-value is 3.06 which is more than the table value (2.61) at 0.01 level. It reveals that there exists significant difference between the attitude of teachers and parents towards physical punishment. Hence, the hypothesis framed earlier i.e. there is no significant difference between the attitude of teachers and parents towards physical punishment stands rejected. It further shows that the mean score of teachers and parents on the attitude of physical punishment are 122.64 and 130.50. It reveals that the parents shows more negative attitude towards physical punishment as compare to the teachers.

Bar Diagram

Showing mean difference between attitude of teachers and parents towards physical punishment.



Hypothesis II: There is no significant difference between attitude of parents and students towards physical punishment.

Table 2: Difference between attitude of parents and students

Groups	N	Mean	SD	Mean Difference	SED	df	't'
Parents	70	130.50	14.18	1.00	2.33	138	0.43*
Students	70	131.50	13.41				

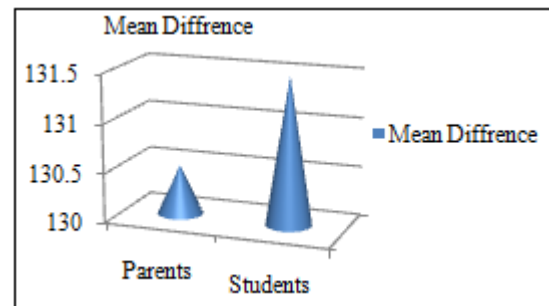
* No significant at 0.05 and 0.01 level

Table 02 shows that the calculated t-value is 0.43 which is less than the table value (1.98) at both 0.05 and 0.01 level. It reveals that there exists no significant difference between the attitude of parents and students towards physical punishment. Hence, the hypothesis framed earlier i.e. there is no significant difference between the attitude of parents and students towards physical punishment stands accepted.

It further shows that the mean score of parents and students on the attitude of physical punishment are 130.50 and 131.50. It reveals that the students shows more negative attitude towards physical punishment as compare to the parents.

Bar Diagram

Showing mean difference between attitude of parents and students towards physical punishment



Hypothesis III: There is no significant difference between attitude of teachers and students towards physical punishment.

Table 3: Difference between attitude of teachers and students

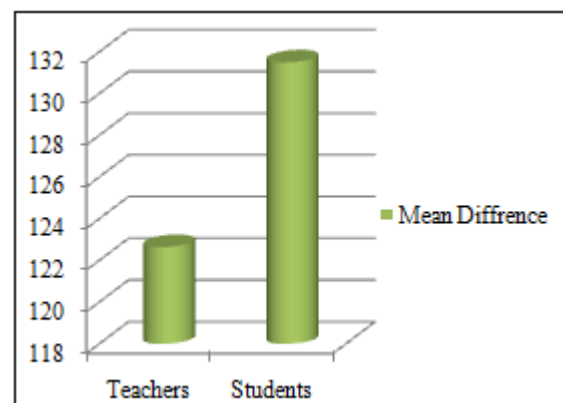
Groups	N	Mean	SD	Mean Difference	SED	df	't'
Teachers	70	122.64	15.15	8.86	2.42	138	3.66**
Students	70	131.50	13.41				

** Significant at 0.01 level

Table 03 shows that the calculated t-value is 3.66 which is more than the table value (2.61) at 0.01 level. It reveals that there exists significant difference between the attitude of teachers and students towards physical punishment. Hence, the hypothesis framed earlier i.e. there is no significant difference between the attitude of teachers and students towards physical punishment stands rejected. It further shows that the mean score of teachers and students on the attitude of physical punishment are 122.64 and 131.50. It reveals that the students shows more negative attitude towards physical punishment as compare to the teachers.

Bar Diagram

Showing mean difference between attitude of teachers and student towards physical punishment



4. Findings and Discussion

The major findings of this study revealed that-

- Analysis of data shows that, there is exists significant difference between the attitude of teachers and parents towards physical punishment. It reveals that the parents shows more negative attitude towards physical punishment as compare to the teachers.
- The present study indicated that, there is no significant difference between the attitude of parents and students towards physical punishment. It reveals that the students shows more negative attitude towards physical punishment as compare to the parents.
- It is found that, there exists significant difference between the attitude of teachers and students towards physical punishment. It reveals that the students shows more negative attitude towards physical punishment as compare to the teachers.

5. Conclusion

This research paper shows the attitude of teachers, parents and students towards physical punishment. From the study, it was also found that respondents felt bad when they were punished. Their personality has greater link with their self-respect. It point out the idea that it may affect their academic performance and lower their self-esteem. Many times, students lose interest in the studies when they face punishment at school. This study has established that teachers' perception on physical punishment was leveled. This study also highlighted the role of school principals in guiding behaviour and in doing so, providing a critical point of intervention to bring about change. The purpose of this study, as posed by the convention on the Right of the Child, should be the development of respect for human rights and fundamental freedoms.

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