



A STUDY OF ATTITUDE OF TEACHERS AND PARENTS TOWARDS CORPORAL PUNISHMENT IN EDUCATIONAL INSTITUTIONS OF KAMRUP DISTRICT IN ASSAM

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ABSTRACT

The main aim of the present investigation was to study the attitude of teachers and parents towards corporal punishment in educational institutions. A sample of 40 teachers serving in higher secondary schools and 18 parents of school going children were selected randomly from Kamrup district in Assam. Out of 40 teachers, 20 were selected from the secondary schools of rural area and 20 were selected from urban area males & females. The method is essentially descriptive survey type used in this study. In the same way 18 parents each from the rural & urban area were selected for the purpose of the study. The researchers developed an attitude scale to measure the attitude of the teachers and parents towards the corporal punishment in the educational institutions as tools used. The result showed that all the concerning the differences between the attitude of rural & urban teachers towards corporal punishment reveals that the attitude of rural teachers does not differ significantly from the attitude of urban teachers towards corporal punishment in educational institutions. It is also observed that the attitude of male teachers does not differ significantly from the female teachers. Further, it was found that there exists no significant difference between the attitude of experienced and inexperienced teachers towards corporal punishment. The investigator, again, found no significant difference between the attitude of teachers and parents towards corporal punishment in educational institutions. However, no significant difference was found between the attitude of rural & urban parents towards corporal punishment.

Keywords: Attitude, Corporal, Punishment, Experienced and Inexperienced.

INTRODUCTION:

The challenges of education towards 21st century, stress appears when our bodies react to a challenge, mental or physical, by increasing Success of the nation is determined by the quality of its citizen. Nation is not built by bricks and mortars but by the quality of men. It does not require any evidence to say that society and its development are positively correlated to the development of education. The most important contribution of ancient India not only for India but also for the world is in the field of education. It may also be remembered that education is not an abstract term. In other words, education is the means for developing the mind for the betterment of the individual and society.

Teacher education plays a significant role in the professional updating of teachers, change in the social goal, educational structure, curriculum framework, and evaluation technique and management process. In the changing contest of globalization, liberalization and advanced in telecommunication, teacher and teacher education become conversant with international trends. What is urgently needed for a qualitative improvement in teacher education at an every level is reorganization. Secondary schools system in India is complex. Generally in India students belonging to the age group from 13-18 in schools is called as secondary stage of education. The attitude of teachers and parents towards corporal punishment in educational institutions due to busy technolized and mechanized life, we are becoming careless for others. Unawareness on the part parents about the activities of their wards is the dormant stage for spread of educational institutional design as under:



The development of school infrastructure is regarded to be of utmost significance in enabling them to increase the enrolment of students, enable the members to carry out their job duties in an appropriate manner and achieve the educational goals and objectives. The provision of infrastructural facilities enables the individuals to create an amiable and productive working environment. The characteristics of infrastructure primarily put emphasis upon how they have proven to be effectual and advantageous to the individuals. Parents and family reaction mental retardation much has been made of question that the parents feel resentful towards the doctors. The concerned doctors are often warned against their over optimism but they go so far in the opposite direction. He cannot be precisely predicted his child's future development for Down 's syndrome this child later suffer in walking, speaking, feeding, toilet training etc. A large numbers of parents have lack of appropriate ideas about their child's potentialities, even they have lack of proper evaluation about their children's deficiencies unless the problems conspicuous or severe. Some parents at the presence of a retarded child feel shock or shame, they try to hide or deny it, they do not recognize the case of child's backwardness or mental retardation.

Significance of the Present Study:

Now in our societies and in our educational set up, numerous studies and investigations have been put forwarded to the welfare of the mentally retarded and handicapped person, the initiatives roles where there have been played by the aware and researchers. The child born to parents of a subnormal mental ability is likely to receive ill advices and in consistent care. A subnormal mother does not possess adequate knowledge about child care and less concerned with child's needs with her. Finally for the mentally subnormal or emotional disturbed mother or father, the home is devoid to stimulate baby's growth and power of discrimination. The present study clearly highlights the point that discipline as a mean of punishment should be avoided and we should aim at making the child self-discipline

Education is an important instrument of economic and social development and teachers, educators are expected to provide vital inputs towards realization of educational goals. Present venture is an attempt to see the attitude of teachers and parents towards corporal punishment in educational institutions. The present investigation has broad in to light some interesting fact and a significant relationship existing between professional satisfaction and teachers of the interims evaluated. The present study emphasized is completely the urgent need for effective secondary education system and this field is relatively unexplored with special reference to Kamrup district in Assam. The outcome of this study would reveal the role of attitude, gender, economics condition and organizational commitment in determining the level of secondary education in Assam with special reference to teachers and parents. In the present scenario, standard of education has come down. In the light of the above discussion of the significance of the study under investigation, the title of the study has been fixed as, "A Study of Attitude of Teachers and Parents towards Corporal Punishment in Educational Institutions of Kamrup district in Assam". One of the main aims of teaching-learning in modern society is to keep pace with the advancement of knowledge and skills. In modern society teaching-learning cannot be done passively. The differences in the teaching behaviour with and without students are relevant for conceptualising the teaching task, to justify certain training reinforcements and to identify the criteria of good teaching.

REVIEW OF THE RELATED LITERATURE

Research takes the advantage of the knowledge, which has accumulated in the past as a result of constant human endeavor. It can never be undertaken in isolation of the work that has already been done on the problems, which are directly or indirectly related to study proposed by a researcher. Gulati & Grewal (1989) males were found to score insignificantly higher on attitude and Arora (1999) also reported corporal to be significantly related to burnout in college teachers. Khaleque & Irfan (2003) conducted a study on adjustment and frustration among truants and non-truants in Punjab, found an insignificant negative correlation between adjustment and frustration. Winterbourne, R. (2008) examined the reaction of family including parents, brothers, and sisters, to mental retardation, which is seemed to go through four stages i.e. first they shock, second they disbelieve, third they afraid and frustration and finally they accept the case. In the research of Molony (2014), he described three stages of parental reaction to retarded child's that the firstly they try to disbelieve that fact, secondly they partially accept and partially deny and thirdly they achieve only by some is that of reintegration followed by matured adaption.

Statement of the Problem:

Precisely stated the problem in the present study is an entitled as, “A Study of Attitude of Teachers and Parents towards Corporal Punishment in Educational Institutions of Kamrup District in Assam”.

Objectives of the Present Study:

The main objectives of the present investigation are as follows -

- i) To find out the difference in the attitude of rural and urban teachers & parents towards corporal punishment.
- ii) To study the difference in the attitude of male & female teachers towards corporal punishment.
- iii) To study the difference in the attitude of experienced & inexperienced teachers towards corporal punishment.

Hypotheses of the Present Study:

The hypotheses of the study were as follow:

- i) There exists no significant difference between the attitude of rural & urban teachers & parents towards corporal punishment.
- ii) There exists no significant difference between the attitude of male & female teachers towards corporal punishment.
- iii) There exists no significant difference between the attitude of experienced & inexperienced teachers towards corporal punishment.

Limitations of the Study:

The followings are the main limitations of the present research work:

- (1). The study has been conducted on six secondary schools of Kamrup district only.
- (2). The study has been conducted on 40 teachers and 18 parents only.
- (3).The study has been delimited with respect to variable of attitude only.

METHOD AND PROCEDURE:

The method is essentially descriptive survey type; survey research is a method of collecting response from the representative population through questionnaires, observation, interview etc. This study is based on both primary and secondary sources of data investigated.

SAMPLE SIZE:

A sample of consists 40 teachers serving in Six higher secondary schools and 18 parents of school going children were randomly selected from Kamrup district in Assam. Out of 40 teachers, 20 were selected from the secondary schools of Rural and Urban area (10 males & 10 females). In the same way 18 parents each from the rural & urban area were selected for the purpose of the study.

The procedure of recording responses was also explaining them. The scoring was done as per the test manuals by the investigator.

Tools Used:

Investigator used a Self- constructed questionnaire for collection of data.

Statistical Technique Used:

Statistical techniques were used under following categories:

Mean, S.D. and T-test techniques were used for data analysis.

Discussions and Analysis of Results:

Table-1: Comparison between the Attitude of Rural & Urban Teachers & Parents towards Corporal Punishment

Teachers					Parents			
	N	Mean	S.D.	t-ratio	N	Mean	S.D.	T-ratio
Rural	20	114.53	10.44	0.439	9	67.48	8.58	1.370
Urban	20	109.73	6.69		9	70.12	5.39	

Table No-2: Comparison between the Attitude of Male & Female Teachers towards Corporal Punishment

Groups	N	Mean	SD	t-ratio
Male	20	113.66	10.31	1.210 NS
Female	20	109.89	13.64	

Table No-3: Comparison between the Attitude of Experienced & Inexperienced Teachers towards Corporal Punishment

Groups	N	Mean	SD	t-ratio
Experienced	28	110.54	9.23	0.310 NS
Inexperienced	12	108.81	10.04	

Table value at 0.05 and 0.01 levels not significant

Major Findings:

After the interpretation of data, the investigator is in a position to draw certain conclusion on the bases of analysis and interpretation, the following conclusions appear tenable:

The present study revealed the findings: It can be understood from Table No.1, it further shows that the Mean scores of the teachers of rural and urban areas on the attitude of corporal punishment are 114.53 & 109.73 and SD scores are 8.58 & 5.39 and t-value is 1.370 which is not significant.

Observation made in wide Table No.2, It reveals that there exists no significant difference between the attitude of male & female teachers towards corporal punishment. It further shows that

the mean attitude scores of the male & female teachers towards corporal punishment are 113.66 & 109.89 and t-value is 1.210, which is also insignificant. It reveals that male teachers showed more negative attitude towards corporal punishment as compared to the female teachers.

Table No.3, shows that the calculated t-value is 0.310, which is less than the critical value at both 0.05 & 0.01 level. It implies that there exists no significant difference between the attitude of experienced & inexperienced teachers towards corporal punishment. It further shows that the mean attitude scores of the experienced & inexperienced teachers towards corporal punishment are 110.54 & 108.81. It reveals that inexperienced teachers showed more negative attitude towards corporal punishment as compared to the experienced teachers. It found not significant difference between the attitude parents and teachers towards corporal punishment in educational institutions. The result of the present study is supported by the findings of the studies conducted earlier by the researchers like Sorubarani (1991), Straus & Yodanis (1996), Aarti (2006), Khaleque (2009) and Paul (2012). The above interpretations give enough evidence that both parents and teachers are totally against the use of corporal punishment inside the secondary schools.

Conclusions:

The following conclusions may be drawn on the basis of findings of the present study:

Male and female teachers do not differ significantly on corporal punishment in educational institutions. It reveals that the teachers of urban area showed more negative attitude towards corporal punishment as compared to the teachers of rural area. It also reveals that the parents of urban area showed more negative attitude towards corporal punishment as compared to the parents of rural area. It reveals that male teachers showed more negative attitude towards corporal punishment as compared to the female teachers as well as experienced and inexperienced also not significant. It reveals that inexperienced teachers showed more negative attitude towards corporal punishment as compared to the experienced teachers.

Several studies have concluded their congenial views in concentration to the social environmental and genetic causes as major responsible factors of mental retardation where in the parent and family influences is taken into wide consideration. Among the socio-economic background factors of mental retardation, parents or family effects has been often identified conductively important on whom the physical and mental development of the child is depend. The home is the first institution for diagnosis the child's intellectual potentialities or deficiencies and has to play prime role to inform to custodial service center and doctors and custodial service authority for the welfare of their mentally retarded children.

Suggestions for further Research:

Following measures may be suggested to overcome the problems which are found in the study:

The focus in this issue is on putting education in values and for character building on the national agenda. A reflective study involving large sample and different population as well as follow-up is needed. The special education and regular staffs can utilize these strategies in providing remedial measures. There is a need of a well defined policy by the government authorities to cater to this issue. To avoid the cases related to corporal punishment in future, the school has to be coordinated with other agencies of education such as home, community, state, and sports organization etc. The present study is limited to a small sample taking a large sample can help carrying out further study or States also urgent needed. In conclusion therefore, the researcher ardently hopes that this important field of investigation would be continued and carried over with the passage of time.

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