



EFFECTIVENESS OF SUPPORTIVE EDUCATIONAL PROGRAMME ON CORPORAL PUNISHMENT AMONG SCHOOL TEACHERS IN SELECTED SCHOOL, KANCHIPURAM DISTRICT

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ABSTRACT

Corporal punishment is any punishment, in which physical and verbal force is intended to cause some degree of pain or discomfort to the students by the teachers for correcting the students misbehavior. The investigator had adopted quasi experimental one group pre and post test and sample size is 50 school teachers by simple random sampling technique in Vivekananda vidyalaya matriculation school, Madhurantakam. The descriptive and inferential statistical analysis was used. The improvement mean score of the awareness is 5.54, standard deviation od 1.47 with "t" value is 26.55. The improvement mean score of attitude is 24.06, standard deviation is 10.83 with "t" value 17.02. There is a significant association between the effectiveness of supportive educational programme on corporal punishment for school teachers with demographic variables such as religion teaching experience, childhood experience of corporal punishment. Hence the supportive educational programme was effective.

KEYWORDS : Effectiveness, corporal punishment, supportive educational programme, awareness

INTRODUCTION

School experience be an emotional and personal development of children. Overall development of a country depends on social and individual development. Intended development can be obtained through qualified education. Regarding this reality, it is challenging fact that corporal punishment is still discussed in the verge of the 21st century. Teachers use different methods to discipline children.

Traditionally in India there has been a sense of psychological and cultural worship associated with teachers. The indigenous education system was characterized by the teacher or Guru's complete responsibility for the student's intellectual, moral and spiritual development. Although Indian teachers collectively function by this traditionally inspired way, there have always been several instances in which teachers' behavior result in irreplaceable damage to the students psychologically and physically.

Every child has a right to live and to live with dignity. Lets be clear on one kids don't need physical and abusive correction. What they require is guidance , learning from example what they observe, they absorb and it is the adults who should correct them.

OBJECTIVES

- Assessment the level of awareness and attitude of school teachers regarding corporal punishment.
- Assessment the effectiveness of supportive educational programme on corporal punishment for school teachers.
- Find out the correlation between the awareness of corporal punishment with attitude of teachers.
- Associate the effectiveness of supportive educational programme on corporal punishment with the selected demographic variables.

METHODOLOGY

The investigator had adopted Quasi-experimental one group pre test and post test design to evaluate the effectiveness of supportive educational programme on corporal punishment for school teacher .The study was conducted among school teachers of Vivekananda Vidyalaya Matriculation school in Madhurantakam taluk, Kanchipuram district. The population of the study comprises of all the school teachers both male and female who are employed in Vivekananda Vidyalaya Matriculation School in Madhurantakam taluk, Kanchipuram district. The sample size includes 50 school teachers who fulfilled the inclusion criteria.Simple Random Sampling was used to select the school teachers employed in Vivekananda Vidyalaya Matriculation school, Kanchipuram District.

INSTRUMENT FOR DATA COLLECTION

The tool used to collect data is demographic proforma, structured questionnaire on awareness of corporal punishment and modified Gozutok teachers attitude scale towards corporal punishment.

DATA COLLECTION PROCEDURE

The study was conducted in Vivekananda Vidyalaya Matriculation school Madhurantakam Taluk, Kanchipuram District. The total period for data collection was 6 weeks and the data was collected from the school teachers who met the inclusion criteria and subjects was selected by using simple random sampling technique. In order to obtain a free and true responses, the selected subjects were explained about the purpose and usefulness of the study and assurance about confidentiality was given. Good rapport was established to gain the co-operation for data collection. On the first day, the data collection was started by collecting the demographic data from the school teachers, structured questionnaire on awareness of corporal punishment and modified Gozutok attitude scale was administered, samples were taken 30 minutes to complete a questionnaire. Followed by this supportive educational programme on corporal punishment was given to the subjects for an hour. eighth day post test was administered to subjects using the same questionnaires. The data collection process was terminated after thanking each respondent for their participation and co-operation for the study

RESULTS

The findings of the study were analysed in terms of objectives and hypothesis tested presented in the following sections .

Table-1:. Comparison between pre test and post test score of awareness on corporal punishment among school teachers

N= 50

Level of awareness	Poor Awareness		Average Awareness		Good Awareness	
	N	%	N	%	N	%
Pre test	03	06	47	94	—	—
Post test	-	-	18	36	32	64

Table- 2 comparison between pre test and post test score of attitude on corporal punishment among school teachers

N= 50

Level of attitude	Negative attitude		Favorable attitude		Positive attitude	
	N	%	N	%	N	%

Pre test	03	06	47	94	—	—
Post test	—	—	38	76	12	24

Table – 3 comparison between mean and standard deviation of pre test and post test score of awareness and attitude on corporal punishment among school teachers

N= 50

S. NO	SCORE	AWARENESS			ATTITUDE		
		MEAN	SD	95 % C.I	MEAN	SD	95% C.I
1.	Pre test	12.98	2.04	12.46-13.54	54.74	5.4765	53.22-56.25
2.	Post test	18.52	1.86	18.01-19.03	80.32	11.695	77.08-83.55

The correlation between the posttest awareness and posttest attitude on corporal punishment. The sample with poor awareness having positive attitude was 4(8%), among those with average awareness 14 (28%) had favorable attitude and 32 (64%) positive attitude. Among school teachers with good awareness 24 (48%) had favorable attitude and 8 (16%) had positive attitude and spearman rank order correlation is 0.431 Thus, there is significant correlation between awareness and teacher attitude on corporal punishment. The care was provided with modified Von bertalanffy theory. The findings reveals significant increase in awareness and positive attitude on corporal punishment.

There is a significant association between the effectiveness of supportive educational programme on corporal punishment for school teachers with demographic variables such as religion, teaching experience, childhood experience of corporal punishment, any other extra qualification and no significant association with age, gender, education, number of students in the class, previous exposure to teaching programme on corporal punishment.

It shows the effectiveness of supportive educational programme on corporal punishment for school teachers

RECOMMENDATIONS

Based on findings of the study the investigator proposed the following recommendations

- The study can be done in large sample
- The replication of present study can be conducted with more effective and with constant supportive educational programme..
- Comparative study can be conducted in government school and private school to assess the prevalence rate of corporal punishment.
- A descriptive study can be conducted to assess the impact of corporal punishment.
- A study can be conducted to find the effectiveness of various method of teaching on prevention of corporal punishment.
- A study can be conducted by using observation check list to identify the practice of teachers regarding corporal punishment.

CONCLUSION

The pre test awareness mean was 12.98 and standard deviation was 2.04 with 95% confidence interval of 12.46-13.54 and post test mean was 18.52 and standard deviation was 1.86 with 95% confidence interval of 18.01-19.03. In case of attitude towards corporal punishment, the pre test mean was 54.74 and standard deviation was 5.48 with 95% confidence interval of 53.22-56.25 and post test mean was 80.32 and standard deviation was 11.69 with 95% confidence interval 77.08-83.55.

The improvement score of awareness mean is 5.54, standard deviation of 1.47 and "t" value is 26.55. Whereas in attitude improvement mean is 24.06, standard deviation is 10.83 and "t" value 17.02. It shows there is a significant improvement in awareness and attitude after an supportive educational programme.

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