



Attitude of Students of Standard IX Towards Punishment

KEYWORDS

Attitude, Punishment

A. Pio Albina

Assistant Professor in Mathematics, Alagappa University College of Education, Alagappa University, Karaikudi-630 003, Tamil Nadu.

ABSTRACT *An investigation was made to find out whether there is any significant difference between students of standard IX in their attitude towards punishment and their demographical variables. In the present study, random sampling technique was adopted to select a sample of 330 students of standard IX in Ramanathapuram Educational district, and self made standardized tool was used to collect data. The result revealed that there is significant difference between students of standard IX in their attitude towards punishment and their demographical variables.*

Introduction:

Discipline is essential for helping the child in the growth of individual personality, for giving him the feeling of security, a sense of confidence and the knowledge of the boundaries of his freedom.

The schools are just like temples where the learners are expected to become disciplined automatically. Discipline in a school is also the requirements of society. Without constructive and proper discipline, aims and aspirations of society can not be realized.

Educationists like Rousseau protest against all sorts of well-established system of reward and punishment. Their watch word is freedom to the child because they think that by nature, a child is innocent and noble, adult restrictions and discipline simply spoil the intellect of the child and stand in the way of his progress and happiness.

There is a conviction that punishment and fear of punishments are the natural foundation of the school of Government. It is admitted and acknowledged by eminent educationists that punishment is essential for maintaining discipline in the school.

As P.C. Wren puts it "punishment is a necessary evil like the surgeon's knife". The sayings such as "Spare the rod and spoil the child", "Nip the evil in the bud", "Tend children when they are tender" are the standing testimony to the award of punishment.

According to H.Thring "School punishment is not vengeance. Its object is training, first of all, the training to the wrongdoers; next the training to other boys by his example. Both he and others are to be deterred from committing the offence again". [B.C. Rai, 1986, P- 174]

Significance of the Study:

"The great hope of society is individual Character"- Lord Budha.

The basic and ultimate aim of education is character binding. Discipline is the greatest key for learning. A disciplined mind, an attentive mind, a thoughtful mind, a mind that is always responsive and eager to learn. It has been a common practice to punish the children in the schools. In the past, punishment was considered to be a very effective means for maintaining discipline.

The known dogma has been, "Spare the rod and spoil the child" Locke, the famous educationist, observes "Remove hope and fear, and there is the end of all discipline".

Here "Fear" is a psychological principle upon which the theory of punishment is based. Thorndikes law of effect explains. The value of fear and punishment in moulding the behaviour of the children. Every child is afraid of punishment. The fear of punishment keeps the child on the right path.

Some teachers check up in discipline by using punishment, while some others like to use rewards for the same purpose. In fact, rewards and punishments are two different tools which can be applied to prevent indisciplined actions and to remedy the unwarranted situation. Any one of them should be used after careful diagnosis of the problem of indiscipline. These are the two important tools which are mostly used by the teachers in the schools.

As modern society has already stepped into nuclear family system of having single child, making the child happy, providing incentives and rewards are the means of taming them in the family. These children, who are pampered in the family, are never able to accept punishment, in the school even if the punishment is.

This leads to and creates an unhealthy relationship between the teachers and the parents and even to the educational institution.

The above viewpoints have led to the investigation into the attitude of Students of Standard IX in Ramanathapuram towards Punishment.

Statement of the Problem:

"Attitude of Students of Standard IX towards Punishment".

Definition of the Terms:

Attitude :

According to L.L. Thurston, "Attitude is the sum total of an individual's inclination, feelings, prejudices or biases, pre-conceived notions, ideas, threats and convictions or beliefs about any specific object" (Bhatnagar.A.B., 2003, P-86)

Punishment:

Here punishment means the penalty imposed on the students by the headmasters, teachers or peer group for bad behaviours.

Objectives:

1. To find the significance of difference between male and female students of standard IX in their attitude towards punishment.
2. To find the signification of difference between rural and urban students of standard IX in their attitude towards punishment.

Null Hypotheses:

1. There is no significant difference between male and female students of Standard IX in their attitude towards punishment.
2. There is no significant difference between Rural and Urban students of Standard IX in their attitude towards punishment.

Method Adopted For The Present Study:

To investigate and to determine the status of present phenomenon the survey method is the best. The Phenomenon being studied "Attitude of students of standard IX towards punishment."

Description of the Tool:

The investigator used a self-constructed tool for collecting the data, for measuring the attitude of students towards punishment. The investigator formulated rough draft of the Attitude Scale consisting of 27 items for punishment. In the attitude scale, each item had 5 to 8 responses. It was distributed to 50 students. The questionnaire was subject to item analysis to find out the validity index of the individual items.

Through test-retest method, the reliability of the tool was established by calculating the correlation co-efficient between the two scores for two trials. This was found to be 0.76 for Attitude towards Punishment Scale.

Sample for the Study:

In the present study, random sampling technique was adopted to select a sample of 330 students of standard IX in Ram-anathapuram Educational district.

Statistical Techniques Used:

Mean, Standard Deviation, and 't' test were the statistical techniques used.

Data Analysis:

Hypothesis: 1

There is no significant difference between male and female students of Standard IX in their attitude towards punishment.

Table 1

Significance of difference between male and female students of Standard IX in their attitude towards punishment.

S. No	Variable	N	Mean	S.D	't' value		Remark at 0.05 level
					Calculated 't' value	Table 't' value for df=328	
1.	Male	126	209.64	37.30	6.97	1.96	Significant
2.	Female	204	236.50	27.79			

It is inferred from the above table that the calculated 't' value 6.97 is greater than the table value 1.96 at 0.05 level, for d.f = 328.

Hence the null hypothesis is rejected. That is, there exists significant difference between male and female students of Standard IX in their attitude towards punishment.

Hypothesis: 2

There is no significant difference between Rural and Urban students of Standard IX in their attitude towards punishment.

Table 2

S. No	Variable	N	Mean	S.D	't' value		Remark at 0.05 level
					Calculated 't' value	Table 't' value for df=328	
1.	Rural	115	211.33	37.05	5.71	1.96	Significant
2.	Urban	215	234.22	29.87			

Significance of difference between Rural and Urban students of Standard IX in their attitude towards punishment.

It is inferred from the above table that the calculated 't' value 5.71 is greater than the table value 1.96 at 0.05 level, for d.f = 328.

Hence the null hypothesis is rejected. That is, there exists significant difference between Rural and Urban students of Standard IX in their attitude towards punishment.

Findings:

1. There is significant difference between male and female students of Standard IX in their attitude towards punishment.
2. There is significant difference between Rural and Urban students of Standard IX in their attitude towards punishment.

Interpretations:

DISCUSSION RELATED TO FINDING : 1

"Punishment brings wisdom : it is the healing art of wickedness." - Plato

The finding reveals that female students have a more favourable attitude towards punishment when compared to male students.

Generally, girls cherish the values of being in the good books of the elders - teachers and parents. So they accept punishment to be reasonable means to correct themselves.

On the other hand boys think that punishment is always negative and not a stimulant. A conflict is always liable to develop between the child punished and the authority which punishes him.

Hence there is justification for the finding that "there is significant difference between male and female students of standard IX in their attitude towards punishment." Similarly students belonging to girls' school have more favourable attitude than the students belonging to boys' school and co-education school towards punishment.

DISCUSSION RELATED TO FINDING: 2

The finding reveals that the urban students have more favourable attitude towards punishment when compared to rural students.

The finding of the research done by Sukhminder Kaur(2007) points out "Many children experience punishment at school apart from being punished by their parents and/or other family members. Everyday news are highlighted by the media about physical assaults being inflicted on children by the teachers for minor faults which leads to physical and emotional damage to them especially during adolescent years which is the most sensitive stage of human life."

"The rural adolescents were punished more than the urban adolescents."

(Sukhminder Kaur, 2007, "Punishment Among Adolescents in Rural Schools")

Kochhar(1971) remarks that "The children think that punishment is both inhuman and brutal.It degrades both the persons – the one who inflicts and the other who receives it." (P-337)

This justifies that the rural students have less favourable attitude towards punishment.

Recommendations:

Students must be made to realise that the punishment meted out in schools or for their good of not for humiliating them.

This may be achieved through the following suggestions given by S.K.Kochhar(1971).

1. Punishment should never be mechanically exercised.
2. Teachers should be very careful in deciding the punishment; but once a particular punishment is decided upon, he should be firm about it.
3. Punishment should not be administered in anger, or have any tinge of retaliation.
4. Punishment should never result in degrading the child before his peers; such action is an offence against the pupil's personality and is likely to result in resentment which will effectively prevent any good future influence of the teacher or the principal.
5. Punishment should be corrective and therapeutic, rather than punitive.
6. Punishment should be very rare, and it should be inflicted only after all other avenues have been explored.(p-332)

The above suggestions have been supplemented by J.G.Aggarwal (1972)

7. Punishment should be given only when it is assured that the desired aim would be fulfilled.
8. Punishment should be resorted to very rarely.
9. The accused student should be provided opportunity to explain his point of view before inflicting punishment.
10. Punishment should be proportionate to the degree of the offence.
11. Sarcastic remarks should not be used.
12. Punishment should be according to the nature of the child.

13. Punishment should be given immediately when a wrong act has been done.
14. As far as possible corporal punishment should not be given.
15. Punishment may be given in the form of making good of the loss done
16. A 'punishment register' should be maintained and the names of the students punished should be recorded in the register. The nature of the offence and the form of punishment should be recorded.(p-179)

Corporal punishments are imperative at times schools. Yet careful measures should be taken not to make them too severe or humiliating for the subject to accept as for his future good. In this regard B.C.Rai(1986) gives the following recommendations.

17. Neither the headmaster nor the pupil should be in anger when it is being used.
18. Punishment should not be inflicted upon the children who are highly sensitive and strong.
19. Both the parties-the punished and the punisher should be very clear about the cause of punishment.
20. The instrument by which student is to be punished should not be very heavy.
21. It should be given only by the headmaster only after the due consideration.
22. It should be applied only on the hard parts of the body and not on the delicate ones.(p-179)

REFERENCE

- Aggarwal.J.G, (1967), "Educational Administration, School Organisation and Supervision", Man Singh Araya Book Depot, New Delhi. | - Aggarwal.J.G., (1972), "School Administration", Arya Book depot, New Delhi. | - Kochhar. S.K., (1971), "Secondary School Administration", Sterling Publishers, New Delhi. | - Rai. B.C., (1986), "School Organisation and Management", Prakashan Kendra, Lucknow. | - Sachdeva. M.S., (2000), "School Organisation, Administration and Management", Tandon publications, Ludhiana.