



ORIGINAL RESEARCH PAPER

Paediatrics

EFFECTIVENESS OF PLANNED TEACHING PROGRAMME ON KNOWLEDGE AND ATTITUDE REGARDING CORPORAL PUNISHMENT ON CHILDREN AMONG SCHOOL TEACHERS AT SELECTED SCHOOLS IN BANGALORE

KEY WORDS:

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ABSTRACT

Background: Education is a crucial ingredient in the success of the kids. There's a direct relationship between the education that the youngsters receive and their future fulfilment in their chosen career. A positive experience with education as a kid can go a ways to cultivating a love of learning that may last a life-time.

Methodology: Non-equivalent control group design was used. Non- probability convenient sampling was used .Structured knowledge questionnaire and 5-point scale was used collect the data and data analysis was done using descriptive and inferential statistics in terms of frequencies percentage, mean, mean percentage, standard deviation, paired t-test , independent t-test and chi-square test. Duration of data collection was 1 month and of the study was 1 year.

Results: The calculated t-value of the experimental group is 7.621 which is found to be statistically significant when compared with the table value df (29)-2.05. (p0.05) level of significance. The results of the major findings indicated that majority of the school teachers had inadequate knowledge and varying attitudes regarding corporal punishment. Planned teaching programme was found to be very effective in bringing out adequate knowledge and positive attitude towards corporal punishment. Chi square test revealed that there was no significant association between the knowledge and selected socio-demographic variables at 0.05 level of significance. The calculated chi square values were less than the table values at P 0.05, and hence the null hypothesis is accepted.

Interpretation: The investigator found that the study was useful and planned teaching programme was effective in improving the knowledge as well as the quality of attitude of the teachers regarding corporal punishment.

INTRODUCTION

Education is a crucial ingredient in the success of the kids. There's a direct relationship between the education that the youngsters receive and their future fulfilment in their chosen career. More than that, education is a powerful tool which prepares children to become wise leaders. Learning from mistakes is one of the largest indicators of someone who will go on to be a high achiever. Kids who are well educated will often go on to become independent thinkers and trailblazers. A positive experience with education as a kid can go a ways to cultivating a love of learning that may last a life-time Punishment is the authoritative imposition of something negative or unpleasant on a person, animal, organization or entity in response to behaviour deemed unacceptable by an individual, group or other entity. The authority may be either a group or a single person, and punishment may be carried out formally under a system of law or informally in other kinds of social settings such as within a family, schools or in any other social setting.

In recent times, the age old debate of corporal punishment in schools in India has resurfaced and there have been a spate of suicides and suicide threats among students. Many students are turning to drastic steps, as schools are continuing to give out harsh punishments and in some cases even brutal punishments. India's education system and its evaluation processes have also come under the scanner for a spike in student suicides which occur mostly because they fail to cope with the burden of expectations from their family and teachers.

Implementing prohibition of corporal punishment in schools is not only about promoting positive, non-violent discipline, although that is an important part of it. To be effective, implementation requires a comprehensive range of measures aimed at preventing the use of corporal punishment, equipping teachers with the necessary positive, non-violent disciplinary techniques and responding appropriately when the prohibition is breached.

METHODS

Non-equivalent control group design was used. Non- probability convenient sampling was used to select school teachers at St. Anthony Claret School which was the experimental group and Christ School which was the control group. Structured knowledge questionnaire and 5-point scale was used collect the data and data analysis was done using descriptive and inferential statistics in terms of frequencies percentage, mean, mean percentage, standard deviation, paired t-test , independent t-test and chi-square test. Duration of data collection was 1 month and of the

study was 1 year.

Inclusion criteria

- Teachers who are willing to participate in the study.
- Teachers who a minimum of 1 year of working experience

Exclusion criteria

Teachers who are not available during the time of data collection.

RESULTS:

Pre-test conducted in experimental group (St. Anthony Claret School) had 76.7% of subjects with inadequate level of knowledge and 23.3% of subjects had moderate level of knowledge, whereas in post-test had 6.7% of subjects had inadequate level of knowledge, 36.7% of the subjects had moderate level of knowledge and 56.7% of subjects had adequate level of knowledge. Considering the pre-test control group (Christ School) had 76.7% of the subjects with inadequate level of knowledge, 23.3% with moderate knowledge with no much difference in the post-test which had a 80% of the subjects with inadequate knowledge and 20% of the subjects with moderate knowledge(Table 1)

The mean post-test knowledge is significantly higher than the mean pre-test knowledge scores; t-value is 10.031 which is significant at P 0.05

Considering the quality of attitude in the pre-test, experimental group yielded 30% of the subjects expressing a positive attitude, 36.7% of the subjects with neutral attitude and 33.3% of the subjects with negative attitude whereas in the post-test 86.7% of the subjects expressed a positive attitude and 3.3% of the subjects had a negative attitude and 10% of the subjects with neutral attitude. Considering the control group 30% of the subjects expressed a positive attitude, 53.3% expressed a neutral attitude and 16.7% expressed a negative attitude in the pre-test whereas in the post-test 43.3% of the subjects expressed a positive attitude, 46.7% of the subjects expressed a neutral attitude and 10% of the subjects expressed a negative attitude, considering the quality of attitude the mean of the pre-test of subjects in the experimental group is 77.57 and standard deviation is 8.182.

The calculated t-value of the experimental group is 7.621 which is found to be statistically significant when compared with the table value df (29)-2.05. (p0.05) level of significance. The results of the major findings indicated that majority of the school teachers had

inadequate knowledge and varying attitudes regarding corporal punishment. Planned teaching programme was found to be very effective in bringing out adequate knowledge and positive attitude towards corporal punishment.

DISCUSSION:

Pre-test conducted in experimental group (St. Anthony Claret School) had 76.7% of subjects with inadequate level of knowledge and 23.3% of subjects had moderate level of knowledge. Considering the pre-test control group (Christ School) had 76.7% of the subjects with inadequate level of knowledge, 23.3% with moderate knowledge. This study is supported by a study conducted in at Florida International University, USA on Teachers' attitudes towards and knowledge of child maltreatment by Kenny MC. The purpose of this study was to determine teachers' self-reported knowledge of the signs and symptoms of child maltreatment, reporting procedures, legal issues surrounding child abuse and their attitudes toward corporal punishment. In general, teachers reported a lack of awareness of the signs of child abuse and reporting procedures, which may affect their ability to report cases of suspected abuse. There is a need for standardized training in child maltreatment for all teachers as well as clear, concise institutional guidelines for reporting child abuse and support for teachers confronted with suspected victims. Planned teaching programme was conducted regarding impact of corporal punishment on children and was found to be effective there was marked improvement in the post-test scores. The mean post-test knowledge is significantly higher than the mean pre-test knowledge scores; t-value is 10.031 which is significant at $P < 0.05$, considering the quality of attitude the mean of the pre-test of subjects in the experimental group is 77.57 and standard deviation is 8.182. The calculated t-value of the experimental group is 7.621 which is found to be statistically significant.

This is supported by a study done to assess the effectiveness of a corporal Punish in-service education programme Presented to public school teachers by Thomas C. Schmidt. The purpose of this study was to test and assess the effectiveness of the corporal punishment in-service presentation The subjects were forty-eight persons included the sample where 33 were randomly selected and pre-test was administered and in-service education was provided. 15 persons who had not been administered the pre-test were only given post-test. The difference between the test scores of the study groups were significant at the 0.01 level of significance.

CONCLUSION:

The present study assessed the knowledge and attitude regarding impact of corporal punishment among school teachers of St. Anthony Claret School and Christ School, Bangalore. Pre-test conducted in experimental group (St. Anthony Claret School) had 76.7% of subjects with inadequate level of knowledge and 23.3% of subjects had moderate level of knowledge, whereas in post-test had 6.7% of subjects had inadequate level of knowledge, 36.7% of the subjects had moderate level of knowledge and 56.7% of subjects had adequate level of knowledge. Considering the pre-test control group (Christ School) had 76.7% of the subjects with inadequate level of knowledge, 23.3% with moderate knowledge with no much difference in the post-test which had a 80% of the subjects with inadequate knowledge and 20% of the subjects with moderate knowledge.

The findings showed that the teachers had inadequate knowledge in the pre-test which signifies the need for planned teaching programme. Planned teaching programme was conducted regarding impact of corporal punishment on children and was found to be effective there was marked improvement in the post-test scores. The mean post-test knowledge is significantly higher than the mean pre-test knowledge scores; t-value is 10.031 which is significant at $P < 0.05$. considering the quality of attitude the mean of the pre-test of subjects in the experimental group is 77.57 and standard deviation is 8.182.

The results of the major findings indicated that majority of the

school teachers had inadequate knowledge and varying attitudes regarding corporal punishment. Planned teaching programme was found to be very effective in bringing out adequate knowledge and positive attitude towards impact of corporal punishment on children. Hence the structured teaching programme was instructionally effective

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