

DR. ASGHAR ALI*
PROF. DR. MUNAWAR S.MIRZA**
DR.MUHAMMAD RAUF***

THE EFFECTIVENESS OF TRAINING PROGRAM IN CHANGING TEACHERS' BEHAVIOR REGARDING INFLICTING CORPORAL PUNISHMENT

Abstract

This research study aimed at exploring the effectiveness of a training program in changing the teachers' behaviour regarding inflicting corporal punishment. Main purpose of the study was to explore the changes in the behaviour of teachers about corporal punishment due to training.

The experiment consisted of a pre-test post-test design for measuring change in the behaviour of teachers towards corporal punishment by conducting a training workshop using the specially designed manual. All the mathematics teachers of Boys Government secondary/higher secondary schools in District Nowshera and District Swabi, teaching 9th grade were included in the population and were taken as sample of the study. Pre-test (regarding behaviour about inflicting corporal punishment) was administered to the students of the selected teachers having positive attitude towards corporal punishment.

After one month and twenty days of the treatment post-test was administered to the same students to find out their behaviours regarding corporal punishment. There was a statistically significant change in the behavior of teachers towards corporal punishment due to training as they avoided corporal punishment after training.

Keywords: Corporal punishment, Training program, Teachers' behavior

* Assistant Professor, Department of Education, University of Malakand, Pakistan

** Ex-Vice Chancellor, Professor Emeritus, University of the Punjab, Lahore, Pakistan

*** Institute Of Education & Research, University of Peshawar, Pakistan

Introduction

Corporal punishment is a common phenomenon in the daily lives of South Asian children-at home, in schools, in places of work and in their neighbourhood. Although very little research exists, testimonies from students, parents and teachers, as well as incidences reported in the media suggest that corporal punishment is a common problem in many schools in the region.

Not only are children physically and psychologically affected by corporal punishment, violence in schools and fear of teachers contributes significantly to children dropping out of schools as well (UNICEF, 2001).

The phenomenon of corporal punishment clearly shows that children have lack of power and have low social status in the society and in the family as well as in the classroom. Children are generally seen as immature and are thought that adults know best and thus must make decisions about children's lives. The teacher is considered a figure of authority that must be obeyed while students should adjust and comply (UNICEF, 2001).

Pakistan has ratified the Convention on the Rights of the Child (CRC) on 12th November 1990 (Berti, 2003), therefore government of North-West Frontier Province (NWFP) now Khyber Pakhtunkhwa (KP) province has banned corporal punishment in schools in December, 2003 but still it is widely prevailing practice in schools of KP province (Save the Children & UNICEF , 2005).

Society for the Protection of Rights of the Child (SPARC, 2012) reported that not only the practice of inflicting corporal punishment is continued, but now the students are committing more serious crimes such as committing suicide due to corporal punishment of teachers. It is important to train prospective teachers and retrain in-service teachers for the minimization of discipline problems in a positive manner.

If we do not provide acceptable alternatives to the banned behaviour, it will cause anger and frustration among teachers and thus will create further problems for students, parents and school (Hyman & Ronald 1993; Richardson, Rita, Evans & Elizabeth, 1994).

Objective of the study

The main objective of this study was to explore the changes in behaviour of the teachers towards corporal punishment as a result of training.

Hypothesis of the study

H01: There is no significant difference between the pre and post training mean scores of teachers regarding inflicting corporal punishment on questionnaire for students.

Methodology

The study was conducted to modify schoolteachers' behaviour towards corporal punishment using pre-test post-test research design of training.

Population and sample

All the mathematics teachers teaching 9th grade of boys' government secondary and higher secondary schools in Districts Nowshera and Swabi constituted the population. District wise number of schools and teachers are given in table 1.

The reason for selecting these two districts was their adjacent geographical location and there was enough availability of transportation for teachers. All the teachers of both the districts were able to come to a town named Tordher where it was planned to conduct the training workshop.

Lists of schools were obtained from Executive District Officers (Education) of District Nowshera and Swabi. The list of teachers who were teaching Mathematics in secondary and higher secondary government schools of both districts was prepared with the help of Principal or Head teacher of each school.

Table No. 1 District wise Number of Schools and Teachers

District	Number of Schools	Number of Mathematics' Teachers
Nowshera	65	69
Swabi	72	76
Total	137	145

Instrumentation:

Questionnaire for measuring teachers' behavior regarding inflicting corporal punishment: Questionnaire for measuring teachers' behaviour towards corporal punishment was developed in English after a thorough review of the related literature and in consultations with different teachers. It was composed of 12 statements. Scale was translated into Urdu language with the help of five Ph D Scholars at the University of the Punjab having a qualification of M.A. Urdu or M.A. English.

Students were the main informants about teachers' behaviour regarding inflicting corporal punishment. This scale measures teachers' behaviour on three options: never, sometimes and always. A score of 1 was for never, 2 for sometimes and 3 for always.

The questionnaire measured the frequency of corporal punishment by the teachers on these aspects, i.e. slapping, beating with sticks, kicking, blowing, pulling hair or ears, Murgha Banana (assuming the position of a cock), making to stand and stretching their arms up, standing on the bench facing the class, making them sit-stand, asking two of the students to continuously slap each other on face, pushing or shaking.

During validation of the scale all the items were found relevant to the construct and no ambiguity or difficulty was found by them. Reliability coefficient Chronbach Alpha was calculated for this scale which was .82. This value was acceptable according to guidelines given by Law (2004) 'it will be rated excellent if the coefficient is greater than 0.80, adequate if it is from 0.60 to 0.79 and poor if it is less than 0.60.'

Training Program

It was a fourteen days training programme. Training program was based on participatory method by taking the views of the participants on negative impacts and different alternatives of corporal punishment. The program was as follows:

During first two days, the participants were made familiar with negative impact of corporal punishment on students such as anxiety, depression, violence and crime.

When they were persuaded that corporal punishment was harmful for students' personality and behaviour, only then they were presented alternatives of corporal punishment based on preventive and corrective approaches in the remaining days.

On the last day focus group discussion was conducted with the teachers taking their views on the program.

Pre-test

To collect the data, the scale for attitude towards corporal punishment was personally administered to 145 teachers teaching the subject of Mathematics to the 9th grades of the selected two districts (Nowshera & Swabi districts) to measure their attitude towards corporal punishment. The behaviour of those teachers whose attitude towards corporal punishment was positive was considered as pre-test.

Post-test

Total teachers in the training were 51 but at the time of data collection, two teachers were transferred and one had retired that is why 48 teachers were available for post-test.

Inflecting Corporal Punishment, Behavior/Practice

H01: There is no significant difference between the pre and post training mean scores of teachers regarding inflecting corporal punishment on questionnaire for students.

Table No. 2 *Pre and post training mean scores of teachers regarding inflecting corporal punishment on questionnaire for students*

	Mean	N	SD	No. of students	df	T	Sig. (2-tailed)
Behavior Pre test	16.51	48	1.89	433	47	6.45*	.00
Behavior Post test	14.15	48	1.94				

*Significant at $\alpha = 0.01$

The difference in the mean scores on pre-test and post-test was significant beyond $\alpha = .01$. Hence the null hypothesis "There is no significant difference between the behaviour of teachers regarding inflecting corporal punishment before and after the training" was rejected. It shows that training had modified the behaviour of teachers regarding corporal punishment.

Discussion and conclusion

The present study showed that the teachers teaching Mathematics to Secondary grades used corporal punishment frequently. It supports the assertion of UNICEF (2001) that corporal punishment is a common phenomenon in the daily lives of South Asian children at schools.

Save the Children & UNICEF (2005) & Human Rights Commission of Pakistan (2003) stated that even after a complete ban by the provincial education department in the NWFP of Pakistan on corporal punishment in schools in 2003, teachers have continued to inflict corporal punishment.

Teachers who attended the workshop showed a significant change in their behavior towards corporal punishment. Similarly, Davey (2004) says that applied psychologists have undertaken to change the unhealthy behaviours by changing a person's attitude towards that object. So if the teacher is given proper training, their behaviour towards corporal punishment can be changed.

References

- Berti, S. (2003). *Rights of the Child in Pakistan. Report on the Implementation of the Convention on the Rights of the Child by Pakistan*. Geneva: OMCT World Organization against Torture.
- Davey, G. (2004). *Complete Psychology*. Dubai: Book Point Ltd.
- Hyman, Flanagan, & Smith. (1982). *The Hand Book of School Psychology*. New York: John Wiley & Sons.
- Law, M. (2004). *Outcome measures rating form guidelines*. *Canadian Journal of Occupational Therapy*, 54, 133-138. Hamilton, Canada: Institute of Applied Health Sciences, McMaster University. Retrieved from www.pubmedcentral.nih.gov/articlerender
- Office of the High commissioner for Human Rights. (2003). *Convention on the Rights of the Child*. Retrieved April 4, 2007, from <http://www.unhcr.ch/html/menu3/b/k2crc.htm>
- Richardson, Rita, C., Evans, & Elizabeth, T. (1994). *Changing Community Policies: Your Role in Eliminating Corporal Punishment in Schools*. Paper presented at the Annual Meeting of the National Coalition to Abolish Corporal Punishment in Schools (Rsbigh, Nr. October 7-9.1994). ERIC Document Reproduction Service No. ED 383100.

Save the Children & UNICEF. (2005). Disciplining the Child Practices & Impacts. NWFP: School & Literacy Department.

UNICEF. (2001). Corporal Punishment in Schools in South Asia. Submitted to the Committee on the Rights of the Child. Regional Office for South Asia.