

RELATIONSHIP BETWEEN ATTITUDE OF TEACHERS AND THEIR BEHAVIOR ON CORPORAL PUNISHMENT

Abstract

This study examines the attitude of teachers toward corporal punishment and their behavior in punishing students corporally at secondary school level. For the purpose of data collection questionnaires were developed and administered to 48 teachers and their students randomly selected from 137 schools of District Khyber Pakhtunkhwa, Pakistan. The data on behavior of teachers towards corporal punishment were collected from students of the respected teachers. The behaviors and attitude on corporal punishment of sampled teachers was measured. The data were analyzed by applying Pearson r through SPSS. Results of the study showed that there was moderate significant correlation between attitude of teachers and their behavior.

Keywords

Corporal punishment, behavior, teachers' attitude

Introduction

Mann (1985) writes that attitudes have a functional basis in that a specific opinion or belief may be developed and maintained to satisfy an important social need of the person. Attitudes remain beneath the constant modes of behaviour towards social objects, events and issues over a period of time. In effect social attitudes represent a basic link between the person's ability to think, feel and learn, and his continuing experience in a difficult to understand social environment. McKnight & Sutton (1994) say that a direct relationship between attitudes and subsequent behaviour is almost impossible to prove altogether.

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Although they are linked but there are many variables that occur in the meantime that influence it. Some of these variables, which influence attitude to be expressed in behaviour, are as under.

- (1) Expectations of society (social norms)
- (2) The desire in accordance with other expectations
- (3) Our characteristics
- (4) Our personality traits
- (5) The balance of costs and benefits of acting
- (6) Our intellect
- (7) State of our health
- (8) Our biological drives and instincts
- (9) Our emotional reactions and feelings on the day
- (10) Our own socialization and upbringing

Although behind every behaviour usually but not necessarily there is attitude that is involved and expressed in behaviour in favourable situation in terms of social norms and values. Norms determine whether the attitude will be expressed in behaviour or not. If their attitude leads to action that will conform to social norms, then acting their attitudes causes no problems (Forsyth, 1987). Expression of attitude in behaviour is not expected every time as many other things influence it. If other things which affect behaviour can be neutralized our attitude might predict our behaviour very well (Myers, 1983). The psychologists such as Hewstone, Stroebe, Codol & Stephenson (1992) say that social attitude predicts behaviour.

Similarly, attitude must carry with them specific inclinations toward behaviours i.e. if we like something we may tend to behave so as to support it or get closer to it (Raven & Rubin, 1983). Attitude lies beneath the consistent way of behaviour towards social object, events and issues over a period of time. They make behaviour firm and conforming to a regular pattern, knowledge of attitude enables the observers to expect and predict behaviour with a little bit of accuracy and stability (Mann, 1985).

There are some conditions which determine behaviour (i) if other things which influence are minimized (ii) if the attitude is specific to the action (iii) if one is aware of his attitude because we acquired

them in a manner that makes them strong. When these things are met, our attitudes are shown in our behaviour (Myers, 1983).

Recent research shows that many factors influence the attitude-behaviour relation. The attitude-behaviour relation is strongest when people are conscious of their attitudes (low self-monitors) and the attitudes are easily accessible. There should be relationship of attitude and action. When anybody is personally involved in an issue and when the attitude is being in harmony to a specific behaviour, then the attitude behaviour link become stronger. Situational conditions such as norms, work to increase or decrease the relationship between attitude and action (Forsyth, 1987). Similarly, Morris and Maisto (2001) are of the view that attitudes are important mainly because they usually influence our behaviour.

The soap manufacturers', cigarette producers, automobile companies and the producers of consumers' goods for people spend millions of dollars each year on market surveys that measure the attitude of consumers towards their own products and those of other manufacturers. From these surveys they predict, how their sales are going and to what extent their attitude change activities are effective (Raven and Rubin, 1983).

Objective of the study

This main objective of the study was to find out the relationship between attitude of teachers towards corporal punishment and their behaviour regarding inflicting corporal punishment.

Hypothesis of the study

Ho: "There is no significant correlation between the attitude of teachers towards corporal punishment and their behaviour regarding inflicting corporal punishment".

Methodology of the study

This study was based on the correlation research design. All the teachers and students of Mathematics at secondary level constituted the population of this study. Detail of it is given below.

Population I

All the mathematics teachers teaching 9th grade of boys' government secondary and higher secondary schools in Districts Nowshera and Swabi constituted the population I.

Population II

All the students enrolled in 9th grade of government secondary and higher secondary schools of two districts (i.e. Districts Nowshera and Swabi) were included in population II. Lists of schools were obtained from Executive District Officer (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. Similarly, the total number of students enrolled in the 9th grade was taken from the respective class in-charge(s) on the day of visit of the schools.

Total number of teachers were 145 and students were 6060.

Sampling

Forty eight teachers teaching 9th grades, were taken as sample. The sample of the students was selected as follows:

Twenty percent students of every selected teacher were selected from the class by using simple random method in which slips consisting names of students were put in a bowl shaken and required numbers of slips were taken one by one. In this way students were selected on equal chance basis (Gay, 2000). A total number of 433 students out of 2163 constituted the sample

Development of research instruments

For the purpose of data collection, three instruments were used; two instruments i.e. Scale for measuring teachers' attitude towards corporal punishment and Questionnaire for measuring teachers' behaviour regarding inflicting corporal punishment, were developed by the researcher while one instrument i.e. Test of Mathematics' Related Attitude was adapted.

Detail of each instrument is given below.

Attitude scale towards corporal punishment

An attitude scale to measure the intensity and direction of the teacher's attitude towards corporal punishment was developed on the basis of review of related literature and consultations with different teachers and principals or head teachers.

For the sake of validation of the research tool, expert opinion was sought. The Cronbach alpha for 57 statements was .964, which shows a higher reliability for the scale (Hogan, 2003).

Questionnaire for measuring teachers' behaviour 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. 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. Cronbach alpha for this scale was .82.

Data Collection

Data about teachers attitude towards corporal punishment of teachers were collected by personally administering scale of attitude towards corporal punishment on teachers. At the same time data about their behaviour were collected by asking from the students about the frequency of different punishments by the teachers.

Data analysis

Correlation between attitude of teachers towards corporal punishment and their behaviour regarding inflicting corporal punishment

H01: There is no significant correlation between the scores on attitude scale of teachers towards corporal punishment and their behaviour scores regarding inflicting corporal punishment.

Table No. 1

Correlation between the Attitude of Teachers towards Corporal Punishment and their Behaviour regarding Inflicting Corporal Punishment, N = 48

	Behavior	Attitude Towards Corporal Punishment	P
Behavior	1.00	.45**	
attitude towards corporal punishment	.45	1.00	0.000

** $p < .01$

Table shows that there was moderate correlation $r=.45$ and the hypothesis "There is no significant correlation between the attitude of teachers towards corporal punishment and their behaviour regarding inflicting corporal punishment" was rejected. Thus those who believe in corporal punishment also use it as student behaviour modification mechanism.

Conclusion and Discussions

On the basis of this study it can be concluded that the relationship between the attitude of teachers towards corporal punishment and their behaviour regarding inflicting corporal punishment was moderate.

A moderate correlation between attitude and behavior is in conformity with McKnight and Sutton (1994) stating that a direct relationship between attitudes and subsequent behaviour is almost impossible to prove altogether. Although they are linked but there are many variables that occur in the mean time that influence it. Forsyth (1987) says that norms determine whether the attitude will be expressed in behaviour or not. If their attitude leads to action that will conform to social norms, then acting out their attitudes causes no problems. Similarly, another psychologist Myers (1983) says we should not always expect our attitude to be expressed in our behaviour because other things also influence it. If other things which affect behaviour can be neutralized our attitude might predict our behaviour very well.

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