

Perception of Post Graduate Teachers about the different Forms of Classroom Discipline and Legal Abolition of Corporal Punishment in Hamirpur District of Himachal Pradesh

AJAY KUMAR

Ph.D. Research Scholar
Department of Education
Himachal Pradesh University, Shimla
India

Abstract:

In recent years, there has been an international movement towards recognizing the rights of the child and banning corporal punishment in all countries. Sweden was the first country to pass the first explicit ban on corporal punishment. The UN convention on the Rights of the Child (CRC) is an international convention, which covers the specific rights of children under the age of 18 years. All countries expect the United States of America and Somalia have ratified the CRC. By doing so, the countries have agreed to implement all obligations set out in the CRC in their respective countries. India ratified the CRC in 1995. Article 19 of the CRC protects children from all forms of physical and mental violence. The bill of Abolition of Corporal Punishment in Educational Institutions Bill, 2010 was introduced in the Rajya Sabha on the 25th February, 2011. This paper includes the perception of PGTs from Hamirpur district of Himachal Pradesh about different forms of classroom discipline and legal abolition of corporal punishment. The teachers were requested to give reasons for their answers if they agree/disagree for the legal abolition of corporal punishment. Some of the teachers were agree with legal abolition of corporal punishment because use of punishment is an effective way of solving learners misbehaviours in class, while most of teachers were disagree with the abolition of corporal punishment.

Key words: Corporal Punishment, Perception, Legal Abolition, Teachers, Classroom Discipline

Introduction

“The density of India is being shaped in her classrooms”
-Kothari Education Commission

It is a well known fact the growth and development of community depends upon education of its citizens which in turn depends upon the experiences that are provided to them during their education in schools or colleges. But it is the experiences in schools which are of utmost importance. School experiences have remarkable effects on emotional and personal development of the children. Good school experiences have healthy impact on emotional and personal development of the children whereas the bad experiences like corporal punishment and many other have unhealthy impact on emotional and many other agencies to ban corporal punishment it is quite challenging fact that corporal punishment is still being discussed in the urge of 21th century. As in so many countries in the world, many children in the world, many children in India suffers with corporal punishment and any other forms of humiliating and degrading punishment in the home, in the school and in different institutions. Corporal punishment harms everyone. Putting an end to corporal punishment is an ethical duty. Corporal punishment is a means of discipline that relies on fear and submissiveness, and diminishes a child's capacity to grow up as an autonomous and responsible people.

Objectives of the study

- (1) To study form and effectiveness of classroom discipline used by the following category of teachers:
 - 1) PGT male
 - 2) PGT female

- (2) To study the views of the teachers about adequate training in classroom discipline.
- (3) To study the views of the teachers about in service training in classroom discipline.
- (4) To study the views of the teachers about adequate structures within their school to deal with classroom discipline.
- (5) To study the views of the teachers about the legal abolition of classroom discipline.

Delimitation of the study

- (1)The study was delimited to 29 school of district Hamirpur of Himachal Pradesh.
- (2)The study was delimited to PGT teachers of district Hamirpur.
- (3) The study was delimited to sampling technique of random and cluster technique.

Operational Definitions of the terms Used

Corporal Punishment: Corporal punishment means physical punishment that involves deliberate infliction of pain for a mistake or act of indiscipline by a child for the purpose of disciplining or reforming the child.

Teachers: Male and Female PGT teachers.

Teacher's perception about the different forms of classroom: The score obtained by teachers on the attitude scale developed and standardised by Susan Cohen's (1996).

Research Methodology

Descriptive Survey method was used for carrying out the investigation.

Sample

Simple random sampling and cluster sampling, the types of probability sampling were used. Himachal Pradesh is compared of 12 districts. Out of these 12 districts 1 district chosen randomly. A list of all schools of Hamirpur district was prepared. Out of this list of schools 29 schools were selected randomly. A sample of 300 teachers was selected out of these 29 schools.

Tools Used

A questionnaire format was chosen as it enables participants to remain anonymous and it was hoped participants would feel free in expressing their views and opinions. The Likert scale was chosen for the construction of questionnaire (Cohen 1996): the reason being that it is the most popular attitude scale due to efficacy and ease of construction. It assumes test items have the same meaning for all participants and comparisons can be made. The Likert scale also assumes that there is prior knowledge of responses (Cohen 1996).

Statistical Technique Used

In the present study, basic descriptive statistics was used to analyze data. Percentage method was used for knowing the perception of PGT teachers towards the different form of discipline.

Conclusion

On the basis of analysis and interpretation of data, the following conclusion may be laid down.

Teachers Perceptions about the different Forms Classroom Discipline

(1) 56.98 percent of male PGTs were in favour of sending learner to Headmaster/Headmistress sometimes and found it

effective form of discipline, 38.37 percent did not found this form effective and 4.64 percent found this effective, while 32.53 percent female PGTs were in favour of sending learner to Headmaster/Headmistress sometimes and found it effective form of discipline, 45.78 percent did not found this form effective and 21.69 percent found this form effective respectively.

(2) 59.3 percent of male PGTs were in favour of sending an unfavourable report to home sometimes and found it effective form of discipline, 31.4 percent did not found this form effective and 9.3 percent found effective, while 30.12 percent of female PGTs were in favour of sending an unfavourable report to home sometimes and found it effective form of discipline, 42.17 percent found not effective and 27.71 percent found it effective respectively.

(3) 20.93 percent of male PGTs were in favour of sending learner out of the class sometimes and found it effective form of discipline, 66.28 percent did not found this form effective and 12.79 percent found this form effective, while 26.51 percent female PGTs were in favour of sending learner out of class sometimes and found it effective form of discipline, 59.04 percent did not found this form effective and 14.46 percent found this form effective respectively.

(4) 39.5 percent of male PGTs were in favour of giving positive reinforcement sometimes and found it effective form of discipline, 8.14 percent did not found this form effective and 52.33 percent found this form effective, while 38.55 percent female PGTs were in favour of giving positive reinforcement sometimes and found it effective form of discipline, 9.63 percent did not found this form effective and 51.81 percent found this form effective respectively.

(5) 24.42 percent of male PGTs were in favour of giving extra homework sometimes and found it effective form of discipline, 32.56 percent did not found this form effective and 43.02 percent found this form effective, while 37.35 percent

female PGTs were in favour of giving extra homework sometimes and found it effective form of discipline, 16.87 percent did not found this form effective and 45.78 percent found this form effective respectively.

(6) 31.4 percent of male PGTs were in favour of giving physical task around the school to the learner sometimes and found it effective form of discipline, 44.19 percent did not found this form effective and 24.42 percent found this form effective, while 25.3 percent female PGTs were in favour of giving physical task around the school to the learner extra homework sometimes and found it effective form of discipline, 46.99 percent did not found this form effective and 27.71 percent found this form effective respectively.

(7) 37.21 percent of male PGTs were in favour of make learner stays in classroom at break or after school sometimes and found it effective form of discipline, 59.3 percent did not found this form effective and 3.49 percent found this form effective, while 33.73 percent female PGTs were in favour of make learner stays in classroom at break or after school sometimes and found it effective form of discipline, 56.63 percent did not found this form effective and 9.64 percent found this form effective respectively.

(8) 43.02 percent of male PGTs were in favour of make learner busy in some enjoyable activity sometimes and found it effective form of discipline and 58.14 percent found this form effective, while 22.89 percent female PGTs were in favour of make learner busy in some enjoyable activity sometimes and found it effective form of discipline, and 77.11 percent found this form effective respectively.

(9) 25.58 percent of male PGTs were in favour of giving learner slap or hit in passion sometimes and found it effective form of discipline, 74.42 percent did not found this form effective, while 32.53 percent female PGTs were in favour giving learner slap or hit in passion sometimes and found it

effective form of discipline, 61.45 percent did not found this form effective respectively.

(10) 30.23 percent of male PGTs were in favour of giving daily report to Head/Parents sometimes and found it effective form of discipline, 3.49 percent did not found this form effective and 66.28 percent found this form effective, while 28.92 percent female PGTs were in favour of giving daily report to Head/Parents sometimes and found it effective form of discipline, and 71.08 percent female PGTs found this form effective respectively.

(11) 27.91 percent of male PGTs were in favour of asking questions from learner during class sometimes and found it effective form of discipline and 72.09 percent found this form effective, while 19.28 percent of female PGTs were in favour of asking questions from learner during class sometimes and found it effective form of discipline and 80.72 percent found this form effective respectively.

(12) 45.35 percent of male PGTs were in favour of telephone or parents meeting sometimes and found it effective form of discipline, 6.98 percent did not found this form effective and 47.67 percent found this form effective, while 26.51 percent female PGTs were in favour of telephone or parents meeting sometimes and found it effective form of discipline, 10.84 percent did not found this form effective and 62.65 percent found this form effective respectively.

(13) 39.53 percent of male PGTs were in favour of giving instructions in private to the learner sometimes and found it effective form of discipline, 4.65 percent did not found this form effective and 55.81 percent found this form effective, while 27.71 percent of female PGTs were in favour of giving instructions in private to the learner sometimes and found it effective form of discipline, 8.43 percent did not found this form effective and 63.86 percent found this form effective respectively.

(14) 19.77 percent of male PGTs were in favour of saying learner to punish himself by his own sometimes and found it effective form of discipline, 72.09 percent did not found this form effective and 8.13 percent found this form effective, while 37.35 percent of female PGTs were in favour saying learner to punish himself by his own sometimes and found it effective form of discipline, 51.81 percent did not found this form effective and 10.84 percent found this form effective respectively.

Teachers view about in service training on method of classroom discipline

86.04 percent of male PGTs and 83.13 percent of female PGTs feels that they were adequately trained in classroom discipline in their teacher training programmes, while 13.95 percent male PGTs and 16.87 percent female PGTs feels that they were not adequately trained in classroom discipline in their teacher training programmes respectively.

Teacher's view about in service training on method of classroom discipline

90.7 percent of male PGTs and 87.95 percent of female PGTs feels that there was need for in-service training on method of classroom discipline, while 9.3 percent of male PGTs and 12.05 percent of female PGTs feels that there is no need of in-service training on method of classroom discipline.

Teachers view about adequate structures within their school to deal with discipline problem

72.09 percent of male PGTs and 65.06 percent of female PGTs feels that there were adequate structures within their school to deal with discipline problems, while 27.91 percent of male PGTs and 34.94 of female PGTs feels that there were adequate structures within their school to deal with discipline problems respectively.

Teachers view about legal abolition of corporal punishment

94.19 percent of male PGTs and 77.11 percent of female PGTs were agree with the legal abolition of corporal punishment, while 5.81 percent of male PGTs and 22.89 percent of female PGTs were agree with the legal abolition of corporal punishment.

The teachers were requested to give reasons for their answers if they agree/disagree for the legal abolition of corporal punishment. Some of the teachers were agree with legal abolition of corporal punishment because use of punishment is an effective way of solving learner's misbehaviours in class. Corporal punishment should be used as a last resort, when all methods of discipline have failed. They also give the reason that corporal punishment teacher's learners respect the teacher. While most of the teachers were disagree with the legal abolition of corporal punishment. They said that, a good teacher is one who does not use corporal punishment to discipline students and if the teachers give learners interesting and challenging work, there will be less discipline problems in class.

Educational Implications

On the basis of the finding, the present study has following educational implications:

- (1) The finding of the present study indicates that private sector teachers have more favourable attitude towards abolition of corporal punishment than Government sector teachers. The government sector teacher feels that the use of corporal punishment could be useful once other method of discipline have failed. There is need to re-examined the classroom management in order tom provide teachers adequate support.
- (2) It has been found that, there are still considerable number of teachers who admitted that they were not

adequately trained in their teachers training programme. Therefore, a lot of energy and unusual time will be needed to make trained teachers training programme.

- (3) The findings further indicate that, most of the teachers are in favour of in-service training on measure of classroom discipline. There is a need of organizing seminars for improving seminars for improving seminars for improving teacher's knowledge and skills about classroom management and effective discipline methods. Guidance counsellors should be invited as resource persons for seminars and conferences about abolition of corporal punishment.
- (4) Almost half of the teachers feel that, there is no adequate structure within their schools to deal with discipline problem. So there is need for providing adequate structure within the school to deal with discipline problems.
- (5) The focus of the study was to explore teacher's attitude towards abolition of corporal punishment. Results have revealed that there are still considerable numbers of teachers who see corporal punishment as means of establishing discipline regardless of cadre type. All children have right to live in safety and dignity in a protective and nurturing environment both at school and home. This is possible by creating awareness of their rights, especially to their protection. There is need for formulating a central legislation for banning corporal punishment and creating a system where in such cases are not only reported but only reported but strict action taken against abusive teachers and principals.

Suggestions for the further Research

On the basis of insight gained during the course of his study, following suggestions are made to conduct future studies in this area:

- (1) The present study was conducted on a sample of teacher, drawn from Hamirpur district of Himachal Pradesh. Similar study may be conducted by drawing a sample from other district of Himachal Pradesh.
- (2) The present study was conducted on a sample of secondary teachers (i.e. TGT and PGT). Similar study may be conducted on other levels namely Primary or pre-primary.
- (3) The present study was conducted by sampling technique of random and cluster. Some other technique can be used for drawing a sample.
- (4) The present study was conducted on teacher's attitude. Similar study may be conducted on attitude of parents and children towards abolition of corporal punishment.

REFERENCES

- Ashton, Vicki. 2010. "Does Ethnicity Matter? Social Workers' Personal Attitude and Professional Behaviours in Responding to Child Maltreatment." *Advances in Social Work* 11(2): 129-143. Retrieved from <http://journals.iupui.edu/index.php/advancesinsocialwork/article/viewfile/266/1780> on 06 Sep, 2011.
- Basci, Zeynep and Dilekmen, M. 2009. "An Analysis on Classroom Teachers' Attitudes Towards Corporal Punishment from the aspects of Several Variables." *World Applied Sciences Journal* 6(7): 933-938. Retrieved from [http://idosi.org/wasj/wasj6\(7\)/10.pdf](http://idosi.org/wasj/wasj6(7)/10.pdf) on 18 September, 2011.

- Cicognani, L. 2004. *To Punish or Discipline? Teachers Attitude towards the abolition of corporal punishment*. University of the Witwatersrand, Johannesburg. Retrieved from <http://wiredspace.wits.ac.za/bitstream/handle/10539/175/Dissertation.pdf?Sequence=1> on 11 September, 2011.
- Cohen, S. 1996. *Teachers and Pupils Attitudes and Practices Regarding the Abolition of Corporal Punishment in Schools in the Gauteng Area*. Unpublished Master Research, Conventions on the Rights of the Child, Article 28, Section 6.
- Koul L. 2006. *Methodology of Educational Research*. 209-219, New Delhi: Vikas Publishing House.
- Mehta et al. 2006. "Impact of Corporal Punishment on School Children: A Research Study." *New Delhi: Plan International India. Research Abstract on Education*. 95, 1998-2009. Retrieved from <http://nipccd.nic.in/report/raed.pdf> on 17 September, 2011.
- NCPER. 2008. "Workshop o Management of Rights of Children to and in Education: Protection of children against corporal punishment in schools." *Department of school and non-formal education, NUEPA*.16-19.
- NCPC Resource Sheet. 2010. Published by the Australian Institute of Family studies ISSN1448-9112 (Online)
- Plan India. 2006. "Corporal Punishment- Visual Expressions by Children." 7, 37, 43. Retrieved from www.planindia.org on 21 July, 2011.
- Plan India. 2006. "Corporal Punishment-Spare the Rod." 20-21.
- Rajya Sabha Bill. As introduced in the Rajya Sabha on the 25th February 2011, *Bill No. LXXVI of 2010*.
- Sinha, Shantha. 2011. "End Corporal Punishment." Text of Zakir Hussain, Fourth memorial Lecture by Prof. Shantha Sinha, under the NCERT memorial lecture series 2010-11, Department of School and Non-Formal, NUEPA.

Smith et al. 2004. "The Discipline and Guidance of Children: a summary of Research." *Children's Issues Centre, University of Otago, and Office of the children's commissioner.*

Soneson, Ulrika. 2005. "Ending Corporal Punishment of Children in South Africa."

The Gazette of India Extraordinary. 2009. *Protection of Rights of Children. Department of School and Non-Formal Education.* NUEPA.

Tungata, M. 2006. "Maintaining Discipline in Schools in the Post-Corporal Punishment Era." Magister Education at the Nelson Mandela Metropolitan University.

Yang, Song Yi. 2011. "South Korea: Students, Teachers Surveyed on Corporal Punishment by Nathan Schwartzman." Sep. 6, 2011.

www.childremsmn.org/web/healthprof/032625.pdf.

www.search.abc.news.go.com/query.html.