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## Study to Assess the Productiveness of Planned Teaching Programme on the Knowledge Regarding Spanking Punishment among Teachers in Selected School in Jabalpur (M.P.)

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### Abstract

Study to assess the productiveness of planned teaching programme on the knowledge regarding spanking punishment among teachers in selected school in Jabalpur (M.P.)”

**Objectives:** To assess the pre-test knowledge score on teacher regarding spanking punishment. To assess the post-test knowledge regarding spanking punishment. To compare the pre-test and post-test knowledge score on teacher regarding spanking punishment. To determine association between pre-test knowledge regarding spanking punishment and selected demography variable among teacher in selected school.

**Methodology:** Research methodology is the way to systematically solve the research problem. The chapter describes the methodology to adopted in the investigation of pre-test and post-test study. This chapter deal with the methodology adopted for assessing the productiveness of planned teaching on knowledge of spanking punishment in among teachers.

**Result:** In pre-test out of 60 samples the majority of Samples 50% have average and 6.6% poor knowledge and 43.3% have good knowledge. In post-test out of 60 samples the majority of Samples 13.3% have average knowledge, 86.7% have good knowledge and 0% have poor knowledge. In pre-test and post-test knowledge the mean is 5.91, SD is 9.225 and calculated t value is 4.95 at 30 df. which is higher than the tabulated t value at 0.05 level of significant hence research hypothesis is accepted. The association between knowledge of spanking punishment in among teachers with selected demographic variables is statistically tested by applying chi-square test age variables, sex variable, previous knowledge variable, attended any class on spanking punishment variables, using of spanking punishment variable you heard about spanking punishment and education of teachers variables was found highly significant.

**Discussion:** The majority of teachers have the average knowledge regarding spanking punishment. They require a planned teaching programme regarding spanking punishment. In the pre-test, 6.6% teachers have poor knowledge, 50% teachers have good knowledge and 43.35 teachers have average knowledge. In post-test, it was found that 0% teachers have poor knowledge. To conclude, the researchers would like to mention that the present study helped to assess the knowledge level of middle class teachers regarding spanking punishment.

**Keywords:** Spanking punishment, adult, school management.

### Introduction

**Background of the Study:** Spanking punishment is derived from Latin word. Section 83 of the IPC lays down that any act that is done by a child Around 60% of children age group up to 2-14 years regularly suffer physical punishment by their parents and other care giver. Article 21 of the constitution of India. Which protect the right to life and dignity include the right to education for children up to 14 years of age. Straus and Dannelly (2005).

**Need for the Study:** Children are subject to spanking punishment in school, institutions meant for care and protection of children such as homes, schools etc. And even in the family setting. Prevalence of spanking punishment is evident from a various research studies and by media reporting it both in print and electronic many cases of spanking punishment have been reported by enlightened teachers. A large number of them, however, go unnoticed due

to lack of concern and acceptance It is also reported that psychological aggression (e.g. controlling or correcting behavior that causes the child to experience psychological pain is more pervasive than spanking and physical punishment. spanking punishment lead to adverse physical, psychological, educational outcomes including increased aggressive and destructive behavior, increased disruptive behavior in the classroom, vandalism, poor schools achievement, school avoidance and school phobia. 18 The most critical of those variable is the teachers. The teacher is responsible for organizing and conducting the processes required for an effective classroom and school management. Teacher's behavior are important in students achievement during and following school time. Teacher task in school is to make the circumstances of external environment easier to student and to purify student behavior and secure this balance in school which is lacking in the society by preventing of

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easily encountered undesired behaviors into the school. Some behavior of teachers effect on these tasks positively but some of then effects negatively. Beyond violating a fundamental right of the child abuse pain injury, humiliation, anxiety, anger, hatred and vindictiveness that could have long term psychological effects. A common effect of spanking punishment is a growing fear of teachers among school children and therefore a dislike of schools. Spanking punishment clearly reflects and manifests children is lack of power and their law social status within society the family and classroom. William J. fielding 2021university of the Bahamas. An internet based study 1,583 bahamian adult living in the Bahamas were asked about their knowledge, attitudes and practices relating to spanking punishment. The study confirmed the attitudes and practices towards spanking punishment reported in other studies, both males and females responds were physically punished as children (92.4% of males and 87.1% of females) the study indicated that a limited number of deter effect of spanking punishment for example 28% of males and 36.2% of females participants agreed that spanking punishment was associated with learning problem at school. Respondents with more knowledge about the effect of spanking punishment were less likely to use disciplinary method of concern. There was a strong link between knowledge and attitudes and experiences of physical punishment in the childhood of respondents. The data suggest that education about the detrimental effects of spanking punishment could help to reduce its use and prevent children from suffering the unintended consequences of spanking punishment. Sasha lee heekes 2020 violence against children and adolescents in school is a global problem, which is illustrated by the fact that the use of physical violence by teacher is legally accepted as a disciplinary measures in 64 countries worldwide, mostly low and middle income countries in Africa and Asia systematic review indicate high lifetime prevalence rates of more than 70% and up to 100 for physical violence by teachers in low and middle income countries, particularly in sub Saharan Africa. Notably prevalence rates were also high in countries where physical violence in school and unlawful, suggesting that a legal ban may be a necessary but no sufficient condition for ending the use of violence on small, non-representative samples and cross sectional assessments as well as the lack of rigorous method are neteel as major limitation of available prevalence studies.

**Material and Method**

In this study research design is quasi experimental one group pre-test, post-test design to assess the productiveness of planned teaching program in among teachers about knowledge on spanking punishment. Thus the research design can be represented as-01---X---02.

**Result and Discussion**

In pre-test out of 60 samples the majority of Samples 50% have average and 6.6% have a poor knowledge and 43.3% have good knowledge. In post-test out of 60 samples the majority of Samples 13.3% have average knowledge, 86.7% have good knowledge and 0% have poor knowledge. In pre-

test and post-test knowledge the mean is 5.91, SD is 9.225 and calculated t value is 94.95 at 30 df. Which is higher than the tabulated t value at 0.05 level of significant hence research hypothesis is accepted. the association between knowledge of middle class teachers regarding spanking punishment with selected demographic variables is statically tested by applying chi-square test age variables, sex variable, previous knowledge variable, attended any class on spanking punishment variable, using of spanking punishment variables, you heard about spanking punishment and education of teachers variables was found highly significant.

**Majors Findings of the Study**

Socio demographic data.

**Age:** Represent that out of 60 subjects, the sample size was 20-25 years was 33.3%, 26-30 years was 13.3%, 31-35 years was 36.7% and 36-40 years was 16.7% respectively, the highest majority was from 31-35 years was 36.7% and the lowest reading was from 26-30 years was 13.3%.

**Sex:** Represent that out of 60 subjects, the sample size male was 6.7% and female 93.3%, respectively the highest majority was from female was 93.3% and the lowest reading was from male 6.7%.

**Previous knowledge about spanking punishment:-** Represent that out of 60 subjects, the sample “Yes” was 55%, and ‘No’ was 45%, respectively, the highest majority was from “Yes” was 55% and the lowest reading was from “No” was 45%.

**How to learn about spanking punishment:-** Represent that out of 60 subjects, the sample size was mass media was 23.3%, peer group was 55%, and reading books was 21.7% respectively, the highest majority was from peer group was 55% and the lowest reading was from reading books was 21.7%.

**You are using spanking punishment in your class:-** Represent that out of 60 subjects, the sample size say “Yes” was 8.3%, and the sample say “No” was 91.7%, respectively, the highest majority was from “No” was 91.7% and the lowest reading was from “Yes” was 8.3%.

**Education:** Represent that out of 60 subjects, the sample size graduate was 40%, B.T. was 11.7%, MM.D. was 36.7% and M.T. was 0% respectively, the highest majority was from M.D. was 48.3% and the lowest reading was from M.T. was 0%.

**Section A:** It deals with analysis of data related to pre-test knowledge and post-test knowledge score of sample.

**Table 1:** Present pre-test & post-test knowledge score of sample.

S. No.	Test	Scale						SD	t-value	Inference
		Poor		Average		Good				
		F	P	F	P	F	P			
1.	Pre-Test	4	6.6%	30	50%	26	43.3%	9.225	4.95	HS
2.	Post-Test	0	0%	8	13.3%	52	86.7%			

SD = Standard Division

HS = Highly Significant (at 0.05 level of significance)

F = Frequency

P = Percentage

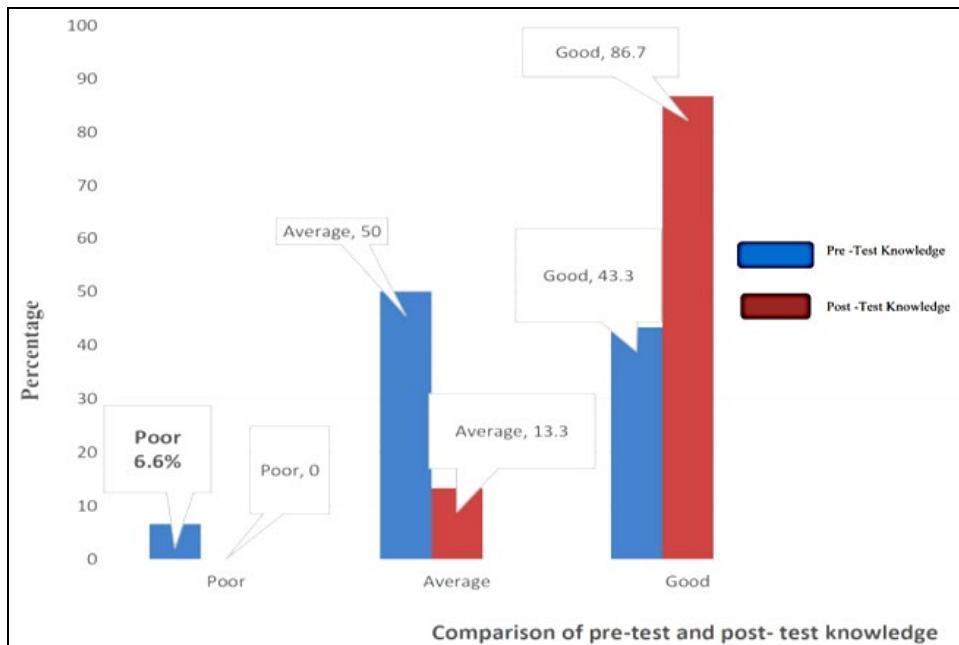


Fig 1: Distribution of Pre-Test and Post-Test Knowledge

In pre-test, poor was 66.6%, average was 50% and good was 43.3%. In post-test, poor was 0%, average was 13.3% and good was 86.7%. The SD was 9.225 and t-value was 4.95. The t-test calculated was more than the t-test tabulated; hence

there was significant difference in the pre-test and post-test value at 0.05 level of significance.

**Section B:** The association of pre-test knowledge score with their demographic variables.

Table 2: The association of pre-test knowledge score with their demographic variables

S. No.	Variables	Frequency				DF	CHI-Value	P-Value	Inference
<b>Age</b>									
		Poor	Average	Good	Total	6	106.4 (12.59)	0.001	HS
1.	20-25 Years	0	1	19	20				
2.	26-30 Years	0	4	8	12				
3.	31-35 Years	0	0	7	17				
4.	36-40 Years	0	1	10	11				
<b>Gender</b>									
1	Male	1	1	2	4	2	183.6 (7.8)	0.001	HS
2	Female	2	5	49	56				
<b>Previous Knowledge</b>									
1	Yes	0	4	34	38	2	91.2 (7.8)	0.001	HS
2	No	0	4	18	22				
<b>Have You Attend any Class on Spanking Punishment</b>									
1	Yes	2	2	11	15	2	122 (7.8)	0.001	HS
2	No	1	3	41	45				
<b>How You Heard about Spanking Punishment</b>									
1	Mass Media	0	1	12	13	4	109.1 (9.49)	0.001	HS
2	Peer Group	0	4	29	33				
3	Reading Book	0	2	12	14				
<b>You are Using Spanking Punishment in Your Class</b>									
1	Yes	0	3	7	10	2	150.8 (7.8)	0.001	HS
2	No	0	5	45	50				
<b>Education for the Teacher</b>									
1	Graduate	0	2	21	23	6	162 (12.59)	0.001	HS
2	B.T	0	4	25	29				
3	M.D	0	2	6	8				
4	M.T	0	0	0	0				

### Conclusion

The majority of teachers have the average knowledge regarding spanking punishment. They require a planned teaching program regarding spanking punishment in among teachers. In the pre-test, 6.6% teachers have poor knowledge and 50% teachers have average knowledge and 43.4% teachers have good knowledge. In post-test, it was found that 0% teachers have poor knowledge and 13.3% teachers have average knowledge and 86.7% teachers have good knowledge. To conclude, the researchers would like to mention that the present study helped to assess the knowledge of spanking punishment in among teachers.

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