

## Impacts of teacher trainings to modify teachers' attitude towards corporal punishment

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### Abstract

The tool traditionally used by school teachers for learning and disciplining the students is corporal punishment. The said research was designed to identify the primary school teacher's attitude towards corporal punishment and then search out the most effective way for implementing strategies for modification of teachers' attitudes towards corporal punishment. This was a multi-stage study. At first phase, survey was conducted to identify the teachers having highly positive attitude towards corporal punishment. In the first phase, a four-point Likert scale containing 21 positive and negative statements towards corporal punishment was used to check the attitude towards corporal punishment. The targeted population of the study was all the government boys primary school teachers (785) in Tehsil Kot Chutta, District Dera Ghazi Khan. A total of 260 teachers were selected for the study sample. Then 140 primary school teachers having the most positive attitude towards corporal punishment were selected and equally divided into two groups and then each group was equally sub-divided in control and treatment groups. Combination of attitude modification strategies by two different modes (face-to-face workshop and virtual/online treatment) were applied to treatment groups. t-test was applied to measure statistically significant difference between control group and experimental group. The study results show that most of the teachers were inclined towards corporal punishment. Teachers' attitudes could be reduced by some strategies like face-to-face workshops for teachers and online training for teachers to modify of

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positive attitude of teachers toward corporal punishment. Scholars tested strategies by two different modes and found both were decent, but the face-to-face training strategy was more effective than online workshops. It is recommended that frequent training sessions may be conducted to change teachers' attitude towards corporal punishment on regular bases.

**Keywords:** Strategies for Modifying Teachers, Attitudes Towards Corporal Punishment.

#### **INTRODUCTION**

Corporal punishment is a kind of punishment in which a person is physically abused. It is also termed physical punishment. It's commonly practiced in homes and school premises. With the growth of the population of roughly 2.4%, Pakistan's economic and political situation caused it to be an uphill starting point (Ahlert, 2005). It has come in view that to maintain discipline, standard educational practice to punish students physically has been observed even some countries have strictly taken some measures and banned this sort of punishment by implementing the UN Convention on the rights of a child. In this regard, The Human Rights Commission and other international organizations proclaimed an educational emergency for Pakistan due to its unproductive education system and educational methods brought to bear by the teaching faculty and parents (Malhi et al., 2022). The use of physical force designed to inflict discomfort but not harm to correct or manage a child's behaviour is described as corporal punishment by the Islamic Republic of Pakistan as a cultural and educational process. 2007 (Carter). It has been observed on a large scale that many students fear being punished in schools, and many other students, who get late admission, are also caught in fear of being punished. As a result, they left the school. In addition, it would lead to the authorization of accrediting themselves in the hands of terrorism or lead them into the criminal world (that is, they become extremists, terrorists and offenders). One step towards improvement could be for teachers, who are undoubtedly a catalyst for change, to stop using corporal punishment in classrooms. This will create a healthy environment within the school and, by extension, in society as a whole and will help to prevent the emergence of a criminal or terrorist promoting society (Kupchik, 2010).

According to Ahlert (2005), the definition of corporal punishment or physical punishment from an educational perspective is "the application of physical force with the intent to inflict pain or discomfort to discipline, correct, and control behaviour in the hopes of educating or raising the child. Different methods, such as striking the kid with one's hand or another item, kicking, shaking, or tossing the child, pinching or pulling the hair, canning or flogging, etc., can result in physical discomfort." The purpose of corporal punishment is to physically beat a person who is willingly considering a behaviour change. Kicking, punching, spitting, smacking, slapping, pounding, shaking, choking, and shoving are just a few of the methods. Additional cues include sticks, belts, wooden paddles, uncomfortable body positions (such as those in confined spaces), electric shocks, urination prevention, rigorous exercise drills, the elimination of stoles, etc. (Nnamdi, & Ifeoma, 2015). Many children undergo or live through a lot of physical punishment by the time they meet adolescence. Just because of this adolescence and violence, children endure countless negative impacts. These impacts could be increasing aggressive behaviour, meagre moral internalization, escalating antisocial behaviour, boosting aggressive and criminal behaviour in adults, deteriorating education,

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worsening family relationships, increased amiability and many other forms of violence (Malhi et al., 2022).

Since the beginning of the twenty-first century, there has been a global movement to cease the use of corporal punishment to alter children's conduct (Gershoff, 2017). This strategy is heavily supported by contemporary laws that uphold human rights, such as children's rights to bodily protection and their right to safety (UN Universal Declaration of Human Rights, 2000). (Newell, 2010). Even though Ghana has made great progress in adopting numerous articles of the convention since joining it, research suggests there is still more to be done in the area of child protection from violence (Zolotor, & Puzia, 2010). Indeed, worries about the rights and welfare of children have been more widespread in recent years. To protect children against violence, cruelty, and other harsh and humiliating practices, a number of international and regional treaties and declarations have been produced (Legal Resources Foundation, 2004). The African Charter on the Rights and Welfare of the Child (ACRWC) and the United Nations Convention on the Rights of the Child (UNCRC) are fundamental treaties for the protection of children (Varadan, 2019). In accordance with the UNCRC, for instance, children have the right to be free from all forms of discrimination and punishment, and their best interests must always come first in all decisions concerning them. It also emphasizes the child's right to physical integrity, advises changing the law, and calls for initiatives to raise awareness and educate the public. In order to enhance child safety, ACRWC analyses children's rights from an African perspective and from the particular perspective of the African child. This Charter gives children rights and duties and prohibits traditional and customary behaviours that violate children's rights. It is hoped that as a result, African countries will increase the defense of children's rights (Varadan, 2019).

One of the earliest practices for enforcing discipline is corporal punishment (Glaser, 2019). The proverb "spare the rod, spoil the kid" from the Bible has been accepted by its proponents as gospel truth. Corporal punishment is the intentional infliction of physical discomfort in order to modify behaviour. It can take many different forms, such as beating, slapping, punching, kicking, pinching, shaking, and shoving, among others (Wolkins, 2020). According to McClure and May (2008), corporal punishment is the use of physical force on a child to cause them pain without causing them actual harm in order to correct or regulate their behaviour. According to Maree's (2004) definition, corporal punishment is "physical punishment as distinguished from pecuniary punishment or a fine; any kind of punishment of or inflicted on the body" or "the intention of pain by a teacher or other educational official upon a student's body as a penalty for doing something which has been disapproved of by the punisher." This notion applies particularly to schools since the person being punished (the instructor) causes them anguish for allegedly having behaved inappropriately or inappropriately (Ntuli, & Machaisa, 2014).

#### **PURPOSE OF THE STUDY**

The following were some of the goals of the study:

1. Identify teachers are having a positive attitude toward corporal punishment.
2. Compare the effectiveness of strategies implemented through different modes for modifying teacher's attitude toward corporal punishment at the primary level.
3. Make recommendations on ways to lessen physical punishment in Pakistani schools.

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#### **THE STUDY'S HYPOTHESES**

The study was designed to test the following hypotheses:

**H1:** Most of the teachers have positive attitude towards corporal punishment.

**H<sub>02</sub>:** There is no significant difference between the pre- and post-test mean scores of teachers on the attitude scale towards corporal punishment after having face-to-face training workshop.

**H<sub>03</sub>:** There is no significant difference between the pre- and post-test mean score of teachers on the attitude scale towards corporal punishment after having virtual training workshop.

**H<sub>04</sub>:** There is no significant difference between results produced by the face-to-face workshop and virtual training strategies in modifying teachers' attitudes towards corporal punishment.

#### **RESEARCH POPULATION**

The targeted population of the study was all the government boys primary school teachers (785) in Tehsil Kot Chutta, District Dera Ghazi Khan.

#### **SAMPLE OF THE STUDY**

Through random sampling using the formula of Krejcie & Morgan (1970), a total of 260 teachers were selected for the study sample for the first phase to identify their attitude toward corporal punishment. Then 140 primary school teachers having the most positive attitude towards corporal punishment were selected and equally divided into two groups (70 teachers Group 1 and 70 teachers for group 2) and then each group was equally sub-divided into control and experimental groups (35 teachers comprises of every control and experimental group).

#### **RESEARCH INSTRUMENTS OF STUDY**

1. Four-point Likert scale contained 21 statements towards corporal punishment prepared by Plan International Agency was used with due permission of the Agency for the study to check the attitude towards corporal punishment. Then two groups of teachers having positive attitude towards corporal punishment were provided training (applied strategies).
2. Training manual of 18 hours was developed in the light of survey results, related literature review and experts' consultations for the conduct of face-to-face workshop.
3. For online training purpose, WhatsApp group was created (Stop CP) and also generated google meet link for virtual sessions.

#### **PROCEDURE OF THE STUDY**

Data were obtained from attitude scale responses and tested through statistical tools to check the positive mean towards corporal punishment. The standard mean was set (2.0); below this mean score, teacher attitude assumed as negative toward corporal punishment and excluded from the experiment. A total of 196 teachers were found positive with ( $2.0 \geq \text{mean}$ ) score. And this sample was divided into two experimental groups. One group was given Face-to-Face/ Workshop Treatment, and the second was treated with Online/Virtual Training; each

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group had 70 participants, then each group was divided into two subgroups, one control and the second experimental. Each sub-group had 35 participants.

**PRE-TEST AND POST-TEST**

Attitude survey score of the teachers (all 140 teachers) were assumed as pre-test score. After the conduct of trainings/implementation of strategies to each treatment group, after 6-week of treatment, the same attitude scale was used as post-test and distributed to all control and treatment groups. The collected score of each group was the post-test score, that was compared to each control and treatment group and also compared with the pre-test score of the experimental groups to find out the efficacy of the strategies. Data was analyzed through SPSS V23, t-test was applied to compare the means scores of the groups.

**RESULT OF THE RESEARCH PAPER**

**Table 1**

*H<sub>01</sub>: Survey of teachers' positive and negative attitudes towards corporal punishment*

Attitude	Sample	Percentage	Mean
Positive	196	75%	3.20
Negative	64	25%	1.56
Total	260	100%	2.79

Table 1 shows that the majority of instructors viewed about physical punishment favorably. Scholars collected the data through a 4-point Likert scale and concluded that (75%) of teachers had a more positive attitude toward corporal punishment. Scholars set the standard means for a positive attitude towards corporal punishment as (2.0 ≥ mean). The remaining teachers assumed that they are against the corporal punishment.

**Table 2**

*H<sub>02</sub>: Compare the results of pre and post-test "face-to-face workshop" strategy mean scores of teachers on the attitude scale towards corporal punishment*

Tests	Control Group					Experimental Group				
	N	Mean	S. D	t-test	Sig	N	Mean	S. D	t-test	Sig
Pre-test	35	3.22	.419			34	3.16	.401		
				-1.36	.183				-28.18	.000
Post-test	35	3.12	.449			34	1.45	.352		

Table 2 indicates the results of the "face-to-face workshop strategy" of the group. It was found that the control group pre-test mean score was 3.22 and post-test mean score was 3.12 and significance value of both mean scores was .183 that was statistically not significant. While the experimental group pre-test means score (3.16) and post-test mean score (1.45) had .000 significance value that was statistically significant. Thus, the null hypothesis, "there is no significant difference between the pre- and post-test mean scores of teachers on the attitude

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scale towards corporal punishment after having face-to-face training workshop” was rejected. So, it was found that teachers' positive attitudes towards corporal punishment were changed by applying face-to-face workshops strategy.

**Table 3**

H<sub>03</sub>: *Compare the results of pre and post-test “online/Virtual Training” strategy mean scores of teachers on the attitude scale towards corporal punishment*

Tests	Control Group					Experiment Group				
	N	Mean	S. D	t-test	Sig	N	Mean	S. D	t-test	Sig
Pre-test	33	3.08	.402			33	3.14	.428		
				-.071	.916				-24.47	.000
Post-test	33	2.95	.381			33	1.87	.296		

Table 3 indicates the results of the “online/virtual training” of the group. It was found that the control group pre-test mean score was 3.08 and post-test mean score was 2.95 and significance value of both mean scores was .916 that was statistically not significant. While the experimental group pre-test means score (3.14) and post-test mean score (1.87) had .000 significance value that was statistically significant. Thus, the null hypothesis, “there is no significant difference between the pre- and post-test mean scores of teachers on the attitude scale towards corporal punishment after having virtual training workshop” was rejected. So, it was found that teachers' positive attitudes towards corporal punishment were changed by applying online/virtual training strategy.

**Table 4**

H<sub>04</sub>: *Compare the results of “Face-to-Face/ Workshop and Online/Virtual Training” strategies mean scores of teachers on an attitude scale towards corporal punishment*

Strategies	N	Mean	S. D	t-test	Sig.
Face-to-Face/ Workshop	34	1.45	.352		
				1.65	.000
Online/Virtual Training	33	1.87	.296		

Table 4 shows the groups results of the “face-to-face/ workshop and online/virtual training. Mean value score of face-to-face work shop was 1.45, online/virtual training mean value score was 1.87 and significant value was .000 that was statistically significant. It was concluded that both strategies were effective, but the face-to-face strategy is a more effective tool for modifying educators attitudes to corporal punishment.

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**Hypothesis No.1**

There exists a significant difference between teachers' attitudes towards corporal punishment (Table 1). It was found that most teachers had a positive attitude towards corporal punishment. Scholars collected the data through a 4-point Likert scale and concluded that (75%) of teachers had a more positive attitude toward corporal punishment. Scholars set the standard means for a positive attitude towards corporal punishment as (2.0  $\geq$  mean). The remaining teachers assumed had negative attitude toward corporal punishment. Researchers have also looked into this conclusion; according to Lawer (2019), many instructors who use physical punishment to discipline students believe it has the power to correct a child's misbehavior (Lawer, 2019). These educators consider physical punishment to be quick, easy, and successful for achieving compliance, giving individuals a sense of authority and hastening the decrease or eradication of undesirable behavioral patterns (Porteus, Vally & Ruth, 2001; Ali, 2019; Musa & Martha 2020). Teachers that use physical punishment believe it is innocuous, teaches respect, and is the only language kids can comprehend. The biblical basis for physical punishment was based on the notion of morality and the formation of character (Maree, 2004). In reality, the continued practice of physical punishment is evidence that individuals who support it rely on justifications and evidence from prehistoric societies (Clabough, 2012). Oord (2019), on the other hand, refutes this claim by pointing out that Jesus advocated love rather than punishment since he considered children as being near to God. Musa and Martha (2020) attest that student disrespect teachers and bring lethal weapons to class, risking everyone's safety.

**Hypothesis No.2**

A significant difference existed between the pre- and post-face-to-face workshop test mean scores of teachers on the attitude scale towards corporal punishment. It was found that teachers' positive attitudes changed through face-to-face workshops (Table 2). According to the findings of the study by scholars Aslam, Ghazal, and Irfan (2021), around 35000 students drop out of high school each year as a result of corporal punishment, according to a report from the Society for the Protection of the Rights of the Child (SPARC), 2010. This number could be reduced by holding appropriate face-to-face workshops. At the same time, some well-known education experts continue to be skeptical about the long-term advantages of the prohibition of physical punishment on the growth of the students. They argue that this direction may have more negative effects than beneficial ones. For instance, Mr. Eric Angel Carbon, the previous president of the National Association of Graduates Teachers (NAGRAT), pushed for the reinstatement of corporal punishment in our schools. He stated that it should be restored to address bad behaviour because of its immediate nature and measurability. The concept that any teacher can serve as a counsellor is false, he added, because guidance and counselling require a lot of time to change behaviour (Dery, 2019). Despite the official implementation of the ban on physical punishment in Ghanaian schools in 2017, the topic of societal discussion wasn't brought up until January 2019. (Lawer, 2019). Teachers, parents, education specialists, and school administrators said that none of the persons involved appeared to comprehend the data that the opposing side relied on to support its position (Yeboah, Dabone & Mensah, 2020). Dr Matthew Opoku Prempeh, the then-minister of education, released a statement giving parents the authority to deal with instructors who used physical punishment on their children as a method of addressing misbehavior, which

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set off discussions over the abolishment. Some people involved in education thought that this command was unkind and that doing away with physical punishment in our classrooms would only encourage children to act out and, as a result, degrade societal moral standards. They contend that no other method of discipline can dissuade misbehavior in the same way as caning does (Seisa, 2020). Some even claim that there shouldn't be a problem with the use of physical punishment in schools as long as it is properly controlled. They assert that many opponents of caning as a method of discipline emphasize the shortcomings in the supervision of its use rather than the inefficiency of its use (Seisa, 2020). The conclusions of this study are supported by Aslam, Ghazal, and Irfan's study from 2021, which found that the initial consequences of physical punishment included a drop in creative ability, a decline in self-confidence, a dread of teachers and schools, and anxiety/stress. The three coping strategies that were used the most commonly were: self-motivation, family support, and inspiration from other teachers. The long-term impacts included low self-esteem/self-image, a shift in perspective toward teachers and the educational system, and aggressive/fearful attitudes. The findings of the study have consequences for teacher preparation to avoid using physical punishment in the classroom, which will lead to a better educational system and more effective individuals (Aslam et al., 2021).

**Hypothesis No.3**

There existed a significant difference between the pre- and post-virtual training test mean scores of teachers on the attitude scale towards corporal punishment. It was found that teachers' positive attitudes changed through the Online/Virtual Training strategy. The study's findings are consistent with those of experts Burlaka et al. (2020), who highlight that corporal punishment has considerably more negative effects on children than positive ones, such as helping pupils' model appropriate behaviour. They contend that caning is a kind of physical, mental, and psychological abuse towards children and that it also conveys the idea that violence is acceptable in society. Additionally, proponents of the prohibition on physical punishment assert that there is no proof that schools that employ the cane as a corrective action are more disciplined or orderly than schools that do not (Cuartas et al., 2021). The findings of the study opposed the viewpoints of scholars Musa and Martha (2020), who saw increased indiscipline in the absence of physical punishment. Parents and educators are now concerned about these issues. Unquestionably, the overall impact of student disobedience has led to the damage of school assets and even the deaths of students and employees (Musa & Martha, 2020; Kosgei, 2020). There is no denying that school discipline has suffered due to the elimination of physical punishment (Yeboah et al., 2020). The study findings conflict with Yeboah et al., (2020) theories. Yeboah and others, 2020 In reality, the absence of discipline, murky regulations, and learners' dangerous behaviour due to the prohibition on physical punishment have made educators in Ghana usually disgruntled, demoralized, and worn out (Yeboah et al., 2020).

**Hypothesis No.4**

There was a significant association between face-to-face workshop results and virtual training strategies in modifying teachers' attitudes towards corporal punishment. It was found that the mean value of the face-to-face strategy was less positive towards corporal punishment in the treatment group, which was very less as compared to the online training strategy. So, it was concluded that both strategies are effective, but the face-to-face strategy

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is a more effective tool for attitudes modifications of teachers to corporal punishment. Study results strengthen researchers Kaltentbach, Hermenau, Nkuba, Goessmann, and Hecker's (2018) results towards teachers' face-to-face counselling and workshop to increase teachers' motivation and students' interaction. In the absence of physical punishment, educators typically feel powerless to maintain order in classrooms. Because corporal punishment is no longer permitted, it has been harder for teachers to maintain order in classrooms (Tadele, 2020). According to Makapela (2006), students physically take advantage of teachers since they are fully aware that no amount of punishment would ever compare to the agony of corporal punishment. According to Tadele (2020), students act in any way they wish since they have no respect or fear for their teachers. They say that this behaviour portends a recipe for instability in classrooms. Ghanaian pupils are out of control because they are aware that, despite their terrible and degrading behaviour, they will never have to endure the harsh penalty that comes with physical punishment (Lawer, 2019; Seisa, 2020). Some educators think that the lack of physical punishment causes behavioural issues to worsen (Tiwari, 2019). Educators who previously depended on corporal punishment now need to develop alternate strategies for handling behaviour issues (Mulenga, 2019). According to Amemiya, Fine, and Wang (2020), one of the major issues teachers faces is a lack of discipline in secondary schools and classrooms. This difficult behaviour makes teachers feel helpless and powerless, which results in failed teaching and learning. Corporal punishment is the primary method used in schools to instill discipline and ensure that pupils develop the necessary moral qualities to become responsible citizens. To put it simply, administrators and instructors use physical punishment in schools to correct disruptive behaviour (Gudyanga et al., 2014). According to Lawer (2019), once students learned that physical punishment had been banned, their misbehavior worsened to the point that most schools in Ghana are presently in a state of unrest. Since physical punishment was outlawed due to the push for children's rights, students have become more irresponsible across the board since they no longer respect their teachers (Lawer, 2019).

### **CONCLUSIONS**

It was determined that educators had a favourable view of physical punishment. Several studies in this respect all over the world and even in different areas of Pakistan, strengthened the view-point that in spite of ban on corporal punishment. teachers are still resort to use corporal punishment and having positive disposition towards corporal punishment. More or less than 70% teachers are inclined towards corporal punishment as survey findings and study results of plan international agency 2013 and UNICEF report 2016 supports this study results that most of the teachers have positive attitudes towards corporal punishment. fruitful results in changing teachers attitudes by trainings, workshops and online sessions were produced by applying these strategies in the study. Through study results, it was concluded that corporal punishment could be reduced by some strategies like face-to-face workshops for teachers and online training for teachers to modify of positive attitude of teachers toward corporal punishment. Study results declare that all strategies were effective and gave good results in changing the teacher's mindset regarding corporal punishment. Scholars tested two strategies and found both were decent; the face-to-face training strategy was more effective, but online workshops were also better.

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### RECOMMENDATIONS

1. It is recommended that teachers should be motivated through training; without training, teachers' positive attitudes could not change towards corporal punishment.
2. Corporal punishment is banned globally due to its bad impacts on personality and long-term harmful behaviour; policy makers, curriculum developers, induction training centers and In-service training should be considered to apply some training strategies towards corporal punishment—still, no training is conducted in Pakistan.
3. Face-to-face workshops and online training effectively changed the teacher's positive attitude towards corporal punishment. Therefore, policymakers and school admins should apply these strategies to overcome corporal punishment.
4. Face-to-face workshops are found to be more effective; it is recommended that as the priority, this strategy should apply according to budget; if it is not possible, then an online training strategy should be applied, which is very cheaper and has high usability.

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