

**EFFECTIVENESS OF SUPPORTIVE EDUCATIONAL PROGRAMME
ON CORPORAL PUNISHMENT AMONG TEACHERS IN SELECTED
SCHOOL, KANCHIPURAM DISTRICT.**

By

Mrs. E. BABY



**A Dissertation submitted to
THE TAMILNADU Dr.M.G.R MEDICAL UNIVERSITY,
CHENNAI.**

**IN PARTIAL FULFILMENT OF THE REQUIRMENT FOR THE
DEGREE OF MASTER OF SCIENCE IN NURSING**

APRIL 2012

CERTIFIED THAT THIS IS A THE BONAFIDE WORK OF

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SUBMITTED IN PARTIAL FULFILMENT

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FOR THE TAMILNADU DR.M.G.R. MEDICAL UNIVERSITY,

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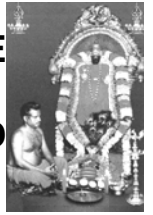
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CHARTER-1

INTRODUCTION

School experience will be an emotional and personal development of children. Overall development of a country depends on social and individual development. Intended development can be obtained through qualified education. Regarding this reality, it is a challenging fact that corporal punishment is still discussed in the verge of the 21st century. Teachers have been using various methods to create discipline among the children.

Traditionally in India there has been a sense of psychological and cultural worship associated with teachers. The indigenous education system was characterized by the teacher or Guru's complete responsibility for the students' intellectual, moral and spiritual development. Although Indian teachers collectively function by this traditionally inspired way, there have always been several instances, in which teachers' behavior result in irreplaceable damage to the students psychologically and physically.

Corporal or Physical punishment is any punishment in which physical force is intended to cause some degree of pain or discomfort hitting children with a hand or with a cane strap or other object; kicking shaking or throwing children scratching, pinning biting pulling their hair, forcing them to stay uncomfortable positions, locking or trying them up, burning, scolding or forced ingestion, washing mouth with soap. There are other humiliating and harmful forms of punishment children which do not involve the direct use of physical force.

School corporal punishment covers official punishments of school students for misbehavior that involve striking the student in a given number of times in generally methodical and premeditated ceremony. It includes infliction of pain or confinement as a penalty for an offense committed by a teacher.

According to Government of India corporal punishment report (2011) that covered 12,447 children from 13 states across the country, responses of 3163 children were taken to study physical abuse in schools, 65% were beaten, this means that two out of every three children in the sample were the recipients of corporal punishment. Literature indicated that corporal punishment and

threat of physical violence stand out as a common theme in Indian schools and teachers do not hesitate to use corporal punishment as a disciplinary method.

There are three types of Corporal punishment in schools physical punishment, emotional punishment, negative reinforcement. Physical punishment such as making the children stand as a wall chair, twisting the ears etc. Emotional punishment like scolding abusing and humiliating, making them to stand on the back of the class etc. Negative reinforcement threatening to give transfer certificate for the child, deducting marks, call for parents etc. Corporal punishment causes students mental activities to reduce, playing truant from school increase in reacting against personality problem and loss of self confidence. Judicial corporal punishment involving the official canning/whipping of convicted offenders by order of a court of law closely related to prison corporal punishment.

“It blossoms rose where the teachers hits” physical punishment is endowed from heaven etc, expresses the justification of corporal punishment through out society. As being the extreme form of physical punishment. Corporal punishment is

the means of humiliation for the students who are exposed to it. Children who are exposed to this kind of punishment tend to exhibit the two extreme behaviors of awareness or aggression.

Every child has a right to live and to live with dignity. Let's be clear on one point kids don't need physical or abusive correction. What they require is guidance, learning from example what they observe, they absorb and it is the adults who should correct them.

NEED FOR THE STUDY

Corporal punishment is a dangerous way to teach children. Physically, hitting children sometimes can cause severe injury and even death. In some cases emotionally irritated teachers are in a fit of temper and lose self control. Psychologically, being beaten is detrimental to the self - esteem and self confidence for some students. Corporal punishment hurts all kids, both victims and witnesses alike. Sometimes students subjected to corporal punishment exhibit symptoms such as fear, anxiety, aggression, headache, stomach ache etc. Physical punishment are frightened by thinking the beating stick will fall into their own palm or buttocks someday. Generally speaking, corporal punishment may cause

more stress and insecurity among small kids during their school life.

Generally, neither the students nor their parents complain against any teachers for beating the kids because of their vindictive attitude. Children are subjected to severe torturing methods, hampering their education and mental peace, only because the parents brought corporal punishment to the notice of principal. The division of Delhi High Court hold that corporal punishment was not keeping with a child dignity, Justice said that it was cruel to subject a child to physical violence in school in the name of Article 21 of Indian Constitution. Just because child is small he or she cannot be denied of these rights. Even animals are protected against cruelty, our children surely cannot be worse off than animals (**High court**)

In February 2008, **The National Commission for protection of child Rights** published a report on the state penal institutions for children in conflict with the law based on a detailed study of Juvenile care centers (juvenile homes) across the country. Physical punishment was found to be a dominant disciplinary method in 70% of the schools. "If you hit your children you are

telling the child that hitting is reasonable behavior. Children who are treated aggressively by their parents are more likely to be aggressive themselves and to take out their angry feeling on others who are smaller and weaker than they are”.

The Supreme Court of India banned this type of brutality in schools in 2000, 17 out of 28 states claim to apply the ban though enforcement is by law. Though corporal punishment in schools is not legally banned, government has clearly outlined in the schools sector reform plan 2008-2015, that teachers should not apply any form of corporal punishment in schools, corporal punishment is also highly discouraged by the Ministry of education, which announced nationwide formal launching of “learn without fear”, campaign in order to end the practice and to promote learning with dignity.

Convention of the Right of the Child (CRC) requires states to protect children from” all forms of physical or mental violence” while in the care of parents, teachers or others. (Article 19)

Children have the right to protection from all forms of violence, abuse and maltreatment. Corporal punishment in any setting is a violation of that right. The CRC to which the Government of India is a signatory states that learning environment should respect

children's dignity and discipline in school should be administered in a manner consistent with children's dignity.

In June 2003, corporal punishment was prohibited in Tamil Nadu through amendment of Rule 51 of the Tamil Nadu Education Rules, prohibiting the infliction of mental and physical pain during "corrective" measures. In February 2004, the Calcutta High Court ruled on that caning in state schools in west Bengal was unlawful.

The measures to overcome corporal punishment in schools, through teachers sensitization and training programme, increased research on discipline techniques that produce positive child outcomes, respecting child's dignity, maximize child's active participation, provide social skills, conflict resolution skills, anger management, problem solving training provide in service programs on communication and classroom management and positive discipline techniques such as clear expectations, rules and limits, non violence, empathy, self respect, human rights, and respect for others.

The investigator selected this topic as a research study because of various studies suggesting that the high prevalence of mental health problems among school children indicated that the need for

psycho educational interventions aimed to reduce physical abuse and mental health problems in childhood. Freud says that any origin of adult problem is childhood experiences. It is the responsibility of teachers to maintain good physical and mental health of children. So through the study an awareness regarding corporal punishment can be created for teachers, so that the child's physical as well as mental health can be protected and promoted.

STATEMENT OF THE PROBLEM

EFFECTIVENESS OF SUPPORTIVE EDUCATIONAL PROGRAMME ON CORPORAL PUNISHMENT AMONG TEACHERS IN SELECTED SCHOOL, KANCHIPURAM DISTRICT

OBJECTIVES

- ❖ to assess the level of awareness and attitude of school teachers regarding corporal punishment.
- ❖ to assess the effectiveness of supportive educational programme on corporal punishment among teachers.
- ❖ to find out the correlation between the awareness of corporal punishment with attitude of teachers.

- ❖ to associate the effectiveness of supportive educational programme on corporal punishment with the selected demographic variables.

OPERATIONAL DEFINITIONS

Effectiveness

It refers to the significant gain in awareness, change of attitude on corporal punishment after an supportive educational programme and as measured by the improvement in post test score of structured awareness questionnaire and modified Gozutok teacher attitude scale.

Supportive educational programme

It refers to systematically planned educational programme designed to provide information regarding corporal punishment to group of teachers by using power point presentation and distribution of pamphlets. The investigator has included definition, incidence, types, factors influencing, anatomical targets, consequences, legal framework and measures to overcome from corporal punishment.

Corporal punishment

Corporal punishment is any punishment, in which physical and verbal force is intended to cause some degree of pain or discomfort to the students by the teachers for correcting the student's misbehavior.

Awareness

Awareness refers to the level of information regarding corporal punishment among the teachers as measured with the response to the items in structured awareness questionnaire and scored as poor, average, good awareness.

Attitude

Attitude refers to the general feelings around which teachers organize their awareness on corporal punishment as measured by Gozutok teacher attitude scale and scored as negative, favorable, positive attitude.

Teacher

It refers to both male and female persons who are qualified in teacher training or other degree and teaching to primary and high school children employed in Vivekananda Vidyalaya Matriculation School, Kanchipuram District.

HYPOTHESIS

There will be a significant increase in awareness and change of attitude after a supportive educational programme on corporal punishment.

There will be a significant association between the effectiveness of supportive educational programme and the demographic variables.

There will be a significant correlation between awareness and attitude of corporal punishment.

LIMITATIONS

- The study is limited to sample size of 50
- The languages known to the population is English.
- The time duration of the study is limited to 6 weeks.
- The finding of the study cannot be generalized.
- The study is limited to Vivekananda Vidyalaya Matriculation School , Kanchipuram District.

CHAPTER-II

REVIEW OF LITERATURE

Reviewing, the literature helps to have a strong foundation on which the new evidence could be based. It is also needed to learn regarding the current practice, guidelines and protocols of a clinical problem.

The foremost purpose of reviewing the literature is to help the researcher to have a broad understanding of the phenomenon from multiple respective. It is also gives the direction for identify the relevant conceptual framework or appropriate research methods.

For the present study the researcher has done an extensive review of journals and internet to collect the information related to corporal punishment.

The review of Literature related to the study are discussed under the following headings

Part- I : Review of literature related to corporal punishment and its effects

Part- II : Review of literature related to awareness and attitude of school teachers regarding corporal punishment

Part- III : Review of literature related to effectiveness supportive education programme on corporal punishment for school teachers

PART- I : Review of literature related to corporal punishment and its effects

Balasangham et.al.,(2011) had conducted a study by the organization of Human Rights Commission in 20 schools in New Delhi. The result revealed that students get beaten by teacher on a daily basis. “Students are hit with metal objects and in some cases even sharp objects” and it leads to drop out of students from school.

Farhen choudhury et.al.,(2011) found that in India there is no national law which deals with corporal punishment. The National policy on education just mentions that corporal punishment is not permissible. Section 17 of the Right to education Act states that “no child shall be subjected to physical punishment and mental harassment”. Presently the incidents of corporal punishment can also

be charged under sections of 'hurt' and 'grievous hurt' of Indian penal code.

The Ministry of Women and Child Development (2011) published the first nationwide study on corporal punishment in India. The study revealed a high prevalence of corporal punishment of children in all settings- their family homes, schools, institutions and on the streets. 69% of children reported physical punishment in one or more situations. Among that parents are using 88.6%, teachers 44.8%, employers 12.4%, caregivers 9.5% and others.

Borodon.A et.al.,(2010) has conducted cross sectional study in Delhi to examine the relationship between specific types of child mental health problems and severe physical punishment. The study revealed that severe punishment may be associated with mental health problems such as depression, low self esteem, aggression, addictive behavior.

Indian government bans corporal punishment in schools(2010) announced that the rod or end up in jail. That is the latest warning to teachers who resort to corporal punishment. The

ministry of women and child development has issued a new set of guidelines that bans corporal punishment of students. First violation of the ban will invite up to one year, or a fine Rs. 50,000 or both. For subsequent violations, imprisonment could be extend to 3 years with an additional fine for Rs. 25,000. Head of schools will be responsibility to prevent corporal punishment. Teachers found guilty could be denied promotion and even increments.

John Eckonrode et.al.,(2010) found that victims of children have lower rate of self confidence, social skills and educational success, emotional instability, powerlessness, and behavioral problems and physical symptom such as stomach ache, head ache, bowel disturbances etc.

JosephT.F.lau et.al.,(2010) has conducted a study to determine the associations between physical maltreatment with substance use related behavior and attitude. The result revealed that, students who experienced to physical maltreatment are more likely to be acquainted with habitual substance users.

Mini Anand et.al.,(2010)suggested that corporal punishment is a criminal offence canning a child is illegal. No getting away behind

the usual defenses of “good faith”, trotted put by the perpetrators of the crime. Unfortunately in India it is an under statement that the laws are not strictly enforce

Rohit Agrawal et.al.,(2010) has suggested that corporal punishment is indeed a great inhuman practice which acts a big deterrence for school going kids and forces many to dropout for the phobia they develop at such an early age. This is more applicable to most rural area schools at primary level, Section88 and 89. IPC are nothing but inhumanity to unleash terror in young minds the abolition of these will help in a great way in implementation of the right to positive and constructive ways rather then punishing them by severe methods.

Randeep kumar et.al.,(2009) has conducted descriptive survey to determine the incidence and the extent of corporal punishment on school children and the impact on them in India. The result reveals that the incidence of corporal punishment was found to be quite common and alarmingly frequent. There are 5 beating per class per day.

Romeo vitelli.k et.al.,(2009) has conducted study to examine the role of harsh corporal punishment and brain development. The researchers concluded that exposing children to harsh corporal punishment may have detrimental effects on trajectories of brain development although a causal relationship can't be clearly determined it was examined through neuroimage screening.

Seth. D. Pollak et.al.,(2009) has conducted study to examine the effects of early emotional experience of children on corporal punishment. Abused children's reaction to the unfolding of a realistic interpersonal emotional including anatomical nervous system changes and overt behavioral performance. Results reveals that early experience contribute to the development of psychopathology.

Maadabhusi Sridhar et.al.,(2008) suggested that corporal punishment is a regular affairs in thousands of schools every where. Children not only carry overload of textbooks and notebooks on their tender backs but bear the brunt of canes for silly reasons like socks not matching with the shoe and lace not being properly knotted.

Behshid Garrusi et.al.,(2007) focused on factors have been contributed to the insufficient rate of corporal punishment reporting by

teachers among them the most important is lack of related training courses for teachers in both their academic and job training programme.

Radhakaur et.al.,(2006) suggested that children are physically punished in almost all societies. Corporal punishment also breaches fundamental rights of children to lead a life of respect, dignity and physical integrity. Article 19 of the convention on the rights of the child requires states to protect or mental violence while in the case of parents teachers and others. According to the Indian law the free and compulsory education act 2009 “ All forms of physical punishment and mental harassment should be prohibited”.

Murray straus et.al.,(2005) has conducted national longitudinal survey to determine the causal relationship between corporal punishment and antisocial behavior . The finding suggest that if teacher replace corporal punishment by non violent modes of discipline, it would reduce the risk of antisocial behavior among children.

Heather A Turner et.al.,(2005) has conducted the study to examine the long term effects of childhood corporal punishment on

symptoms of depression and considered factors that may moderate or mediate the association. Findings indicated that level of corporal punishment positively related to symptoms.

PART II: ATTITUDE AND AWARENESS OF SCHOOL TEACHERS IN CORPORAL PUNISHMENT

Lavanya raj et.al.,(2010) found that Indian teachers collectively function by this traditionally inspired way, there are several instances in which teachers behavior result in irreplaceable damage to the students- psychologically and physically. Indian schools teachers do not hesitate to use corporal punishment as a disciplinary method because of that they argue that children cannot be disciplined without physical punishment.

Zeynep basie et.al.,(2009) has conducted a study to analyze attitudes of primary school class room teachers towards the corporal punishment from the aspects of certain variables. The results revealed that there was significant association between teachers attitude and school environment and seniority and number of the students in the class.

Daniel et.al.,(2008) suggested that teachers believing that corporal punishment is necessary and effective in managing school discipline because of lack of awareness about positive discipline methods, children's rights and healthy child development. All of these can be addressed by awareness raising and in service professional training.

Susan Fergelman et.al., (2008) has conducted a study to explore the teachers attitude towards abolition of corporal punishment as well as the alternative discipline strategies teachers are using to discipline their learners. Result of the study suggested that teachers still view corporal punishment as having a place in education teachers are concerned among others about their personal safety and felt the administration of corporal punishment ensures safety.

Boser et.al.,(2006) has conducted a study in New Delhi and the results revealed that most teachers view the use of corporal punishment as necessary and many would like to use the cane as last resort. Teachers has not changed much since corporal punishment was banned in schools.

Jashi yangzom Bhutia et.al., (2006) has conducted survey in Chennai schools regarding teacher attitude towards corporal punishment. Day's modern world of reform, it tends to being negatively and make the child resort to violence, the child could possibly use corporal punishment in future data because of his/her past experience.

Maureen c. Kenny et.al.,(2006) has conducted a study to determine teachers self reported knowledge of the sign and symptoms of child maltreatment, reporting procedures and legal issues surrounding child abuse and their attitudes towards corporal punishment at Australia. Results explored that teachers reported a lack of awareness of the signs of child abuse and reporting procedures which may affect their ability to report cases of suspected abuse.

Cohen,S et.al.,(2005) has conducted a study on teachers and pupils attitudes towards corporal punishment. The results revealed that teachers were ambivalent towards corporal punishment, Their views are still not totally in line with the literature nor with the aims of the new education policy the majority of the teachers in the study felt

that corporal punishment was necessary in order to maintain discipline.

Gallup poll et,al.,(2005) has conducted a study in the united states and the result revealed that 55 percent of high school teachers approved of corporal punishment in lower grades. In a study in Tennessee it was also found that teachers with emotional problems are more likely to use corporal punishment.

Robinson.H et,al.,(2005) studied pretest and posttest attitude of teacher education students who were required to write a literature review with empirical references about the pros and cons of corporal punishment in the classroom. The results revealed that teachers shows less interest in abolishing corporal punishment and decrease teacher support for banning corporal punishment.

Rice.H et. al., (2005) found that male teachers tend to favour corporal punishment, as do younger teachers under the age 25 years and also found that experience did not have an impact on the use of corporal punishment.

Hymen et.al.,(2000) found that conflicting studies about which teachers are more likely to use paddling. It appears that as students get older, teachers administer less corporal punishment possibly as a being afraid of retaliation.

PART-III EFFECT OF SUPPORTIVE EDUCATIONAL PROGRAMME ON CORPORAL PUNISHMENT FOR SCHOOL TEACHERS

Risha Chitlangia. L et.al.,(2011) focused with an aim to sensitize its teachers on corporal punishment. The municipal corporation workshop has roped in NGOs and along with the civic agency NCERT was conducted in New Delhi. The special training sessions will be part of the ongoing training programme for teachers on Right to Education and understanding behavioral patterns of children and also train them in handling difficult situations without losing their cool.

National commission for protection of child rights (2010), launched Positive Discipline Manual, a toolkit for educationist the issue of Corporal punishment, Plan India announced this initiative as part of their nationwide Learn without Fear campaign. The objective

of this campaign is to create an environment which can prevent all forms of violence in schools. The module will reach out to 2000 schools by the year 2015. Plan India have trained 60 volunteer so far and they will reach out to seven states Violence in schools has devastating long-term consequences for children who face it. Therefore, it is everyone's responsibility to stop it – be it students, teachers, communities and governments.

Paul A Muller, (2006) has conducted quantitative study regarding corporal punishment in teacher training and teacher type. The result indicated that there was a significant relationship between teacher attitude to corporal punishment and teacher type. It shows that agreeing that the democratic classroom diminishes the power of the teacher.

Thomas. c et.al;(2007) has conducted an experimental study to assess the effectiveness inservice educational programme on corporal punishment.The research design applied for the study was pre test , post test design. Results revealed that inservice training programme had increase the level of understanding and knowledge of corporal punishment for school teachers.

CHAPTER III

METHODOLOGY

This chapter deals with methodology adopted for the study and includes the description of research design, setting of study, population, sample size, sampling technique, criteria for the selection of sample, tools and data collection procedure.

RESEARCH DESIGN

The investigator had adopted Quasi-experimental one group pre test and post test design to evaluate the effectiveness of supportive educational programme on corporal punishment among teachers.

SETTING

The study was conducted among school teachers of Vivekananda Vidyalaya Matriculation school in Madhurantakam taluk, Kanchipuram district. It is a private school which has 2000 students and 78 teachers

POPULATION

The population of the study comprises of all the school teachers both male and female, who had been employed in Vivekananda Vidyalaya Matriculation School in Madhurantakam taluk, Kanchipuram district.

SAMPLE SIZE

The sample size includes 50 school teachers who fulfilled the inclusion criteria.

SAMPLING TECHNIQUE

Simple Random Sampling was used to select the teachers employed in Vivekananda Vidyalaya Matriculation school, Madhurantakan Taluk, Kanchipuram District.

CRITERIA FOR SAMPLE COLLECTION

Inclusion criteria

- Both male and female teachers who had been employed in Vivekananda Vidyalaya Matriculation school. Madhurantakan Taluk, Kanchipuram District
- Teachers who were willing to participate in the study.
- Teachers who could comprehend English

Exclusion criteria

- Teachers with any physical illness
- Teachers those who had underwent any teaching programme on corporal punishment.

INSTRUMENT FOR DATA COLLECTION

The tool used to collect data is demographic proforma, structured questionnaire on awareness of corporal punishment and modified Gozutok teachers attitude scale towards corporal punishment.

Section I

The demographic proforma includes age, sex, religion, educational status, number of the students in the class, teaching experience, childhood experience of corporal punishment, any other extra qualification, previous exposure to any teaching programme.

Section II

Through review of literature, the structured awareness questionnaire was prepared for the present study, which consists of 25 questions. A blue print was prepared on the following areas

like introduction and meaning (2 questions), types (6 questions) anatomical targets (3 questions), factors influencing and consequences (6 questions) legal framework (5 questions), reasons for banning corporal punishment and measures to overcome (3 questions). There were four alternative answers from which the participant have to choose correct option.

Section III

A Modified Gozutok teacher attitude scale are used. There are 25 statements regarding teacher attitude towards corporal punishment. There are five alternative response columns , strongly agree, agree, uncertain, disagree, strongly disagree.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

This chapter deals with description of the tools, scoring interpretation pilot study, reliability and validity, informed consent, data collection procedure ,data analysis and presentation of findings

DESCRIPTION OF THE TOOLS AND SCORING

Details of the tools used in this study are given below

- Proforma for demographic variables.
- Structured questionnaire on awareness of corporal punishment
- Modified Gozutok teacher attitude scale for corporal punishment

Section I :PROFORMA FOR DEMOGRAPHIC VARIABLES

In this section, information on the demographic variables such as age, gender, religion, education, number of the students in the class, teaching experience, childhood experience of corporal

punishment, any other extra qualification, previous exposure to any teaching programme on corporal punishment had been included.

Section II : STRUCTURED AWARENESS QUESTIONNAIRE FOR CORPORAL PUNISHMENT

Through review of literature, the structured awareness questionnaire was prepared for the present study, which consists of 25 items. A blue print was prepared on the following areas like introduction and meaning (2 items), types (6 items), anatomical targets (3 items), factors influencing and consequences (6 items), legal framework (5 items), reasons for banning corporal punishment and measures to overcome (3 items). Each item has four alternative answers from which the participant have to choose the correct option. Each correct answer scored as 1 and wrong answer scored as 0. The total scores ranging from 0-25. A score of 1-8 denoted poor awareness, 9-17 shows average awareness and 18-25 denoted good awareness.

Section III :MODIFIED GOZUTOK TEACHER ATTITUDE SCALE FOR CORPORAL PUNISHMENT

It consists of 25 statements regarding teacher's attitude towards corporal punishment. There are five alternative responses ranging from strongly agree to strongly disagree. It has 10 positive statement and 15 negative statement. Positive statement scored as 1,2,3,4,5 and negative statement scored as 5,4,3,2,1. The total score ranged from 25-125. The score less than 63 denotes negative attitude, 64-92 shows favorable attitude and more than 92 denoted positive attitude.

VALIDITY

Content validity was obtained from the experts in the field of Psychiatry and Psychiatric Nursing.

REPORT OF THE PILOT STUDY

Pilot study was conducted to find out the effectiveness of supportive educational programme on corporal punishment to teachers in New River Matriculation School in Madhurantakam Taluk, Kanchipuram District a period of 7 days to find out the feasibility of the study and to plan for data analysis. The results of the

pilot study suggest that supportive educational programme on corporal punishment for school teachers was very effective in improving awareness and to develop desirable attitude towards corporal punishment. On the basis of pilot study the instrument and intervention were modified and refined.

RELIABILITY

Reliability of an instrument is the degree of consistency that the instruments or procedure. The reliability for structured questionnaire on awareness of corporal punishment and for modified Gozutok teacher attitude scale was checked by split half method and the reliability coefficient was 0.73, 0.74 by K.R 20 formula (Kuder, Richardson-20) and the tools were found to be reliable.

INFORMED CONSENT

The dissertation committee prior to the main study approved the research proposal. The oral consent from each school teacher was obtained before starting the data collection. Assurance was given to school teachers regarding the confidentiality of the study.

DATA COLLECTION PROCEDURE

The study was conducted in Vivekananda Vidyalaya Matriculation school Madhurantakam Taluk, Kanchipuram District. The total period for data collection was 6 weeks and the data was collected from the school teachers who met the inclusion criteria and subjects was selected by using simple random sampling technique. In order to obtain a free and true responses, the selected subjects were explained about the purpose and usefulness of the study and assurance about confidentiality was given. Good rapport was established to gain the co-operation for data collection. On the first day, the data collection was started by collecting the demographic data from the school teachers, structured questionnaire on awareness of corporal punishment and modified Gozutok attitude scale was administered, samples were taken 30 minutes to complete a questionnaire. Followed by this supportive educational programme on corporal punishment was given to the subjects for an hour. On eighth day post test was administered to subjects using the same questionnaires. The data collection process was terminated after thanking each respondent for their participation and co-operation for the study.

SCORE INTERPRETATION

Score interpretation was done by

$$\text{Score interpretation} = \frac{\text{obtained score} \times 100}{\text{Total score}}$$

AWARENESS QUESTIONNAIRE .

Maximum score = 4

Minimum score = 1

Total score = 25

TABLE 4.1 SCORE INTERPRETATION OF AWARENESS

DESCRIPTION	SCORE
Poor awareness	1-8
Average awareness	9-17
Good awareness	18-25

ATTITUDE ASSESSMENT SCALE

Maximum score = 5

Minimum score = 1

Total score =125

TABLE 4.2 SCORE INTERPRETATION OF ATTITUDE

DESCRIPTION	SCORE
Negative attitude	<63
Favorable attitude	64-92
Positive attitude	>92

PLAN FOR DATA ANALYSIS

The descriptive statistical analysis was used to find out the mean percentage and the standard deviation. The paired “t” test was used to interpret the effectiveness of supportive educational programme on corporal punishment and the spearman Rank order correlation to find out the correlation between awareness and attitude.

TABLE 4.3 STATISTICAL METHODS

Sl.No.	DATA ANALYSIS	METHODS	REMARKS
1.	Descriptive statistics	Frequency, percentage	<ul style="list-style-type: none"> • To describe the demographic variables • To describe the pretest and posttest awareness and attitude on corporal punishment.
2.	Inferential statistics	Paired “t” test Spearman Rank order correlation	<ul style="list-style-type: none"> • To evaluate the effectiveness of supportive educational programme on corporal punishment for school teachers. • To analyze the correlation between the awareness and attitude of school teachers on corporal punishment .

		Chi Square test	<ul style="list-style-type: none"> To analyze the association between the demographic variables and the effectiveness of supportive educational programme on corporal punishment among school teachers
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The analysis of data was organized and presented based on objectives in the following sections

Section A: Frequency and percentage distribution of demographic variables of the teachers.

Section B: Comparison between pretest and posttest score of awareness and attitude on corporal punishment among teachers.

Section C: Comparison between pretest and posttest score of awareness and attitude on corporal punishment among teachers.

Section D: Improvement score of awareness and attitude on corporal punishment among teachers.

Section E: Correlation between awareness and attitude of teachers on corporal punishment.

Section F: Association between the demographic variables with the effectiveness of supportive education programme on awareness of corporal punishment among teachers.

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