

## Implementation of Punishment While Considering Rogerian Approach of Psychological Functioning: An Analysis

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### ABSTRACT

Rogerian approach of psychological functioning, which is also called client-centric approach of psychological counselling, provides empathy and unconditional positive regard to the person seeking therapy. And these two components, which are the primary components of Rogerian approach, help the person to become fully functional in a positive direction after the therapeutic process.

The definition of punishment says it is an imposition of penalty or charging something for an offence. The forms of punishments depend on the accused, the situation, the place of occurrence, and obviously and obviously on the person punishing. And we all know that there are impacts of punishment at the receiving end, which may be positive or negative.

The proposed study aims to examine that if the Rogerian approach of psychological functioning is considered while implementing punishment in a classroom setting for the students, how it will impact the receiver because the impact of punishment can shape the functioning process of the receiver of that particular punishment. To examine the above correlation, a sample survey would be conducted on teachers who teach psychology initially, and the statistical analysis of the samples would construct the result of the proposed analysis.

**Keywords:** Rogerian approach. Punishment, psychological functioning, impact, empathy

### INTRODUCTION

Punishment works as a stimulus for behavioral modification in educational institutes. But sometimes, punishment works in opposite direction and creates school phobias and traumas among children. To uphold the discipline and system of an institution, it is necessary to make provisions of penalty. But at the same time, the penalty should reinforce positive changes among children. The aim of the study focuses on the acceptability of Rogerian approach of psychological functioning while performing these two criteria together.

#### Rogerian approach of psychological functioning:

Rogerian approach of psychological functioning is a non-directive approach used by mental health professionals which helps clients, seeking therapy, to attain fully functional and positive mindset. Carl Rogers introduced the theory in the year of 1940. Some of the obvious characteristics of Rogerian approach are Unconditional Positive Regard or UPR, empathy, non-judgmental attitude towards the person seeking therapy, Frame of Reference or FOR and Conditions of Worth or COW.

Unconditional Positive Regard or UPR: unconditional positive regard toward any person, is the basic component of Rogerian approach where professionals see a client without any negative connotation and accept the person as he/she is. No condition is attached while performing the therapeutic procedure.

Empathy: Empathy refers to the emotional understanding of someone else's situation, and reciprocating, without hurting that person's cognitive state. Empathy is the primary skill to practice Rogerian approach.

Non-judgmental attitude: Non-judgmental attitude refers to a neutral attitude of the therapist towards client and walk the path along with the client. It is the practice of not considering the person from the angle of any caste, religion, disability, discredit, criminal records, achievements, rewards and anything that the conventional society adds as an adjective.

Frame of Reference or FOR: A person's frame of reference is his/her set of core beliefs, ideas, schema, his/her judgmental abilities through which he/she functions in life. Rogerian approach is also the study of entering anyone's frame of reference to provide empathy and help that person to function positively.

Conditions of Worth or COW: Conditions of worth are the condition someone else set in our lives to be worthy of functioning according to them. These conditions are also misinterpreted with the qualities or qualifications someone obtains.

### **Textbook definition of punishment:**

The textbook definition of punishment describes punishment as imposing a penalty in various forms which is mostly unpleasant for the receiver. Forms of punishment varies according to age, situation, law, status of the offender, mental state of both the person imposing and receiving punishment, socio-economic condition and other components present at that point of time.

One of the very common example of punishment is school punishment for kids who do not abide by the disciplines of school and the types of school punishment include not allowing the offender to attend classes, guardian calls, not allowing to write the examination, verbal punishment like scolding, yelling and sometimes physical punishment which is commonly called corporal punishment in schools. There are important studies related to corporal punishment in government schools of India, where punishment is mostly dependent on caste and family background of the students while determining the forms of punishment. There are interesting studies on how punishment imposed by parents shape the behavior of the children though this issue is not the exact aim of this analysis. Here we have considered punishment in school set ups only.

The present study aims to analyze how punishment can also work as a positive catalyst in students' life, incorporating the Rogerian approach of psychological functioning in school set ups and attain the goal of behavior modification. Post punishment trauma or fear of punishment refrains kids from attending schools, it is common in our society. And sometimes, the form of punishment creates behavioral issues in children.

### **LITERATURE REVIEW**

Literature related to both punishment and Rogerian approach is widespread. Though, literature on correlation between punishment and psychological functioning are very few and cannot be used directly for the present purpose. For that reason, we have cited some important works on punishment in school set ups and Rogerian approach separately. Few citations are related to behavioral issues of children who receive corporal punishment in schools in India. In the citation related to Rogerian approach, characteristics like the role of empathy, positive psychological functioning, behavioral modification have been emphasized.

First of all, we will cite the characteristics of Rogerian approach of psychological functioning to understand how professionals will be benefitted by accepting the approach. There are six creative and novel empathic responses that fit the original Rogers definition of empathy; reflecting deeper feelings, pointing out discrepancies, and the use of visual imagery, analogies, metaphors, and targeted self-disclosure (Neukrug et al.2013). Soon after the end of World War II, evidence suggests that the research and counselling programs fostered the adoption of a Rogerian approach of teaching management (Regan Jr,2017). Historically, the concept of stress was re-defined from the Rogerian perspective as an experience of change manifested by individualism (Hurley, 2005). The person-centered approach began as a strictly personal/psychological approach, only belatedly applied to politics. That political turn is an expression of intrinsic tendencies within Rogers's approach (Casparly, 1991). Unlike behaviorist approach, Rogers' work seeks to empower students to become self-directed learners and claims to teach them how to become their own behavior change agents. Since the origins in the 19<sup>th</sup> century, the tradition of integrative humanist therapy has contributed in no small way to an enriched understanding of learning, with a focus on learner-centeredness (Brown &Logue, 2021). The Indian education system, like the society it nourishes, is set in a landscape of diversity and vastness. The education system must account for its multiplicity (Singal,2014). Democratization of education and social and emotional learning are well researched issues, yet it remains difficult to make them a reality. Rogers was focused on finding the components of interaction that facilitate authentic and meaningful interpersonal relationships (Florkowski et al.2022). Roger's Client-Centered approach included the phenomena 'phenomenology' (i.e. multiple reality theory) and the 'innate desire to self-actualize', maintained by the organismic valuing process (Kensit,2000). Carl Rogers postulates that the necessary and sufficient conditions for personality change are congruence, unconditional positive regard and empathy (Klassen &Turgeon,1981). Not only psychoanalysis but most other theories of personality are converging upon the concept of the self as the central focus of personality. This development of attention to the self in contemporary psychology is perhaps evidence of the return of psychology to its major concern (Patterson, 1961).

The punishment procedure is one in which an aversive stimulus is contingent upon the occurrence of a response. Various theories of the mechanism through which punishment exerts its influence on behavior emphasize the unconditioned fear response, the unconditioned skeletal response, the escape response, the similarity between the conditions of punishment, and the conditions of training (Church, 1963). Corporal punishment was an important part of the educational experience of many children educated during the nineteenth and twentieth centuries. It has often been assumed that it was an uncontroversial and widely accepted means of maintaining school discipline (Middleton,2008). In scientific research, here emotionalism is presumably minimized, considerable gaps exist in the literature which preclude the possibility of making conclusive statements about the impact of physical punishment in school settings (Bauer et al.1990). Again, values and, perhaps, a lack of knowledge concerning alternatives to physical discipline play an important role in perpetuating the acceptance of corporal punishment (Rust & Kinnard, 1983). Definitions of corporal punishment, although varying in detail, usually incorporate the idea of the

purposeful infliction of pain as a penalty for an offense committed by a student (Hyman, 1987). Differentials in learning outcomes among children in Indian schools belonging to different social groups in India become even more prominent when viewed in conjunction with the issue of corporal punishment and praise in schools (Kumar et al 2022). It has been found that students from disadvantaged backgrounds are more likely to be punished than their peers (Morrow & Singh, 2015). There is considerable evidence that parental corporal punishment is positively associated with children's behavioral and mental health problems. However, there is very little evidence addressing whether corporal punishment perpetrated by teachers or school staff is similarly associated with problematic student functioning (Deb et al.2017).

### **NEED & RELEVANCE**

Accepting any particular approach while applying punishment on children is not a regular practice. If the current study finds the Rogerian approach of psychological functioning acceptable by the teachers of educational institutions, then it can be a practice of positive reinforcement by the teachers for the children. And it will also help in setting a positive mindset for the kids and adolescents

### **OBJECTIVES OF THE STUDY**

The study aims to examine if the implementation of a particular approach called Rogerian approach of psychological functioning influences a positive change in behavior while implementing punishment in classroom settings.

### **THEORITICAL EXPRESSION**

Rogerian approach of psychological functioning is based on stages of a person's mental state from day one to the end date of session. And the therapeutic goal is to help the client attain positive mental state at the end of the session.

Main focus of punishment is behavioral modification of the offender. For that reason, we do not use the term jail. Rather, we use the term correctional home in law. If we express the stages of Rogerian approach in terms of punishment, it may function like the followings, provided, the conditions like non-judgmental attitude, unconditional positive regard, empathy, unconditional acceptance should be maintained by the teacher.

We can assume that punishment is not imposed as soon as possible after the complaint received and a time limit is provided to implement the approach for the present study purpose.

Stage 1: Denial of the offence and generalization. The kid will not accept the offence or problem at all.

Transition from stage 1 to stage 2: Detailing of mistakes done by others.

Stage 2: He or she may talk about self but not in present situation or 'here & now' experience.

Transition from stage 2 to stage 3: Breaking into awareness. To be precise, sharing experience of the present situation suddenly.

Stage 3: The kid will then speak about the 'fact' and the his/her 'feeling' while committing the offence and before and after of the offence.

Transition from stage 3 to 4: Then the questioning would be regarding other ways of dealing the issue which triggered the offence and the kid committed that. It will create an awareness of resilience and other world views for the kid.

Stage 4: Awareness of frame of reference. The frame of reference where the kid is living.

If the teacher can make the congruence with the frame of reference of the kid, then the kid will have the feeling of being fully received according to Carl Rogers.

Stage 5: It is the stage the kid finds his/her real self. And the need of the self.

Transition from stage 5 to 6: The kid then slowly becomes positively functioned.

Stage 6: Acceptance of the differentiation completes in this stage and the kid will accept the difference with others positively which will not create a problem anymore and it won't be a trigger to create nuisance.

Transition from stage 6 to 7: The kid will be interested towards the process of creativity and learn to derive personal meaning about the world.

Stage 7: Now the kid is ready to act as positively functioned and chance of creating nuisance or offence is low according to Rogers.

### Methodology:

Our following study focuses on the primary data which was collected directly from the professionals of various educational institutions in Kolkata. In this study we have used direct personal interview method. A total of 150 professionals from various institutions were interviewed which were randomly selected and approached for a direct one to one interview and their responses were noted based on several open and closed ended questions. This data was further analyzed and then the conclusion was drawn.

The independent variable used for the study was ‘application of Rogerian approach’ and the dependent variable was ‘a positive change in the behavior of student.’

The research question for the study was ‘Can the Rogerian approach be considered while imposing punishment in a classroom setting and encourage a positive change in the behavior of a child?’

This study has deployed the Chi Square testing method to test our hypothesis and reach the conclusion.

### Result & Discussion

Table 1: Observed Value

Positive Change in Behavior /Rogerian Approach	Yes	No	Total
Applied	25	3	28
Not Applied	12	110	122
Total	37	113	150

Table 2: Expected Value

Positive Change in Behavior /Rogerian Approach	Yes	No
Applied	6.91	21.09
Not Applied	30.09	91.91

Table 3: Calculation of Chi Square test

Observed Value (O)	Expected Value (E)	(O-E)	(O-E) <sup>2</sup>	(O-E) <sup>2</sup> /E
25	6.91	18.09	327.25	47.36
12	30.09	18.09	327.25	10.88
3	21.09	18.09	327.25	15.51
110	91.91	18.09	327.25	3.56
			Chi Square Value=	77.31

In this study the null hypothesis is framed as Rogerian approach cannot influence a positive change in behavior while implementing punishment. And the alternative hypothesis framed as Rogerian approach can influence a positive change in the behavior while implementing punishment.

After calculating the Chi Square test, it has been observed that the Chi Square value is 77.31 whereas the tabular Chi Square value is 3.841, considering the degree of freedom as 1 and the level of significance as 5%.

As the calculated Chi Square value is greater than the tabular Chi Square value, therefore we can Say that the null hypothesis is rejected and we will accept the alternate hypothesis.

Thus, we find from our study that, the Rogerian approach can influence a positive change in behavior while implementing punishment.

### Suggestions

#### Findings & Discussion:

Punishment is an important behavior modification technique that has been under contention for as long as it has been used (Dev). Determining what consequences are likely to serve as effective punishment for any given behavior is a complex task (Fleiter et al.2013). Punishment is a word that evokes a variety of vivid images, quite different for people from different disciplines. The role of punishment in changing behavior have only been examined from a scientific perspective since early in

the twentieth century (Huesmann & Podolowski, 2013). Since the punishment procedure involves an aversive event, the recipient learns avoidance behavior (Church, 1963).

The current study has been conducted in the backdrop of punishment in school set ups. And the sample was professionals who are associated with the educational institutions across Kolkata and belong to psychology background. To be precise, they are knowledgeable about Rogerian approach of psychological functioning.

To exercise the theoretical expressions mentioned earlier, in reality, it will be suggested for teachers to go through rigorous training on understanding student psychology and how to implement the Rogerian approach; under expert supervision if required. Hiring of adequate numbers of mental health professionals is also required in educational institutions if we target for behavior modification of students.

Scope of study:

According to the discussion, the following scopes are derived for further studies:

The same analysis can be conducted on the basis on punishment applicable in family and its impact on the children.

The study can be conducted on the laws of punishment and the psychology of the accused persons.

The study can be conducted on the basis of teachers' point of view who are not aware of Rogerian approach.

The same analysis is applicable in the backdrop of school discipline and the role of punishment.

## CONCLUSION:

The data collection started with the assumption that, participants clearly understood the questions and answered them correctly. According to the chi-square testing result, found in the research methodology, it has been found that the alternative hypothesis has been accepted. And according to the theoretical expressions, pioneered by Rogers, which has been expressed in the backdrop of punishment for the purpose of the present study, can be helpful for students, especially in Indian education system to reach the goal of positive behavior changes and help the student to function well psychologically.

In a diversely populated country like India, where students come from diverse socio-cultural and socio-economic background, and face differentiation on the basis of caste, financial conditions of families, the Rogerian approach can act as a positive catalyst for them to continue study and give them the feeling of fully accepted. It will also help in the eradication process of maintaining discipline, building a balanced career path for the children around the society.

Though, the implementation process of the proposed approach needs expert care in every step and its success depends on the appropriate exercise of the approach. All the stakeholders of the education system, with the help of mental health care professionals need to come under one umbrella and join hands together to make the present study a reality. Because punishment is not limited to school set ups only, it has wide reach in every corner of the society without any goal. And further studies in this regard is strongly suggested.

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