

Child Punishment between Incentive and Aggression From the Viewpoint of Mothers and Teachers

¹Dr. Meyada Asaad Mussa

Abstract

The aim of the current research is to reveal whether the punishment of children is an incentive or an aggression from the viewpoint of their mothers and teachers. To achieve this, the scale was constructed which consist of (19) item that represent the behavior of mothers and teachers with their children, and the items were united by two main choices as: an incentive and an aggression (and both options consist of three alternatives: Considered incentive (large, medium, and weak) and Consider aggression (large, medium, and weak). The psychometric properties of the scale were verified by extracting the apparent validity and validity of the peripheral comparison, as well as the reliability of the test-retest method and it reached (88.0) for the paragraphs side when it is considered an incentive and (83.0) for the aspect of the paragraphs when it is considered aggression. The results showed that the teacher indicates that the punishment of children is an aggression rather than an incentive, and the vice versus for mothers.

Keywords: Child punishment, Incentive, and Aggression

I. Introduction

There is no doubt that the use of punishment with a young child is a dangerous psychological and social phenomenon, as it is classified as one of the problems that continues to attract the attention of many researchers in all educational, psychological, social and legal fields at the present time. As a result of the efforts of human rights organizations and educational institutions related to the development of childcare programs in the world, the World Health Organization, in cooperation with the International Foundation for the Prevention of Child Violence, announced the need to open programs to prevent this phenomenon as a priority of its programs to preserve the general health of children.

¹University of Baghdad/College of Education for women

As the current study came as an attempt to assess the effectiveness of the two methods of punishment and reinforcement that are used by mothers and teachers to guide the child's behavior, the abuse directed at the child is one of the most serious educational problems that cause the weakening and destruction of his personality, and thus the child grows incapable of performing his role in society in the later stages. This is a call for our goal to be raising the child and not preventing error. Unless punishment is aimed at a change in behavior and yields desired positive results, then the punishment will be meaningless, futile and unjustified.

Research problem:

Child punishment is still a controversial issue that raises educational and scientific questions, especially in educational and family circles, and the divergence of opinions and contradictions appeared clear about the use of child punishment, as some educators called for the abolition of punishment as it leaves devastating negative effects on the level of the individual and society, and in return some emphasized the necessity of using it on the basis that its abolition would harm the educational process.

There is no doubt that pattern of child abuse and neglect affect their emotional and psychological development and cause behavioral problems and this appears either directly or after many years, such as: self-contempt, anxiety, depression, and difficulties. Attachment, self-harm behavior, and juvenile delinquency (Al-Assali, 2008: 50).

A question comes to minds, which is: Do we want our children to live a continuous learning state and put our dreams in them to be creative and innovative, or something like that? Certainly, the answer is yes, so we must understand the process of our education for them as one based on exploration and trial and error and not based on learning the right. Therefore, the child's right to commit a mistake must be recognized because the latter considers his actions to be a normal and acceptable thing, and because children practice most of their actions to discover themselves and discover those around them. (Fouad, dt .: 23).

It is not guilty that punishment in education, thought and culture is among the worst that can be thought of and believed in in the modern era in light of the tremendous changes in human rights, especially in the world of childhood, that dewy world whose horizons are opened with kindness and spread its light by persuasion (Malak and Al-Kandari, Dat: 3). It is noticeable that our families, especially mothers, as well as teachers in educational institutions, have not been without the use of punishment, which seems to be a natural matter, and what added to the researcher's remark:

- 1- Its continuous work in the field of kindergartens.
- 2- Most studies indicated that there are many simple methods of punishment that parents can adopt in disciplining their child, such as isolation for minutes, avoiding talking to him, or depriving him from playing, and these methods are effective with children, (Al-Anani, 2000: 120).

This prompted a question about the result of the method of punishment used by mothers and teachers, is it a catalyst for positive behavior for the child or is it aggression towards it?

Research Importance:

The family represents the first place from which the child absorbs most of the instructions and exercises that lead to modifying his behavior, especially during this period of life. Researchers in the field of educational psychology and sociology have agreed that the family's treatment of the child in a way that combines softness and intensity according to the different situations he is exposed to. It is considered one of the best means of education, as reward and punishment have a great role in raising children (Nassef, 1989: 27).

Many educators believe that the family should use with its young child what is called (simple punishment) if he is wrong. In order for him to know the essence of his mistake, he does not repeat it, and that this simple punishment needs calm and steadiness while parents deal with the child, and not the tendency to use violence and punishment that harms the inner feelings and physical abuse of the child, and does not lead the parents to the child's sense that he is the cause of all the troubles in their lives through boredom. This is because this feeling generates feelings of hatred in him from a young age (David, 2004: 20).

Also, educators should understand their children that they are important to them even during their punishment, and that they love them even if they acted inappropriately, so that this punishment is a message directed to the child that his behavior is inappropriate behavior, so he must not repeat it, and therefore, this simple punishment gives him a sense of safety and security, as well as the behavioral modification that accompanies it (Al-Azza 2002: 136).

Verbal punishment is the most common method used by educators to deal with their children without awareness of its short or long term consequences, and it is difficult to determine the degree of its impact on the child because there are no visible signs such as marks or bruises or any of the other forms caused by physical punishment, for example, and its meaning differs for children. In many societies, it is subject to many factors, including the culture of the society, the culture of the family, the degree of parental education, the prevailing pattern of education, and other variables (Daoud, 2004: 38).

The use of punishment with a young child is a dangerous psychological and social phenomenon, as it is classified as one of the problems that continue to attract the attention of many researchers in all educational, psychological, social and legal fields at the present time. The World Health Organization, in cooperation with the International Foundation for the Prevention of Child Violence, declared the need to open programs to prevent this phenomenon as a priority of its programs to maintain the general health of children (Abu Jaber and others, 2009: 15-16).

Accordingly, the researcher found the need to pay attention to this matter, for education does not mean distress, beating and belittling as many think, but rather is helping the child to reach the maximum possible perfection, and we can summarize the justifications for doing this research as follows:

1- The aim of raising this problem is an invitation to discuss and dialogue about what we practice and do with our children, ourselves and our future, and that our goal is to raise the child and not prevent error. Unless the punishment aims at a change in behavior and brings positive desired results, then the punishment will be meaningless, useless and unjustified.

2- The current research is a reminder to parents of children and teachers that motivation and reinforcement generates in the child awareness of success in the work he is rewarded, and leads to activating subsequent learning efforts, which in turn increases the child's self-confidence and encourages adventure and creativity.

3- This study came as an attempt to evaluate the effectiveness of the two methods of punishment and reinforcement that teachers use to guide the child's behavior. Abuse is one of the most serious educational problems that weaken and destroy the child's personality, and thus the child grows incapable of performing his role in society in the later stages.

4- Selecting the kindergarten category in the current study as it is a basic stage in building an individual's personality and the stage of forming his trends, inclinations and future talents.

Research objective:

The current research aims at:

To reveal: Is the punishment of children an incentive or aggression from the point of view of their mothers and teachers.

Research boundaries:

The current research is determined by mothers and teachers of kindergarten children in the city of Baghdad next to it Al-Karkh (Directorates of Education Al-Karkh) for the academic year (2018-2019).

Defining terms:

First: Punishment: Known by:

- Encyclopedic Dictionary of Education Terms (2003) as: "An unpleasant or painful experience resulting from a certain behavior that a person experiences and is not in line with known general rules, so that the owner receives punishment with the intention of preventing him from repeating the offense and not encouraging him to violate it in the future" (Najjar, 2003: 826).

- Wolffock (2010) that: "It is a process that weakens or suppresses behavior" (Wolffock, 2010: 491).

- The theoretical definition of the researcher: Punishment is an intentional behavior practiced by one or both parents or others surrounding the child. It includes physical and moral punishments used in raising children and its purpose is to suppress or reduce the behavior.

- Procedural definition of the researcher: It is the practice of both the mother and the kindergarten teacher the method of punishment with the child, and this is shown through their response to the paragraphs of the punishment style scale.

Second: The Incentive Motivation: Known by:

- The dictionary of psychiatric terms (DT) as: “means an emitter, a stimulus, a move, or a stimulus, and in psychology, incentives are seen as a reinforcement of positive behavior” (El-Sherbiny, dt: 82)

- The Dictionary of Psychological Sciences (1988) as: “Something external that stimulates impulsivity and maintains a behavior directed towards a goal. Or it is an external reward for pushing to a basic goal. Thus school awards are incentives” (Aqil, 1988: 185)

- Encyclopedic Dictionary of Education Terms (2003) as: “The factors and forces that motivate a person to work and push him to do activity” (Najjar, 2003: 603)

- The theoretical definition of the researcher: the stimuli that move the individual to respond and develop in him the desire to make a higher level of efforts towards achieving the goals, provided that these efforts lead to the satisfaction of some of the individual's needs

- Procedural definition of the researcher: the practice of both the mother and the kindergarten teacher the method of stimulation with the child and this is shown through their choice of answering the paragraphs of the scale as a method of motivation.

Third: Aggression is defined by:

- Encyclopedic Dictionary of Education Terms (2003) that: “That aspect of ambition to domination that involves treating others as possessions that are disregarded for the goals of their owner” (Najjar, 2003: 59).

The Dictionary of Psychological Sciences (1988) declares: “An attack, a hostile action directed at a person or thing” (Aqil, 1988: 20).

- The theoretical definition of the researcher: An offensive commanding behavior by the mother and the teacher towards the child, whether in kindergarten or home, regardless of his needs and desires.

- Procedural definition of the researcher: The practice of both the mother and the kindergarten teacher the method of aggression with the child, and this is shown by their choice of answering the paragraphs of the scale as a method of aggression.

II. Theoretical framework:

Children may sometimes issue some behavior that requires educators to discipline them, and as a teacher or mother they must choose the most appropriate method for discipline depending on the problem situation and the age of the child, as many of them resort directly to punishment, without thinking about whether it is an effective method for disciplining the child, and whether it will ensure non-recurrence The Child for His Mistake (Malak and Al-Kandari, 2010: 101).

In many cases, parents usually resort to the use of violence and hitting the child, and the self-concept of the parents is usually very low, and their IQ may be low, and it is noticed that they are disturbed and anxious, and these are some of the factors that lead to physical harm to the child (Al-Kaaba, 2006: 93) Likewise, the kindergarten teacher may not be bound by special circumstances, thus reflecting on her job performance by the standards of raising the child in kindergarten, and finding her unwillingness to work and being exposed to the economic pressures of life and performing daily family duties are factors that force her to treat the child in a non-educational manner, so she uses the punishment justified by the need to use it,(Ashway: 2005, 18).

There are important positive disciplinary steps for the child, namely: -

- 1- Describing the desired behavior immediately after performing the wrong behavior.
- 2- Giving clear reasons for the reason for his discipline, so that he knows the basis of his undesirable behavior.
- 3- The child is asked to confess his mistake confidently and without shame and that he will correct it with the help of the educator.
- 4- Promoting his sound behavior directly, (Idris and Hammami, 2011: 26).

There are also three important foundations for positive discipline, which are (organization, imitation, example, programming and suggestion). Educators should use the following skills so that they can help their children change their behavior for the better:

- 1- Using positive guidance related to the child's personality and age.
- 2- Satisfying the child's need of praise, acceptance and love immediately after correcting his behavior, such as using an encouraging smile.
- 3- Dealing with the child's behavior slowly and trying to understand the motives of his behavior and the hidden message from it.

4- Staying away from screaming and mocking the child's behavior, while looking in kind, this means that you do not accept his behavior.

5- A constructive dialogue with the child so that he understands that his behavior is outrageous, and that it should not be repeated in the future: 22 (UNICEF, 2014).

Theories explaining punishment between motivation and aggression:

There are many theories that dealt with the concept of aggression and motivation, and because my theory (behaviorism and social learning) is the closest in its interpretation of that in terms of what the punishment can be considered and as mothers and teachers find it chosen to present a clear interpretation of that and where: -

The behavioral school considers the importance of external experience, apparent behavior, action and response. Act, a person is born equipped with preparations that represent the raw material for his personality that is formed through what the individual learns from his parents, and then the school and the rest of the other social institutions with which he deals (Al-Maashi, 2009: 34). Punishment aims to reduce or suppress the behavior, so the behavior followed by punishment is less likely to be repeated in similar situations in the future. (Wolffock, 2010: 491).

Skinner added that the use of disciplinary punishment, which is characterized by excessive violence with the child, is a useless method in social upbringing, as it does not necessarily lead to the cessation of unwanted responses and not being issued in the future, given the possibility of the emotional effects resulting from it diminishing, and then the possibility remains. There are two types of punishment that the discipline method is part of, and they are:

1- Positive Punishment:

It is giving an unpleasant or painful stimulus to the individual as a result of issuing unwanted behavior, and it has two forms: a positive physical punishment and a positive moral (verbal) punishment, and it is spread among the family that adopts disciplinary methods for its children.

2- Negative punishment:

It is to stop providing the reward with the aim of reducing the occurrence of the unwanted behavior or excluding it completely, and when the child returns to issuing the acceptable behavior and stops issuing the unwanted behavior, then this punishment must stop, and the reward is provided again, until it is confirmed the Response (Nasreddin& Al-Hashemi, 2006: 42-43).

This theory also indicates that the process of social upbringing is related to the learning process, that is, the individual learns from a young age the patterns, values, habits and ideas of culture through the methods of discipline and discipline practiced by parents to achieve a sound social structure (Mograni, 2015: 28).

The individual behaves what leads to his obtaining positive incentives (reinforcement) or is associated with positive incentives and refrains from behaviors that lead to obtaining negative incentives (punishment) or associated with it. Thus the rewards, plunders and privileges that the individual can obtain are powerful factors in

stimulating and directing his behavior. He managed to obtain these positive incentives, while disturbing those works to keep the individual from conducting behavior towards that subject, (Tawq and Adas, 1984: 144).

The theory believes that punishment takes one of two forms:

The first: It is called presentation punishment, and it occurs when the behavior is suppressed or reduced after the emergence of a specific stimulus. When the teacher decides to impose additional work for students, then they use show punishment. While the second type of punishment is called exclusionary punishment, it includes exclusion of a certain excitement.

When a teacher cancels out certain features after a student behaves in an inappropriate way, they apply exclusionary punishment. The effect of both types is to reduce the behavior that led to the punishment. There are also two types of reinforcement: the first is called a Positive Reinforcement and it occurs when the behavior produces a new stimulus. Wearing new clothes produces many compliments.

The second type is called negative reinforcement, which is when the consequence that reinforces the behavior is the disappearance of a specific stimulus (Wolfock, 2010: 490-491).

As for the social learning theory, it considers that reinforcement and punishment from the behavioral point of view directly affect the behavior. In social learning theory, it can be to see another person reinforcing or punishing similar effects on the observed personal behavior (Wolfock, 2010: 793). Where incentives affect performance, and although learning may have occurred, it may not become apparent until the appropriate situation is a catalyst, or there are actual incentives for performance (Wolfock, 2010: 526).

Social learning theory distinguishes between acquisition and performance, as we may acquire a new skill or behavior through observation, but we may not perform this behavior until there are some incentives to do so. Reinforcement can play many roles in observational learning. If we expect to reinforce the actions of a particular form in our imitation, we may have a greater motivation to pay attention, remember, and reproduce the behavior. In addition, reinforcement is important in retaining learning. A person who attempts a new behavior is tolerated without reinforcement. (Ollendick & Shapiro, 1983, p. 485-491)

Bandura identifies three formulas of reinforcement that can encourage observational learning. First, the observer may reproduce the model behavior and get direct reinforcement, such as a child who successfully performs a skill of playing skills, and the teacher says (model) excellent. However, the reinforcement is not necessarily direct; it may be an alternative reinforcement.

Vicarious reinforcement, the observer may simply watch others reinforce a behavior and then increase his production of this behavior, for example if the teacher praises two children for their good explanations in scientific experience, for example, then a number of other children who notice Her praise may offer her a more attractive explanation next time. Also, punishment can be a substitute. Vicarious, the child may slow down his response after seeing many children get sharp looks from the teacher for their wrong answer.

The last form of reinforcement is self-reinforcement, or the control of special reinforcements, and this type of reinforcement is important for both teachers and children. We want the children to improve, not because that leads to external rewards, but because children appreciate and enjoy their developing competence. Self-reinforcement for a teacher sometimes makes him more communicative in his work (Wolfock, 2010: 529-530).

III. Research methodology and procedures

Research methodology:

To reveal the purpose of the research, a descriptive approach was adopted in describing and interpreting data (Van Dalen, 1985: 292).

Research community:

The research community consisted of mothers and teachers of Riyadh children enrolled in kindergartens for the 2018-2019 school year in Baghdad next to Karkh, which numbered (81) kindergartens.

The research sample:

The randomized staged method was used to select the research sample, for the purpose of publishing it on kindergartens in the city of Baghdad. What represents 10% of kindergartens in the General Directorates of Karkh Education was selected, and the number of sample members reached (75) mothers from the mothers of the children of the selected Riyadh and (75) teachers. As shown in Table (1)

Table (1) / research sample

Seq.	The directorates of education	the number of government kindergarten	10% representation	the number of teachers	the number of mothers
1	The first Karkh	32	3	30	30
2	The second Karkh	30	3	27	27
3	The third Karkh	19	2	18	18
	Total	81	8	75	75

Research tool: Achieving the research goal required preparing the measurement tool, so preparing any tool must go through the following steps:

- 1- Determine the characteristic to be measured.
- 2- Drafting the paragraphs that refer to the characteristic to be measured
- 3- Revising the paragraphs based on the opinions of the arbitrators
- 4- Extraction of indicators of the effectiveness of paragraphs such as honesty and constancy, (Al-Shayeb, 2009: 90).

Accordingly, (21) paragraphs were developed that represent the behavior of mothers and teachers with their children, and the paragraphs were identified with two main options:

The first: That these paragraphs be considered an incentive - from their point of view

The second: That these paragraphs are considered aggression - from their point of view.

And with three alternatives for each of the two options:

- That the paragraph is highly motivating, so you get only one score,
- To be considered a motivational paragraph with a medium degree, it gets only two points.
- That the paragraph is considered motivational with a small degree, so it gets three degrees only.

- That the paragraph is considered aggression to a large degree, so it gets three points only.
- That the paragraph is considered aggression in a moderate degree, so it gets only two points.
- That the paragraph is considered aggression to a small degree, so it gets only one score.

Validity of the apparent scale:

To ensure the validity of the scale, the scale was presented in its initial form (Appendix -1) to (10) experts (Appendix-2) to examine the paragraphs logically and assess their validity in measuring what they were designed to measure. In light of their observations, what represents 80% of their opinions was approved by approval, and accordingly the number of paragraphs became (19) paragraphs, as two paragraphs were deleted and two paragraphs were amended as shown in Table (2).

Table (2) / the validity of the scale paragraphs

Paragraphs	Valid for domain		not valid for domain	
	motive	aggression	motive	aggression
1,2,3,5,6,9,13,14	90%	100%	/	/
7,8,10,11,12,15,16,17,20,21	90%	80%	/	/
18,19	20%	/	80%	90%

Paragraphs that have been amended according to expert opinions

Seq.	before modification	after modification
1	Checking the child for their upsetting behavior	Cruelly asking the child about the reason for the upsetting behavior
4	hitting the child in the face	smacking the child in the face

Terminal comparison validity: To verify the scale distinction, the terminal comparison validity was used as the scale was applied to (100) mothers and teachers, and after calculating the total score for the scale and for the two options (motivation and aggression), the sample was divided into two equal parts, then the arithmetic mean and variance were calculated for each group, and the T-test equation was applied To denote the differences between the two arithmetic means. The validity of the scale was shown, as the calculated T value for the incentive side was (025.4) and for the aggression side (566.3) compared to the tabular value of (96.1) at the significance level (05.0) and the degree of freedom (98) as shown in Table (3).

Table (3) / validity of the peripheral comparison (distinguishing scale)

side	The upper group		the lower group		T-value	
	Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	computed	tabular
Incentive	42,221	11,17	34,444	8,55	4,025	1,96

Aggression	52,101	11,14	45,331	12,41	3,665	
------------	--------	-------	--------	-------	-------	--

Stability of the scale: To calculate the stability, the scale was applied to a sample of mothers and teachers amounting to (30) mothers and teachers and after two weeks had passed, it was re-applied, and after calculating the answers both times, the scale was found to be (88.0) for the part of the paragraphs when they were considered an incentive, and (83, 0) for the paragraphs side when it is considered aggression, compared to the tabular values for them, as shown in Table (4).

Table (4) / Stability of Scale

Test	the coefficient of correlation	tabular value
The incentive	0,88	0,38
Aggression	0,83	

Scale correction: The total score of the scale ranged between (19) as the lowest score and (57) as the highest score, with a hypothetical average (38). Whenever the overall scale score is greater than the hypothetical mean, this indicates that the paragraphs indicate aggression and vice versa with motivation. Therefore, the highest score for each paragraph is (3), with a hypothetical average (2), and the lowest score (1). When the score of the paragraph is higher than the hypothetical mean, it indicates aggression and vice versa with the motivation. The answer is by indicating the mother and the teacher to one alternative from one of the two options (incentive or aggression).

Final application: After verifying the validity and reliability of the scale and with the help of the female principals in applying the scale (Appendix -3) to the research sample of mothers and teachers, by distributing it to them and to place their estimates on each paragraph of the scale, and the application period took (4) weeks, as it started (3/3/2019) and ended on (3/31/2019).

Statistical means:

- Pearson correlation coefficient.

T-test of two independent samples of equal size.

View and discuss results

Research objective: To identify children’s punishment between motivation and aggression

The null hypothesis: There is no statistically significant difference in the answers of mothers and teachers that the punishment of children is an incentive or aggression at the level of significance (05.0) and for each paragraph of the measurement tool: -

Paragraph (1) The answer to "asking the child cruelly about the reason for his disturbing behavior" is it motivation or aggression?

To verify the validity of the null hypothesis to answer paragraph (1), the T-test equation was used for two independent samples of equal size. The tabular T of (-96.1) at the level of significance (05,0) and the degree of freedom (148), as shown in Table (5)

Table (5) / the calculated and tabular T value of the answers of mothers and teachers to the first paragraph

Paragraph	sample	mothers		teachers		T-value	
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	computed	tabular
1	150	1,877	0,764	2,5	0,5	8,534-	1,96-

Paragraph (2) The answer to "punishing the child for making noises while playing" is it motivation or aggression?

To verify the validity of the null hypothesis for the answer to paragraph (2), the T-test equation was used for two independent samples of equal size, it was found that there is no statistically significant difference in the answers of mothers and teachers, as the calculated T value reached (0), which is less than the tabular T value of (96.1) At the level of significance (05,0) and the degree of freedom (148), as shown in Table (6).

Table (6) / The calculated and tabular T value of the answers of mothers and teachers for the second paragraph

Paragraph	Sample	Mothers		Teachers		T-value	
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	computed	tabular
2	150	2	0,67	2	0,582	0	1,96

Paragraph (3) The answer to “pinching the child's ear when committing a certain mistake” is it motivation or aggression?

To verify the validity of the null hypothesis to answer paragraph (3), the T-test equation was used for two independent samples of equal size. The tabular T of (-96.1) is at the level of significance (05.0) and the degree of freedom (148), as shown in Table (7).

Table (7) / The calculated and tabular T value of the answers of mothers and teachers to the third paragraph

Paragraph	Sample	Mothers		Teachers		T-value	
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	computed	tabular
3	150	2	0,82	2,222	0,794	2,365	1,96-

Paragraph (4) The answer to “slapping a child in the face” is it an incentive or aggression?

To verify the validity of the null hypothesis to answer paragraph (4), the T-test equation was used for two independent samples of equal size, and it was found that there is a statistically significant difference which is in favor of (aggression) and according to the opinion of the parameters, as the calculated T value reached (-797,4), which is smaller than The tabular T value of (-96.1) is at the level of significance (05,0) and the degree of freedom (148), as shown in Table (8).

Table (8) / The calculated and tabular T value of the answers of mothers and teachers for the fourth paragraph

Paragraph	Sample	Mothers		Teachers		T-value	
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	computed	tabular
4	150	2,166	0,698	2,545	0,661	4,797-	1,96-

Paragraph (5) The answer to “insulting the child from his parents” is it motivation or aggression?

To verify the validity of the null hypothesis for the answer to Paragraph (5), the T-test equation was used for two independent samples of equal size, and it was found that there is no statistically significant difference in the answers of mothers and teachers, as the calculated T value reached (0518.0) which is smaller than the tabular T value of the amount (96,1) at the level of significance (05,0) and the degree of freedom (148) as shown in Table (9).

Table (9) / The calculated and tabular T value of the answers of mothers and teachers for the fifth paragraph

Paragraph	Sample	Mothers		Teachers		T-value	
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	computed	tabular
5	150	1,98	0,61	1,45	0,44	0,0518	1,96

Paragraph (6) The answer to “calling the child disgraceful by his parents,” is it motivation or aggression?

To verify the validity of the null hypothesis to answer paragraph (6), the T-test equation was used for two independent samples of equal size, and it was found that there is a statistically significant difference which is in favor of (aggression) and according to the opinion of the parameters, as the calculated T value reached (-675.10), which is smaller than The tabular T value of (-96.1) at the level of significance (05.0) and the degree of freedom (148), as shown in Table (10)

Table (10) / The calculated and tabular T value of the answers of mothers and teachers for the sixth paragraph

Paragraph	Sample	Mothers		Teachers		T-value	
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	computed	tabular
6	150	2,331	0,975	2,692	0,465	10,675-	1,96

Paragraph (7) The answer to "neglecting the child's heinous behavior" is it motivation or aggression?

To verify the validity of the null hypothesis to answer paragraph (7), the T-test equation was used for two independent samples of equal size, and it was found that there is a statistically significant difference which is in favor of (aggression) and according to the opinion of the parameters, as the calculated T value reached (-711.9), which is smaller than The tabular T value of (-96.1) at the level of significance (05,0) and the degree of freedom (148), as shown in Table (11).

Table (11) / The calculated and tabular T value of the answers of mothers and teachers for the seventh paragraph

Paragraph	Sample	Mothers		Teachers		T-value	
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	computed	tabular
7	150	1,4	0,504	2,1818	0,8408	9,711-	1,96

Paragraph (8) The answer to “insulting the child from his parents” is it motivation or aggression?

To verify the validity of the null hypothesis to answer paragraph (8), the T-test equation was used for two independent samples of equal size, and it was found that there is a statistically significant difference which is in favor of (aggression) and according to the opinion of the parameters, as the calculated T value reached (-036.9), which is smaller than The tabular T value of (-96.1) at the level of significance (05.0) and the degree of freedom (148), as shown in Table (12)

Table (12) / the calculated and tabular T value of the answers of mothers and teachers for the eighth paragraph

Paragraph	Sample	Mothers		Teachers		T-value	
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	computed	tabular
8	150	1,5	0,512	2,25	0,727	9,036-	1,96

Paragraph (9) The answer to "preventing the child from completing his game" is it an incentive or aggression?

To verify the validity of the null hypothesis to answer paragraph (9), the T-test equation was used for two independent samples of equal size. The tabular T value of (-96.1) at the level of significance (05.0) and the degree of freedom (148), is shown in Table (13).

Table (13) / The calculated and tabular T value of the answers of mothers and teachers for the ninth paragraph

Paragraph	Sample	Mothers		Teachers		T-value	
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	computed	tabular
9	150	2,047	0,74	2,274	0,226	2,848-	1,96

Paragraph (10) The answer to "withdrawing a child-friendly game" is it an incentive or aggression?

To verify the validity of the null hypothesis to answer paragraph (10), the T-test equation was used for two independent samples of equal size, and it was found that there is a statistically significant difference in favor of (aggression) and according to the opinion of the parameters, as the calculated T value reached (-804,14), which is smaller than The tabular T value of (-96.1) at the level of significance (05.0) and the degree of freedom (148), as shown in Table (14).

Table (14) / The calculated and tabular T value of the answers of mothers and teachers for the tenth paragraph.

Paragraph	Sample	Mothers		Teachers		T-value	
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	computed	tabular
10	150	1,5	0,888	2,417	0,46	14,408-	1,96

Paragraph (11): The answer to "the mother's slapping of the child who annoys his brothers" is it an incentive or aggression?

To verify the validity of the null hypothesis to answer paragraph (11), the T-test equation was used for two independent samples of equal size, and it was found that there is a statistically significant difference which is in favor of (aggression) and according to the opinion of the parameters, as the calculated T value reached (-954.5), which is smaller than The tabular T value of (-96.1) at the level of significance (05.0) and the degree of freedom (148), as shown in Table (15).

Table (15) / The calculated and tabular T value of the answers of mothers and teachers for the eleventh paragraph

Paragraph	Sample	Mothers		Teachers		T-value	
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	computed	tabular
11	150	2	1,017	2,555	0,205	5,459-	1,96

Paragraph (12) The answer to “parents rebuking the child every time he interrupts them” is it motivation or aggression?

To verify the validity of the null hypothesis to answer paragraph (12), the T-test equation was used for two independent samples of equal size, and it was found that there is a statistically significant difference which is in favor of (aggression) and according to the mothers 'opinion, as the calculated T value reached (4, 64) which is greater than the value The tabular T, amounting to (96,1) at the level of significance (05,0) and the degree of freedom (148), as shown in Table (16).

Table (16) / The calculated and tabular T value of the answers of mothers and teachers for the twelfth paragraph

Paragraph	Sample	Mothers		Teachers		T-value	
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	computed	tabular
12	150	2,573	0,768	2	0,245	4,64	1,96

Paragraph (13) The answer to “Preventing the child from the opportunity to watch his daily program” is it motivation or aggression?

To verify the validity of the null hypothesis to answer paragraph (13), the T-test equation was used for two independent samples of equal size, and it was found that there is a statistically significant difference which is in favor of (aggression) and according to the opinion of the parameters, as the calculated T value reached (-759.2), which is smaller than The tabular T value of (-96.1) at the level of significance (05.0) and the degree of freedom (148), as shown in Table (17)

Table (17) / The calculated and tabular T value of the answers of mothers and teachers to the thirteenth paragraph

Paragraph	Sample	Mothers		Teachers		T-value	
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	computed	tabular
13	150	2,25	0,938	2,5	0,617	2,957-	1,96

Paragraph (14): The answer to “preventing the child from playing with his friends because of his heinous behavior” is it motivation or aggression?

To verify the validity of the null hypothesis to answer paragraph (14), the T-test equation was used for two independent samples of equal size. The tabular T value of (-96.1) at the level of significance (05.0) and the degree of freedom (148), is shown in Table (18).

Table (18) / The calculated and tabular T value of the answers of mothers and teachers to the fourteenth paragraph

Paragraph	Sample	Mothers		Teachers		T-value	
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	computed	tabular
14	150	2,712	0,926	2,824	0,205	3,691-	1,96

Paragraph (15) The answer to “telling the child with bad behavior at the dining table that the plate of food will be taken from him” is it motivation or aggression?

To verify the validity of the null hypothesis for the answer to paragraph (15), the T-test equation was used for two independent samples of equal size, and it was found that there is no statistically significant difference in the answers of mothers and teachers, as the calculated T value reached (-477.1), which is greater than the tabular T value of the amount (-96.1) at the level of significance (05,0) and the degree of freedom (148), as shown in Table (19).

Table (19) / The calculated and tabular T value of the answers of mothers and teachers for the fifteenth paragraph

Paragraph	Sample	Mothers		Teachers		T-value	
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	computed	tabular
15	150	2,711	0,117	2,52	0,58	1,774-	1,96

Paragraph (16) The answer to “the mother’s sharp gaze at the child because his peers laughed at him after he hit the wall while he was playing” is it motivation or aggression?

To verify the validity of the null hypothesis for the answer to paragraph (16), the T-test equation was used for two independent samples of equal size, and it was found that there is no statistically significant difference in the answers of mothers and teachers, as the calculated T value reached (473.1), which is smaller than the tabular T value of the amount (96,1) at the level of significance (05,0) and the degree of freedom (148) as shown in Table (20).

Table (20) / The calculated and tabular T value of the answers of mothers and teachers to the sixteenth paragraph

Paragraph	Sample	Mothers		Teachers		T-value	
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	computed	tabular
16	150	2,731	0,519	2	0,476	1,374-	1,96

Paragraph (17) The answer to "the child's reprimand among his peers is reinforcing for his friends, but" is it motivation or aggression?

To verify the validity of the null hypothesis to answer paragraph (17), the T-test equation was used for two independent samples of equal size, and it was found that there is a statistically significant difference in favor of (aggression) according to the opinion of the parameters. The tabular T value of (1 - 96) at the level of significance (05,0) and the degree of freedom (148), as shown in Table (21).

Table (21) / The calculated and tabular T value of the answers of mothers and teachers for the seventeenth paragraph

Paragraph	Sample	Mothers		Teachers		T-value	
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	computed	tabular
17	150	1	0	2	0,86	14,582-	1,96

Paragraph (18): The answer to "exaggerating correcting the child's behavior" is it an incentive or aggression?

To verify the validity of the null hypothesis to answer paragraph (18), the T-test equation was used for two independent samples of equal size, and it was found that there is a statistically significant difference in favor of (aggression) according to the opinion of the parameters. The tabular T value of (-96.1) at the level of significance (05,0) and the degree of freedom (148), as shown in Table (22).

Table (22) / The calculated and tabular T value of the answers of mothers and teachers for the eighteenth paragraph

Paragraph	Sample	Mothers		Teachers		T-value	
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	computed	tabular
18	150	2,710	0,057	2,2	0,804	2,16-	1,96

Paragraph (19) The answer to "excluding the child in his room alone and away from his classmates as a result of committing a certain behavior" is it motivation or aggression?

To verify the validity of the null hypothesis for the answer to Paragraph (19), the T-test equation was used for two independent samples of equal size, and it was found that there is no statistically significant difference in the answers of mothers and teachers, as the calculated T value reached (1,006), which is smaller than the tabular T value of the amount (96,1) at the level of significance (05,0) and the degree of freedom (148), as shown in Table (23).

Table (23) / The calculated and tabular T value of the answers of mothers and teachers for the nineteenth paragraph

Paragraph	Sample	Mothers		Teachers		T-value	
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	computed	tabular
19	150	2,29	3,938	2,6	0,494	1,600	1,96

IV. Discussion of the results and their interpretation:

From what we note in the previous tables, there is an indication that most of the paragraphs of the measurement tool are considered by kindergarten teachers to be more aggressive than their mothers prepare. Some of their answers express that some behaviors are an incentive for their children and not aggression, including: The child cruelly about disturbing behavior, as it is a motivator for him, as well as neglecting his heinous behavior is also a motivator, insulting the child from his parents and withdrawing a favorite toy for him, in addition to rebuking the child among his peers.

The mother promised that the parents reprimanded the child for boycotting him with more aggression than was prepared by their teachers. As for the rest of the paragraphs of behavior, they were prepared for aggression from the teachers 'point of view more than what the mothers prepared. This indicates that the characteristics of the kindergarten teacher that is distinguished by her make her able to distinguish the behavior directed at the child from his parents, because, as shown, she sees that most of the paragraphs are aggressive behavior with the child. Demanding to master a specific subject, the kindergarten teacher is responsible for all that she teaches the children, in addition to the task of directing the growth process of each of her children in a sensitive stage of their life (Al-Nashif, 1993: 169). A being with little experience and knowledge, and it is the duty of mothers to realize this. As for the parents reprimanding the child every time he interrupts them, "This was aggression according to what the mothers had prepared. Therefore, we find that many mothers still adopt violence with children and take it as a method of education, or that the mother deliberately does so without knowing about its harm as a result of her low knowledge of what she should deal with the young child.

This is what Skinner's theory and social learning referred to, where the child responds to what he gets from the stimuli. To be from a series of exciting and responsive behaviors or observation and performance, and this was clear in between Skinner and Pandora, as incentives affect performance, and although learning may have occurred, it may not become apparent except when the situation is appropriate and it is a catalyst, or there are actual incentives For the performance (Wolfoc, 2010: 526).

V. Conclusions:

In light of the findings of the current research, the following can be concluded:

- The kindergarten teacher finds that punishing children is primarily an aggression rather than an incentive.
- While the mother sees that her punishment for her child is nothing but an incentive for him to leave the negative behavior in most of the scale situations.

References

1. Abu Jaber, Majed and others, (2009): **Parents' perceptions of the problem of child neglect and abuse in Jordanian society, The Jordanian Journal of Educational Sciences**, Volume (5), Issue (1), Al-Balqa Applied University, Amman, Jordan, pp (15 - 44).
2. Idris, HijaziYasn, and Al-Hamami, Hamad bin Saif, (2011): **Positive Discipline in an Inclusive, Learning-Friendly Classroom**, UNESCO Office, Kingdom of Saudi Arabia.
3. Touq, Mohiuddin and Adas, Abd al-Rahman, (1984): **Fundamentals of Educational Psychology**, England, John Wiley and his sons.
4. Dawood, Jassim Muhammad, (2004): **Modern methods of raising a child**, Aalam al-Thaqafa House for Publishing and Distribution, First Edition, Amman, Jordan.
5. Al-Shayeb, Abdel-Hafez, (2009): **Foundations of Educational Research**, Wael Publishing and Distribution House, First Edition, Amman, Jordan
6. El-Sherbiny, Lutfi, (dt): **Dictionary of Psychiatric Terms**, Kuwait, Kuwait Foundation for the Advancement of Sciences
7. Al-Assali, Adeeb, (2008): **Fundamentals of Protecting Syrian Children from Abuse and Neglect**, Damascus, Higher Institute for Population Studies and Research
8. Al-Anani, Hanan Abdel-Hamid, (2000): **Children, Family and Society**, Safaa House for Publishing and Distribution, First Edition, Amman, Jordan.
9. Sane, Fakher (1988): **The Dictionary of Psychological Sciences**, ed. Beirut 1, Dar Al-Raed Al-Arabi
10. Ashwi, Mustafa, (2005): **Corporal Punishment of Children and Alternative Methods**, Education Journal, Issue (154), Kuwait, pp (182-202).
11. Al-Ezzah, Saeed Hosni, (2002): **The Psychology of Childhood Development**, Publisher, The International Scientific House for Publishing and Distribution, First Edition, Amman, Jordan.
12. Vandalin, B Deobold, (1985): **Research Methods in Education and Psychology**, 1st Edition, House of Arab Thought, Cairo, Egypt
13. Fouad, Philip, (dt): **An attempt to find alternatives to corporal punishment**, Egypt The National Center for Child Culture
14. Al-Kaaba, Muhammad Sanad, (2006): **Family Disturbances and their Relationship to Juvenile Delinquency**, Dar Al-Thaqafa for Publishing and Distribution, First Edition, Amman, Jordan.

15. Al-Maashi, Muhammad bin Ali bin Masawi, (2009): **Social upbringing and its relationship to personality assessment of a sample of delinquents and non-delinquents in the Jazan region**, unpublished doctoral thesis, Umm Al-Qura University, Saudi Arabia.
16. Malak, Badr Muhammad, Al-Kandari, LatifaHussain, (d. T): **Correction of the child by beating in Islamic educational thought**, College of Basic Education, Kuwait.
17. Mograni, Karima, (2015): **The Relationship of Parental Treatment Styles with Psychological Consensus among High School Students**, Master Thesis, Faculty of Social Sciences and Humanities, University of CléMohandOulhaj, Bouira, Algeria.
18. Najjar, Farid, (2003): **Encyclopedic Dictionary of Education Terms**, 1st Edition, Lebanon, Lebanon Library Publishers.
19. Nassif, Safia, (1989): **The family is the first responsible for the culture of the child, Journal of Towards a Better Arab Childhood**, The Arab Council for Childhood and Development, First Edition, Cairo, Egypt.
20. Nasreddin, Jayar, and Al-Hashemi, Lucia, (2006): **Basic Concepts in Social Psychology**, Dar Al-Hoda Printing and Publishing, First Edition, Ain Melilla, Algeria.
21. Al-Nashif, Hoda Mahmoud, (2011): **Family and Child Raising**, Al-Masirah House for Publishing and Distribution, First Edition, Amman, Jordan.
22. Wolffock, Anita, (2010): **Educational Psychology**, translated by Salah al-Din Mahmoud Allam, 1st Edition, Amman Dar, The Thought Publishers and Distributors.
23. Ollendick,T.H, Dailey,& Shapiro,E.S,(1983):**Vicarious reinforcement Expected and unexpected effects**, Journal of Applied Behavior Analysis
24. UNICEF, (2014 a): **Hidden in Plain Sight. A statistical analysis of violence against children**, UNICEF, New York.