EMBODIMENT OF DEEDS AND ITS EDUCATIONAL ROLE ON CORRECTION OF BEHAVIOUR

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ABSTRACT

Embodiment of deeds, by definition, refers to incarnation of mankind’s deeds in specific framework in diverse forms such as light, darkness, fire, and animal. The fundamental approach to embodiment of deeds based on this fact that consequences of human being’s action have an objective and genetic relationship to his or her own action and forms its essence. Human behaviour originates from his or her attributes, attitudes, and action that contaminant to his or her everywhere. In psychology, different procedures are applied to correct human’s behaviour including, maintaining human’s dignity principle, expediency of human’s behaviour principle, priority of facilitative methods over severe ones, priority of indirect methods over direct as well as oral, and embodiment of deeds are among the widespread practices employed in this field. In educational procedure of embodiment of deeds, the assumption is that human acts return to him or her, relation between actions. Penalty of action has the same form and framework and no external punisher exists. That is, the union of action and punishment is the focal point of this educational procedure. To put it simply, whenever a particular attribute prevails in human’s carnal soul, its consequences manifest in his or her behaviour inevitably. Regarding the conversion of energy into material principle and vice versa (Energy Permanence) as a scientific approach, this educational procedure also endeavours to pursue its principles.

Key Words: action, behaviour, embodiment of deeds, impressionability

1 INTRODUCTION

The Embodiment of Deeds Theory with various interpretations could be found in scholars’ utterances of ancient era like Pythagoras. Embodiment of deeds is an explanation of how human deed implicates in his or her final destiny and to put in a nutshell, incarnation of deeds means a connection between mundane deeds and divine rewards. With respect to reward and penalty of deeds, various notions have been propounded by scholars and scientists. One group believes that deeds rewards like those of worldly rewards and penalties are arbitrary. That is, like every penalty in the world that has been determined by lawmaker, God also has designated specific rewards and penalties for every deed that necessarily does not relate to person. The other group believes that all penalties and rewards have come into existence by human soul unintentionally and those deeds create some sorts of visages which bring blessing or vengeance in the Day of Judgment.

Other group of scholars believes that all rewards and penalties are realities of mundane acts, and each action whether good or evil has an observable mundane visage and one divine visage which establish fundamentally inside deeds [1]. As opposed to this viewpoint, some others reject notion of embodiment of deeds. They believe deeds become annihilated by the action of human beings. Therefore, there is nothing remained to embody in other world; in addition, embodiment of deeds means transmission of Accident to Essence which is impossible to materialize. From scientific aspect, incarnation of deeds is possible. With regard to the Permanence Law of matter and energy, substance and power, it can be concluded that two aspects come from one fact. Substance is compressed energy in which they are changed into power under the definite circumstances. Permanence Law is a fundamental law which asserts the totality of energy does not change. With this explication, human being’s deed is the subcategory of

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worldly substance which transmutes from one shape to other, but quantity of this energy is stable and constant [2]. One of the claims about embodiment of deeds is that such human beings who polluted their souls to vicious ethics they fret about all types of chastisements like fire and other sort's chastisements; in this respect, human souls with the aid of creativity power, transmutes the subjective status of penalties to objective ones. In this case, human being utilizes his or her influential creation and imagination to create what is called Deed Embodiment. In accordance with Embodiment Theory, human being will be united with the very good and evil acts that acquired in the world. In this direction, good ethics like beautiful corpus and wicked ethics are incarnated as unsightly visages. Embodiment of deeds is an educational controversy because if human beings ensure that his or her deeds never vanished under any circumstance, and never will be detachable from him or her, and never will be annihilated, he or she will be doing the action precisely. Therefore, the only compatible way is that the reward of one deed is alike that deed. And there is no incompatibility between them. On the other hand, deeds’ rewards and consequences confer to the agent of deed without any hiatus [3].

2 LITERATURE REVIEW

Embodiment of deeds is a concept that has been in focus of attention by all divine religions. This concept is of vital educational aspects, and it is an approach to changing behaviour particularly in ethics debates. As mentioned before, Embodiment of Deed Approach is considered as educational method for correction of behaviour. Behaviour in psychology is an observable response to every activity done by living things and consists of corporal and physiological and affective and intellectual actions. Also, person’s actions have been determined in particular situation. By changing of behaviour, we mean a domain of psychology that analyses changes of behaviour of human being and its aim is to change extravagance or failure in behaviour and restore it to normative and well-balanced manner. Also, behaviour changing is a process by which through some strategies like encouragement and punishment, alteration from one status to another shall be conducted. The undesirable behaviour of human being is assumed as a type of defensive reaction against environment and other people, and it is the impact of phenomena like lack of provision of some basic types of psychological needs and so forth. Therefore, in case of encountering with delinquent, direct assault to behavioural manifestations would not be workable. In modern educational sciences, it is emphasized that a delinquent person has lost his or her equilibrium and to restore to well-balance status, the most lien tent practices to correct the erroneous behaviour must be applied.

Behavioural change theories and models are attempts to explain the reasons behind alterations in individuals' behavioural patterns. These theories cite environmental, personal, and behavioural characteristics as the major factors in behavioural determination. In recent years, there has been increased interest in the application of these theories in the areas of health, education, criminology, energy and international development with the hope that understanding behavioural change will improve the services offered in these areas.

Each behavioural change theory or model focuses on different factors in attempting to explain behavioural change. Of the many that exist, the most prevalent are the learning theories, Social Cognitive Theory, Theories of Reasoned Action and Planned Behaviour, Tran theoreitical Model and the Health Action Process Approach. Research has also been conducted regarding specific elements of these theories, especially elements like self-efficacy that are common to several of the theories [4].

These methods will be discussed in the following sections.

SILENT METHOD: Silence is one of the methods based on reinforcement. If the behaviour is increased by the reinforcement, its strength will be decreased when it is not used for a while, and it will be completely stopped eventually. Silence happens both in operant (voluntary) behaviour and respondent (involuntary) behaviour [5]. Silent method is proposed to be used for eliminating students with behavioural difficulties. Also, Souls and Mayer 1972 suggested using this method for reducing unfavourable behaviour at schools.

COMPENSATORY METHOD: When a person behaves badly, s/he is wanted to compensate that wrongdoing by reforming it in this method. When a teacher asks his/her students to write the misspelled words for a few times, s/he has used the compensatory method [6].

RESPONSE COST METHOD: Some of the reinforcements that one has gained are reduced in this method, for example, decreasing the employee’s salary for being absent from work. This method can be used provided that s/he
is reinforced for the undesirable action and we can reduce his/her reinforcement for the sake of correcting this bad behaviour.

**THRESHOLD METHOD:** In this method, an undesirable stimulus which causes unfavourable behaviour is presented to the person who avoids bad behaviour to be appeared. For example, the kid will show pleasant behaviour, when a child takes some medicine (undesirable stimulus). In this case, the amount of the medicine is a little, and later it is increased little by little.

**PUNISHMENT METHOD:** It is one of the worst changing behavioural methods. In this method, it prohibits the person from doing behaviour which s/he does not have any replacement response for it.

**HONOR METHOD:** It is one of the most effective methods to correct the behaviour in which it gives personality to the wrongdoer; therefore, it creates a kind of personality reconstruction and change.

G- Embodiment of deeds: It is one of the methods for correcting and changing behaviour, in this case, an appropriate reaction is done against undesirable behaviour, e.g. being kind and tender toward a wrongdoer.

**ACTION PROJECTION:** In this method, it provides a procedure that decreases or corrects unfavourable behaviour; therefore, the wrongdoer foresees the results of his/her own action or undesirable behaviour in advance. This person uses his/her imaginative power or creativity to imagine his/her abnormal action in another form and pattern. The person’s conceptions behave as an undesirable stimulus; consequently, it prohibits the person from doing that bad behaviour; e.g., if a dangerous driver imagines an awful accident in his mind in which he has been injured, he will not commit any wrongdoing anymore (e.g., high speed). This is one of the mildest or the tenderest method for changing behaviour and it has high efficiency. Therefore, it is mainly applied in religious, philosophical and anthropological theories.

**Self-efficacy:** Self-efficacy is an individual’s impression of their own ability to perform a demanding or challenging task such as facing an exam or undergoing surgery. This impression is based upon factors like the individual’s prior success in the task or in related tasks, the individual’s physiological state, and outside sources of persuasion [7]. Self-efficacy is thought to be predictive of the amount of effort an individual will expend in initiating and maintaining a behavioural change, so although self-efficacy is not a behavioural change theory per se, it is an important element of many of the theories, including the Health Belief Model, the Theory of Planned Behaviour and the Health Action Process Approach [7], [8], [9].

**Social learning/social cognitive theory:** According to the social learning theory, which is also known as the social cognitive theory, behavioural change is determined by environmental, personal, and behavioural elements. Each factor affects each of the others. For example, in congruence with the principles of self-efficacy, an individual's thoughts affect their behaviour and an individual's characteristics elicit certain responses from the social environment. Likewise, an individual's environment affects the development of personal characteristics as well as the person’s behaviour, and an individual's behaviour may change their environment as well as the way the individual thinks or feels. Social learning theory focuses on the reciprocal interactions between these factors, which are hypothesized to determine behavioural change [7].

**Theory of Reasoned Action:** The Theory of Reasoned Action assumes that individuals consider a behavior's consequences before performing the particular behavior. As a result, intention is an important factor in determining behavior and behavioral change. According to Icek Ajzen (1985) intentions develop from an individual's perception of a behavior as positive or negative together with the individual's impression of the way their society perceives the same behavior. Thus, personal attitude and social pressure shape intention, which is essential to performance of a behavior and consequently behavioral change [4].

**Theory of Planned Behavior:** In 1985, Ajzen expanded upon the theory of reasoned action, formulating the Theory of Planned Behavior, which also emphasizes the role of intention in behavior performance but is intended to cover cases in which a person is not in control of all factors affecting the actual performance of behavior. As a result, the new theory states that the incidence of actual behavior performance is proportional to the amount of control an individual possesses over the behavior and the strength of the individual's intention in performing the behavior. In his article, Ajzen(1985) further hypothesizes that self-efficacy is important in determining the strength of the individual's intention to perform a behavior. Additionally, we apply a kind of self-control instrument. In this method the strategies for behavioral changes take place by us. Embodiment of deeds refers to one of the method for
behavioral change which is named (TRA). Based on this theory, one tries to continue desirable behavior or decreasing undesirable one which are based on negative or positive feelings. Moreover, one pays attention to behavioral feedbacks, and s/he behaves based on behavioral feedbacks that s/he gains from other or his/her viewpoints.

3 Applications

Behavioral change theories have potential applications in many areas. Prominent areas of application include healthcare, education, and criminal and energy consumption behavior. These issues are important to societal functionality and policy-making, resulting in recent renewed interest in these theories.

A) Health: In the interest of promoting healthy lifestyle development, behavioral change theories have gained recognition for their possible effectiveness in explaining health-related behaviors and providing insight into methods that would encourage individuals to develop and maintain healthy lifestyles. Specific health applications of behavioral change theories include the development of programs promoting active lifestyles and programs reducing the spread of diseases like AIDS [8], [10].

B) Education: Behavioral change theories can be used as guides in developing effective teaching methods. Since the goal of much education is behavioral change, the understanding of behavior afforded by behavioral change theories provides insight into the formulation of effective teaching methods that tap into the mechanisms of behavioral change. In an era when education programs strive to reach large audiences with varying socioeconomic statuses, the designers of such programs increasingly strive to understand the reasons behind behavioral change in order to understand universal characteristics that may be crucial to program design [11].

c) Criminology: Empirical studies in criminology support behavioral change theories. At the same time, the general theories of behavioral change suggest possible explanations to criminal behavior and methods of correcting deviant behavior [12], since deviant behavior correction entails behavioral change, understanding of behavioral change can facilitate the adoption of effective correctional methods in policy-making. For example, the understanding that deviant behavior like stealing may be learned behavior resulting from reinforces like hunger satisfaction that are unrelated to criminal behavior can aid the development of social controls that address this underlying issue rather than merely the resultant behavior [13].

D) Energy: Recent years have seen an increased interest in energy consumption reduction based on behavioral change, be it for reasons of climate change mitigation or energy security [14]. The application of behavioral change theories in the field of energy consumption behavior yields interesting insights. For example, it supports criticism of a too narrow focus on individual behavior and a broadening to include social interaction, lifestyles, norms and values as well as technologies and policies-all enabling or constraining behavioral change [15]. Intervention programs aimed at the change of energy consumption patterns need to take into account that behavioral change is best achieved and maintained if supported by tailored information and changes in context, for example supportive social networks, policies or technologies.

4 CONCLUSION

There are different methods in order to correct unfavorable behavior. Some of these approaches are based on external factors like teachers or parents’ behavior. On the other hand, some of the other viewpoints emphasize self adjustment or self- control viewpoints. The focus is mainly on methods for changing behavior, i.e., projection action, by the person himself. One visualizes the outcome of the desirable or undesirable actions. Then, s/he simulates them by using his/her own creative thoughts. In this case, the embodiment of the unfavorable behavior results prevents the people of keeping on that behavior. On the contrary, the projection outcomes and desirable behavior feedbacks encourage the people to repeat that favorable behavior.

REFERENCES


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