

Feasibility of Offering a Positive Learning Environment through Positive Disciplining Module for Public School Teachers: A Cluster Randomized Trial in Hyderabad, Pakistan

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Research Aim

To assess the feasibility of Positive Learning Environment through Positive Disciplining (PLEPD) module for public school teachers. And to assess the effectiveness of the PLEPD module in improving the self-efficacy score and the knowledge and attitude towards corporal punishment, and in reducing depression among public school teachers.

Introduction

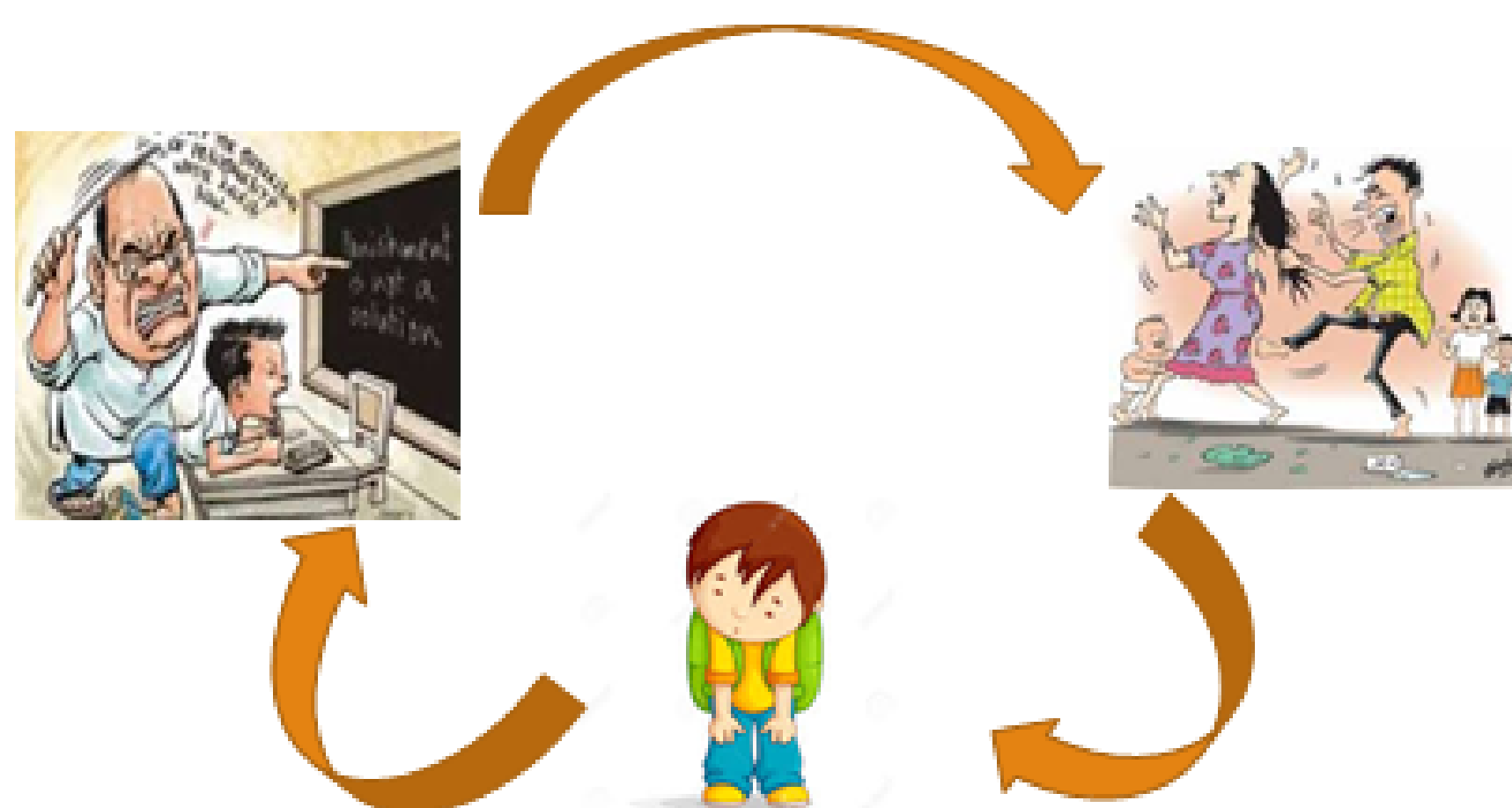
In Pakistan, a key public health concern is corporal punishment in schools. Globally, for reducing corporal punishment, teachers training modules are reported as being effective in the schools. In Pakistan, such social health concerns are prevalent and there is a scarcity of literature on the usefulness of teacher education interventions to decrease corporal punishment.

Students who face corporal punishment in schools commonly becomes the perpetrators of physical violence against family and society in their later life (Arif & Rafi, 2007)¹.

A study was conducted in public schools of Hyderabad, Pakistan and the findings revealed that 46.4% of girls and 72.6% of boys were both the perpetrator and the victims of peer violence. Furthermore, it also revealed that witnessing the violence in home i.e. father fighting with other men or mother abuse at home is associated with both perpetration and experiencing the violence at school (Karmaliani et al., 2017)². Hence, in order to break this vicious cycle, targeting teachers can be the most effective way to reduce the overall burden of violence in the community.

The contributing factors that include teachers' knowledge and attitude regarding corporal punishment and their mental wellbeing along with self-efficacy can be targeted in order to bring a change from the grass-root level.

Vicious Cycle



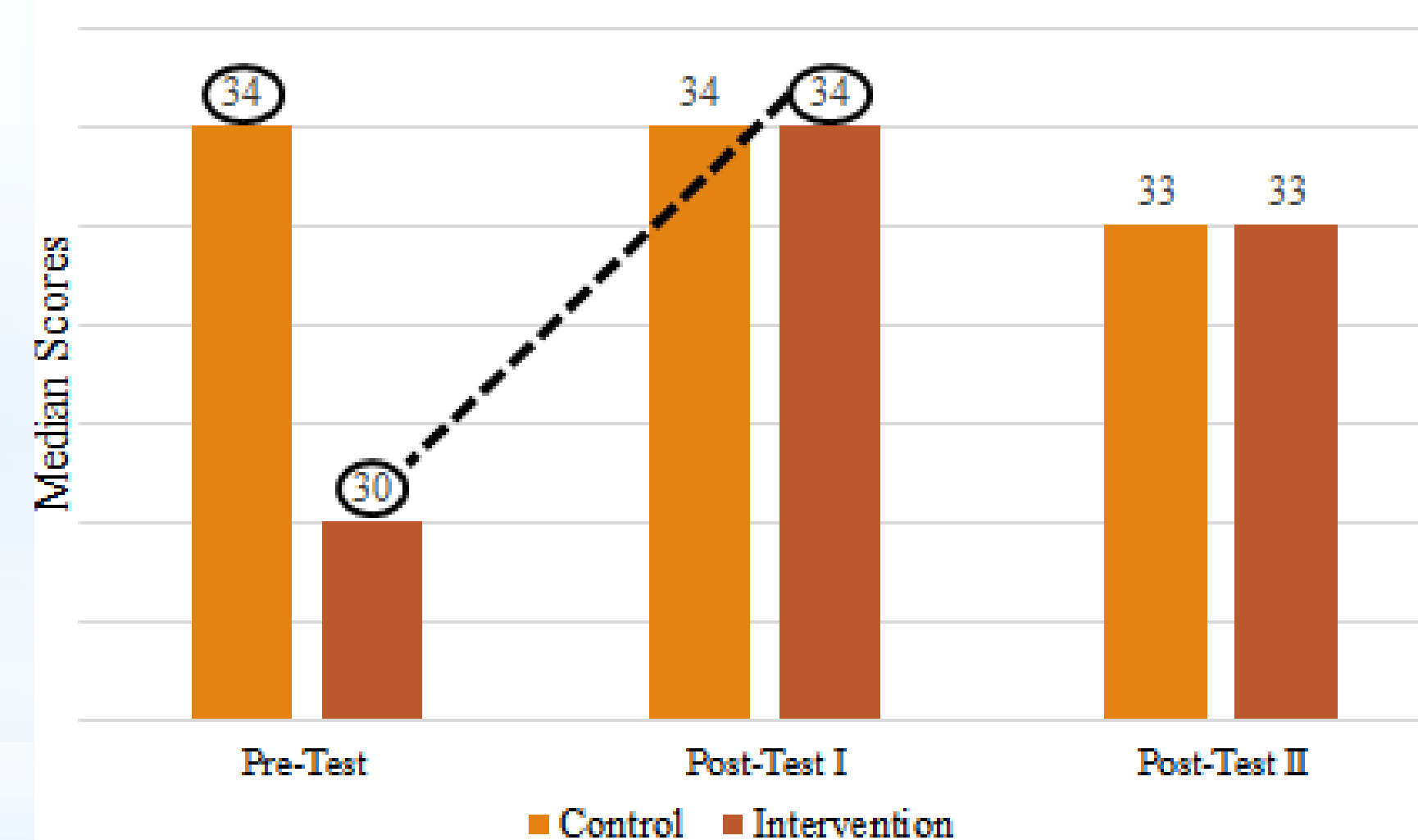
Methods and Materials

This research study was conducted on 60 public school teachers in Hyderabad, Pakistan, and a Cluster Randomized Trail (CRT) was used to categorize two settings each in the control group and intervention group. In the control group 29 teachers and in the intervention group 31 teachers participated in the study. All the teachers were provided the routine training and, additionally, the educational program, of four hours per day, was offered as an intervention, for four days, a total of 16 hours to the intervention group. The scores (General Self Efficacy (GSE), Beck Depression Inventory-II (BDI-II), and knowledge and attitude) of teachers were assessed before, immediately after, and at three months' interval after the intervention i.e., pre-test, post-test I, and post-test II respectively.

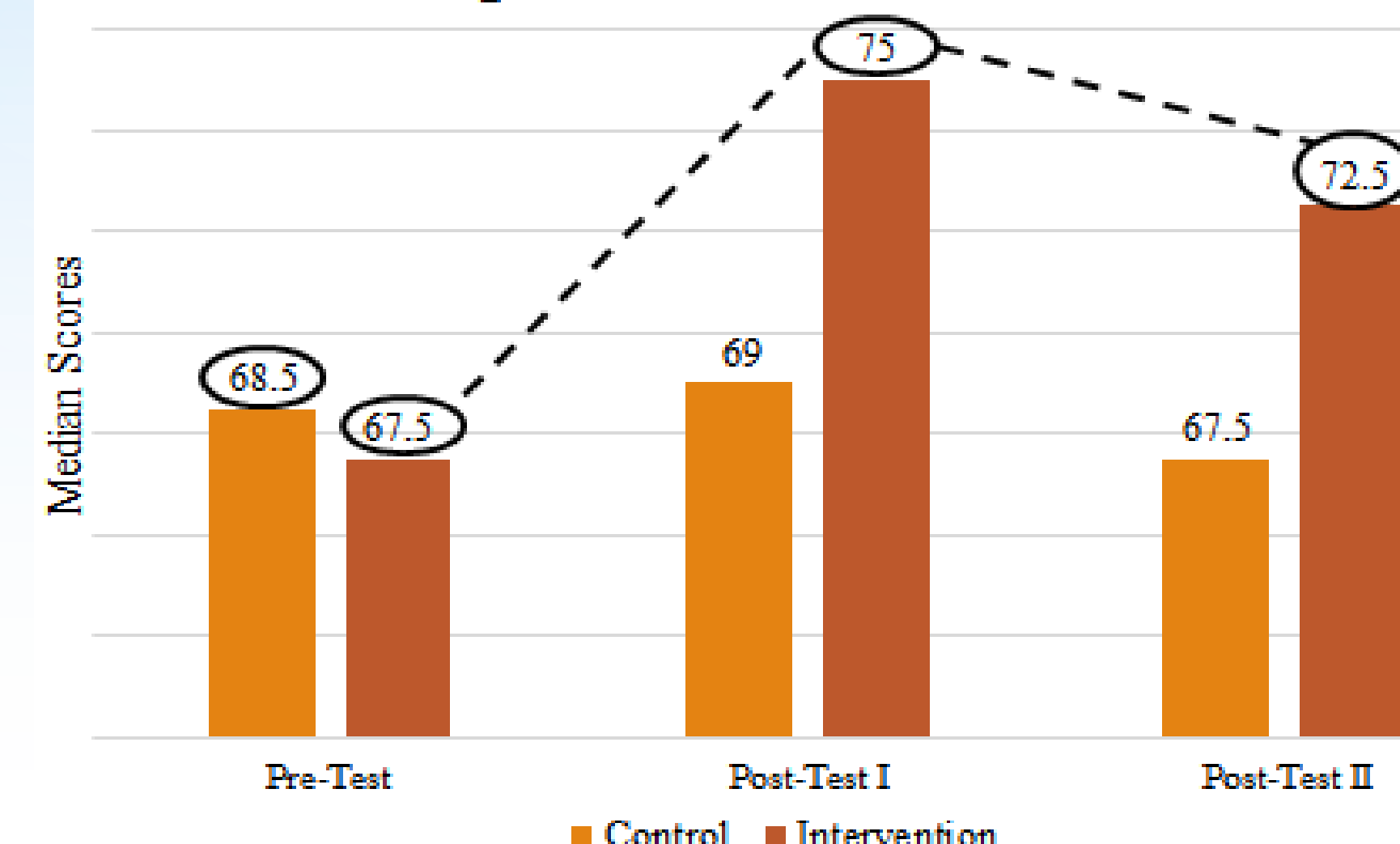
Results

The results of the study showed the high participation 96.8% rate, and the successful completion of the module by the participants which confirms the feasibility of the PLEPD module. Furthermore, it was found that the intervention was useful in improving the median scores of teachers' self-efficacy, and knowledge and attitude towards corporal punishment. However, there was no significant difference found in the depression among the teachers after the intervention. In the mean scores for GSE, BDI-II, and knowledge and attitude, an insignificant difference ($p > 0.05$) was found within each group and between the control and intervention group.

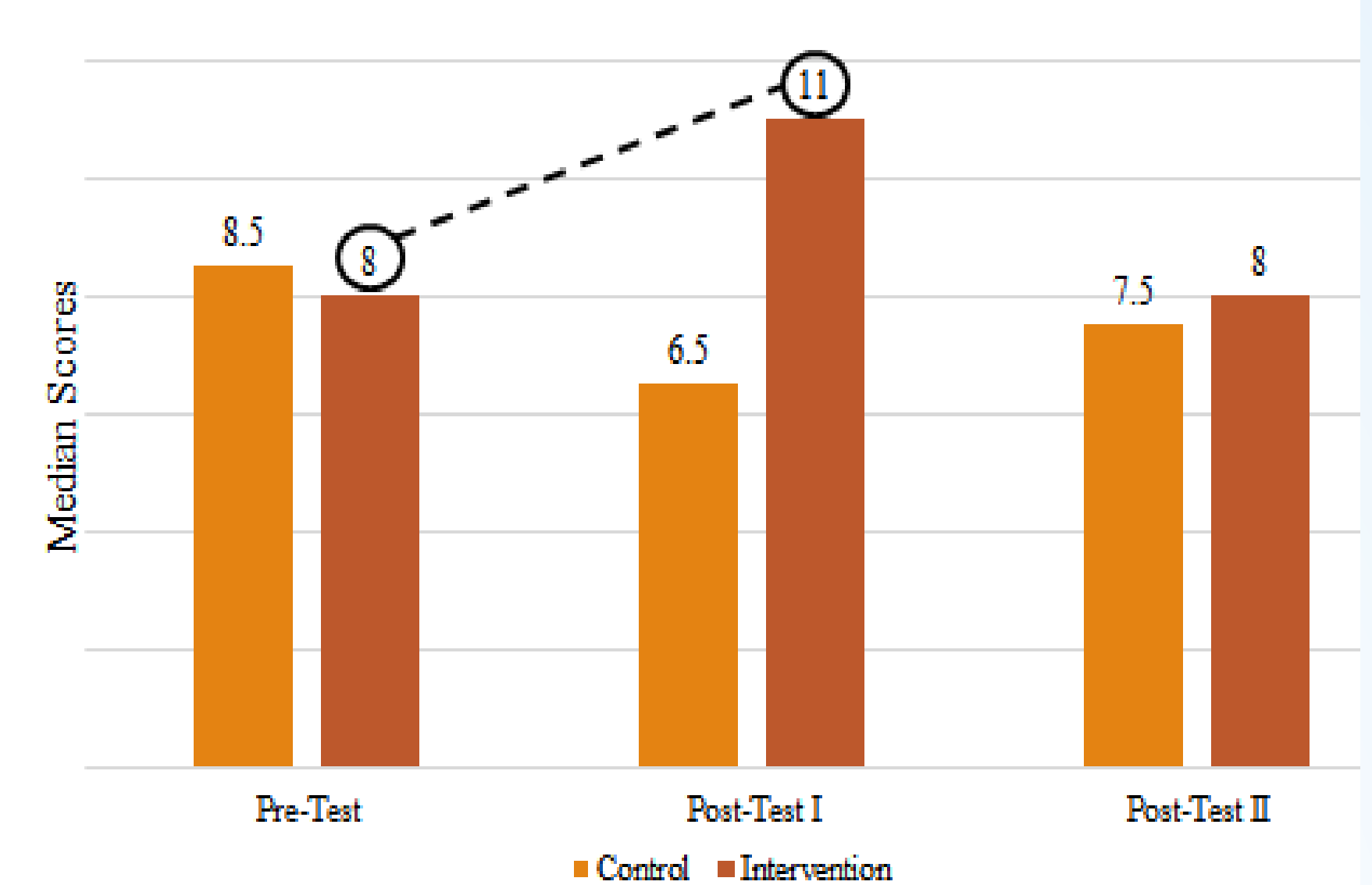
General Self-Efficacy Median Scores



Knowledge and Attitude Median Scores



Beck Depression Inventory II Median Scores



Discussion

There was no significant difference found in the baseline demographic variables of the study, in both the control and intervention group. This shows that all the study participants had similar characteristics at the baseline.

Both in the control and intervention group, the response rate was more than 90%. The overall responses from the participants who attended the training sessions showed that they found the sessions informative, interactive, and useful. For the convenience of the participants, one of the schools of the study participants was selected as a venue for the sessions. The results of the present study showed an increase in the median GSE score after the intervention. The BDI-II median scores showed a rise in the score after the intervention. This finding can be explained through the self-awareness theory. The self-awareness theory is related to knowing about self through self-evaluation and then comparing one's self with the standards (Lijo, Koo, & Nair, 2016)³. Furthermore, the depression score again decreased after three months, on post-test II, which seems to suggest the need for frequent intervention programs. The median knowledge and attitude score, after the intervention was increased. The results of the current study did not show a significant change in the GSE, BDI-II and knowledge and attitude mean scores of teachers ($p > 0.05$).

Conclusions

The findings of the study recommend that the module on positive disciplining for teachers needs to be provided on a continuous basis to reduce corporal punishment and to improve student-teacher relationship. The present study identified the need for further studies to be conducted in other public schools, in order to evaluate the impact of PLEPD module in different settings.

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3. Lijo, K. J., Koo, J., & Nair, A. P. (2016). Self-awareness and Depression among HIV-Affected Children in India. *J Psychol Psychother*, 6(247), 2161-0487.