

ORIGINAL ARTICLE

A Study to assess the Effectiveness of Structured Teaching Program on Knowledge Regarding Corporal Punishment and Positive Discipline among Primary Schools Teachers at Selected Schools of Olpad Taluka, Surat, Gujarat

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ABSTRACT

Statement of the Problem: "A study to assess the effectiveness of a structured teaching program on knowledge regarding corporal punishment and positive discipline among primary school teachers at selected schools, Olpad taluka, Surat, Gujarat." This study was conducted by Ms. Binal Rathod, Ms. Rohini Shinde, Ms. Ayushi Upadhyay, Ms. Rinkal Valvi, Ms. Sneha Valvi, Ms. Sanjana Vasava, and Ms. Nigam Yadav in partial fulfillment of the Bachelor of Science in Nursing degree under Veer Narmad South Gujarat University, Surat.

Objectives of the Study: 1. To assess the knowledge regarding corporal punishment and positive discipline among primary school teachers in selected schools of Olpad taluka, Surat, Gujarat. 2. To evaluate the effectiveness of a structured teaching program on knowledge regarding corporal punishment and positive discipline among these teachers.

Methodology: A quantitative research approach with a quasi-experimental one-group pre-test and post-test design was adopted. The study was conducted in

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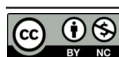
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five selected primary schools of Olpad, Surat, Gujarat. A total of 60 teachers were selected through non-probability convenience sampling technique. Data was collected using a self-structured questionnaire covering demographic variables and knowledge items on corporal punishment and positive discipline. A 45–60-minute structured teaching program served as the independent variable, and teachers' knowledge scores were the dependent variable. Content validity and reliability of the tool were established. Pre-test data was taken on Day 1, followed by the teaching program on Day 2, and post-test data was collected afterward.

Analysis and Interpretation: Descriptive statistics (frequency, percentage, mean, SD) and inferential statistics (paired t-test) were used. Results showed a significant improvement in post-test knowledge scores at the 0.05 level, demonstrating the effectiveness of the structured teaching program.

Conclusion: The study concludes that the structured teaching program significantly improved teachers' knowledge about corporal punishment and positive discipline. Such educational interventions can promote safer, more supportive, and child-friendly school environments.

KEYWORDS:

• Structured Teaching Program • Knowledge • Corporal Punishment • Positive Discipline • Primary School Teachers

INTRODUCTION

A child is a precious asset and the foundation of every society. Childhood is a sensitive and formative period where emotional, physical, and psychological development takes place. During this stage, the environment in which a child grows, particularly the school setting, plays a vital role in shaping behavior, values, and overall personality.

Teachers, as key role models and authority figures in a child's life, influence not only academic growth but also social and emotional development. However, disciplinary practices used in schools can either support or hinder a child's well-being. Corporal punishment, although legally discouraged, is still practiced in some educational institutions, leading to fear, anxiety, and long-term psychological harm in children.

Child discipline has always been an essential part of parenting, education, and societal growth. Over centuries, different cultures and traditions have adopted various methods to teach children the difference between right and wrong. Among these methods, corporal punishment and positive discipline stand out as two contrasting approaches.

Corporal punishment, which involves inflicting physical pain in response to misbehavior, has often been seen as an immediate way to discipline a child. On the other hand, positive discipline relies on respect,

encouragement, empathy, and constructive correction rather than fear and suffering.

In modern psychology and education, the debate over these approaches has become more relevant than ever. Many international organizations, including the United Nations, have advocated the abolition of corporal punishment in homes and schools due to its harmful effects on children. In contrast, the philosophy of positive discipline has gained recognition for fostering emotional intelligence, responsibility, and mutual respect. This essay explores both methods, compares their consequences, and argues that positive discipline is the healthier, more beneficial approach for children and society at large.

OBJECTIVES

- To assess the knowledge regarding corporal punishment and positive discipline among primary school teachers at selected schools of Olpad taluka, Surat Gujarat.
- To assess the effectiveness of structured teaching program on knowledge regarding corporal punishment and positive discipline among primary school teachers at selected school of olapd taluka, Surat Gujarat.

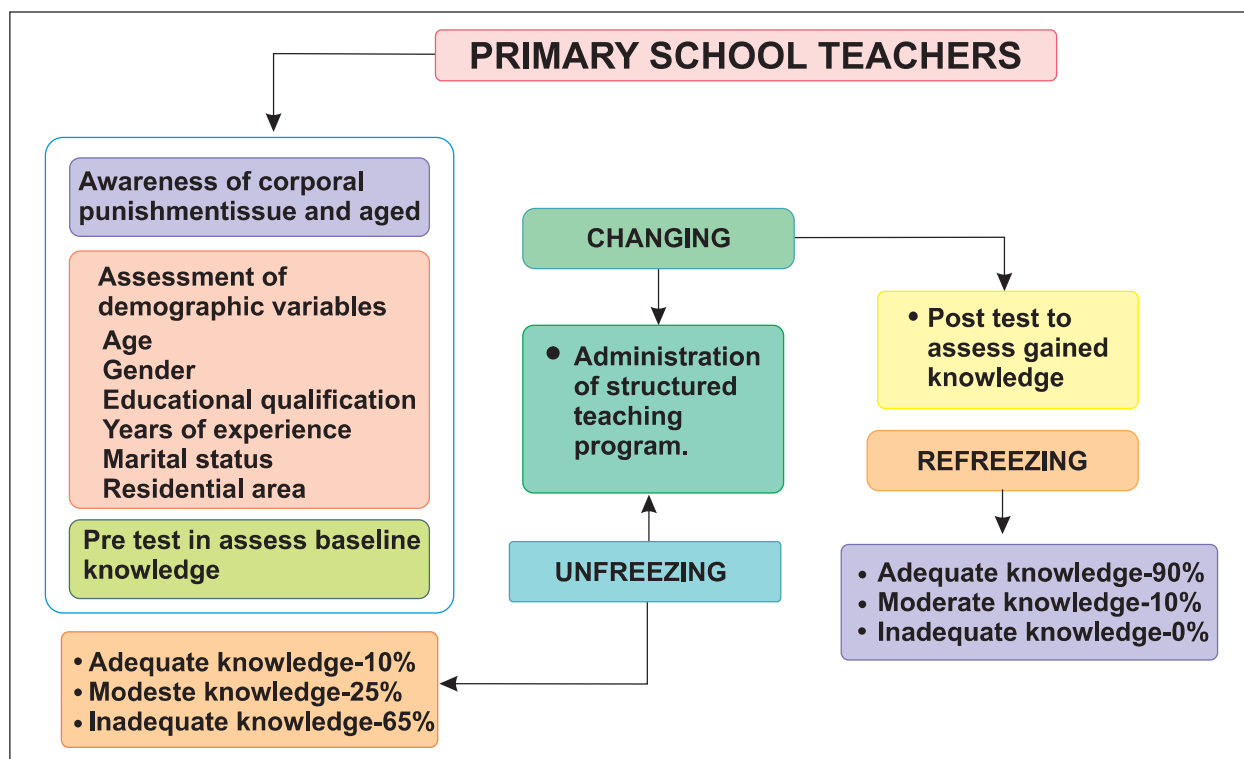


Figure 1: Kurt Lewin's change theory model (1940)

HYPOTHESES

H0: There is no significant difference between mean pre test and mean post test knowledge score regarding corporal punishment and positive discipline among primary school teachers at 0.05 level.

H1: There is a significant difference between mean pre test and mean post test knowledge score regarding corporal punishment and positive discipline among primary school teachers at 0.05 level.

METHODOLOGY

Research methodology is a systematic way to solve a research problem. It involves the various steps that are generally adopted by a researcher in studying a research problem, along with the logic behind them.

According to **C.R. Kothari (2004)**, "Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically." This means that methodology provides not only the research methods but also the rationale for their use.

Research methodology includes the overall strategy, design, and procedures used to collect

and analyze data. It helps the researcher to structure the study in a logical and organized manner so that the results are valid and reliable.

As stated by **Clifford Woody (1927)**, "Research comprises defining and redefining problems, formulating hypotheses or suggested solutions; collecting, organizing, and evaluating data; making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulated hypothesis."

Therefore, research methodology serves as the blueprint of the study—it guides the researcher from formulating the problem to interpreting and presenting results. A sound methodology ensures that the findings are credible, reproducible, and useful for further studies.

Research Approach: Quantitative research design.

Research Design: Quasi experimental – one group pre – test and post – test design.

VARIABLES:

Independent Variable: Structured teaching programme

Dependent Variables: The knowledge regarding corporal punishment and positive discipline among primary school teachers.

Demographic Variables: Age, Gender, Educational Qualification, Years of experience, Marital status, Residential areas.

Research Settings: the present study was conducted in the selected school of Olpad taluka, Surat, Gujarat.

Sampling Technique: In this study the researcher has utilized Non - probability sampling technique. In that specifically convenience sampling technique was applied.

Target Population: Primary school teachers.

CRITERIA FOR SAMPLE COLLECTION:

1. Primary school teachers who are available at the time of data collection.
2. Primary school teachers who are willing to participate in study.
3. Primary school teacher who are previously attend this type of educational programme.

DELIMITATION OF THE STUDY:

- Primary school teachers at selected schools Olpad, Surat, Gujarat.
- 60 samples only.

Major Finding of the Study:

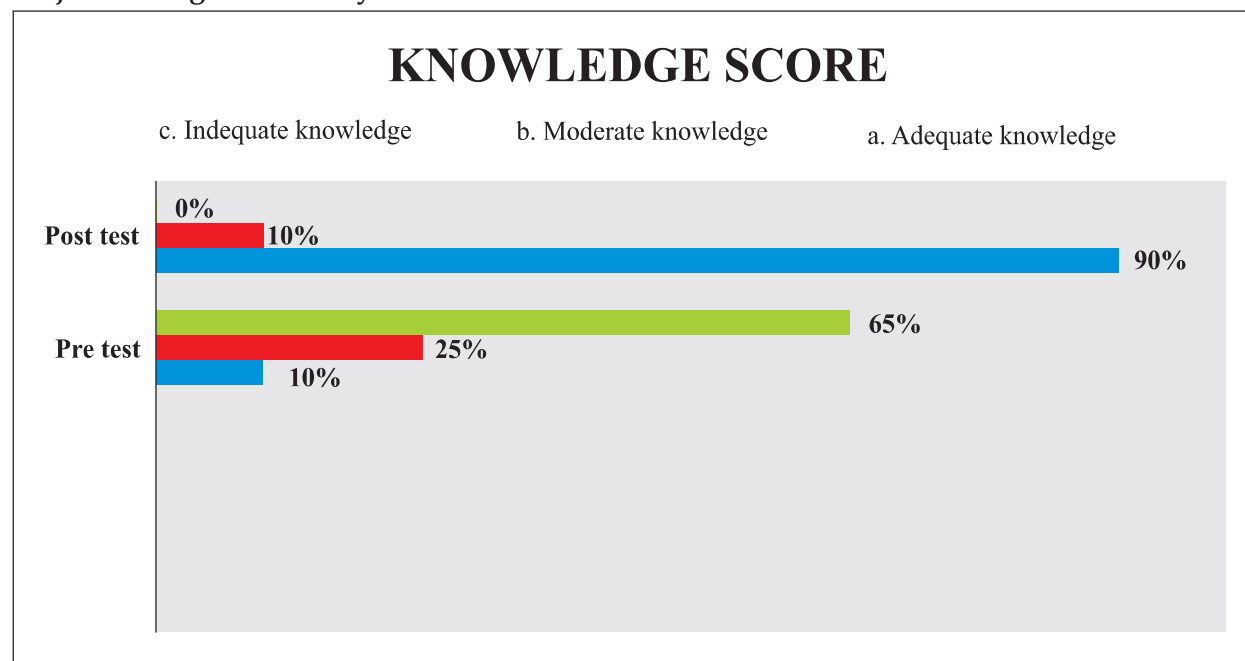


Figure 2: bar graph shows distribution of knowledge score among primary school teachers.

Knowledge score	Pre-test		Post-test	
	F	%	F	%
Adequate knowledge	6	10	54	90
Moderate knowledge	15	25	6	10
Inadequate knowledge	39	65	0	0

The present study shows the findings related to scoring criteria of self structured knowledge questionnaire among primary school teachers, in that 6 (10%) belongs to adequate knowledge, 15 (25%) belongs to moderate knowledge and 39 (65%) belongs to inadequate knowledge of pretest, 54 (90%) belongs to adequate knowledge, 6 (10%)

belongs to moderate knowledge and 0 (0%) belongs to inadequate knowledge score that found in posttest.

DISCUSSION

The purpose of the discussion is to interpret and describe the result of research finding. Discussion of the study has been based on the objectives of the study.

To assess the knowledge regarding corporal punishment and positive discipline among primary school teachers at selected schools of Olpad, surat Gujarat.

The pre-test and post-test result of an experimental group of their knowledge scores, in the pre- test, the majority of participants, 6(10%), adequate knowledge, 15(25%) moderate knowledge, 39(65%) inadequate knowledge regarding corporal punishment and positive discipline.

1. To assess the effectiveness of structured teaching programme regarding corporal punishment and positive discipline among primary school teachers at selected schools of Olpad, surat Gujarat.

In the experimental group after the giving the structured teaching programme measured the knowledge score, in the post test the majority participant, 54(90%) adequate knowledge, 6 (10%) moderate knowledge, 0(0%) inadequate knowledge regarding corporal punishment and positive discipline.

CONCLUSION

The conclusion was drawn based on the finding of the study. The present study concluded that the assessment of effectiveness of structured teaching program on corporal punishment among primary school teacher at selected school olpad, taluka, surat, Gujarat is average, therefore it is necessary to provide more knowledge on corporal punishment and positive discipline. This study will benefit the people by creating the awareness about corporal punishment and positive discipline.

RECOMMENDATION

On the basis of the finding of study, recommendations have been made

- A comparative study can be conducted undertaken to assess the effectiveness of structured teaching programme.
- A study can be conducted to evaluate knowledge regarding corporal punishment and positive discipline among primary school teachers.
- A study can be conducted to evaluate the impact of structured teaching programme among primary school teachers.

- A study can be conducted to promote positive reinforcement among primary school teachers.
- A study can be conduct on parents to assess the knowledge of positive discipline instead of corporal punishment.

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