

VIOLENCE IN CLASSROOM:

Using qualitative
methods to inform
RCT on impact of a
school based
intervention in
Pakistan



WhatWorks

TO PREVENT VIOLENCE

A Global Programme To Prevent
Violence Against Women and Girls

Dr. Rozina Karmaliani

Professor

Aga Khan University School of Nursing and
Midwifery, Community Health Sciences

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آغا خان یونیورسٹی

THE AGA KHAN UNIVERSITY



Study Setting: PAKISTAN



Sindh, PAKISTAN



The Intervention “Right To Play”

- **Goals:** Reduce violence among children and improve their mental health. Focus of Pakistan project is to prevent bullying among 6th graders
- **Rationale:** Use of games to teach conflict resolution, empathy, caring.
- **Intervention methods** Curriculum of ball games with reflection groups.
- **Location & target group:** Primary through secondary schools with all youth
- **Interventionist & Recipients:** Coaches and youth leaders facilitate the games with school age youth.
- **Timeframe:** 40 minute sessions twice weekly after school

The Evaluation Cluster RCT

- **A cluster randomised controlled trial with two arms**
- **Arm 1: Right To Play intervention delivered over 24 months**
- **Arm 2: Shortened and delayed intervention (delivered after 24 months for 6 months)**
- **Setting: 40 schools in Hyderabad, Sindh Province, Pakistan**
- **Sample size: 1000 children (25 per school) aged 11 years**
- **Instrument: a standard questionnaire**
- **Outcome: Efficacy of intervention in preventing violence among school children and strengthening their mental health.**

Outcomes

Qualitative Data Informs Quantitative Scales

May – June 2015: Gender specific focus groups with youth, 11-12 yrs, to discuss problems youth face daily.

July-August 2015: Analysis of qualitative data derived Types of problems youth face daily with focus on Bullying Types, Bullying Locations, and Bullying Causes.

Aug-September 2015: Pilot Testing of Scales on 2 samples:
Sample 1=114 youth in groups of 30; Sample 2: 24 youth with 1 interviewer to 1 youth.

Qualitative Study Findings

Problems Faced by Children

We mostly have problem of early marriage. Getting married early. And then not completing studies. If some parents want them to study or the in-laws allow them [to attend school], they come in this condition. The word “illiterate” (jahalat) is used here. I don’t think there is illiteracy in Thatta. There is very less illiteracy. I do not think. My sister has said this. I can’t say illiteracy. But issues are present everywhere.

Bullying Locations

“When children come to school in a bus, the conductor abuses them. Use bad language (gaali), some push them, meaning this is abuse. They face difficulties (pareyshani) and share that they don’t let us sit on the bus and we cannot reach school on time. These are issues with us.”

FGD participant

Safe and secure
environment
for girls

Bullying Types

“When we were enrolled in class 6, boys of some class are bigger/elder [than us. If we were sitting in class, they would lock the door [from outside]. If we were [sitting] in washroom, they would lock the door [from outside].”

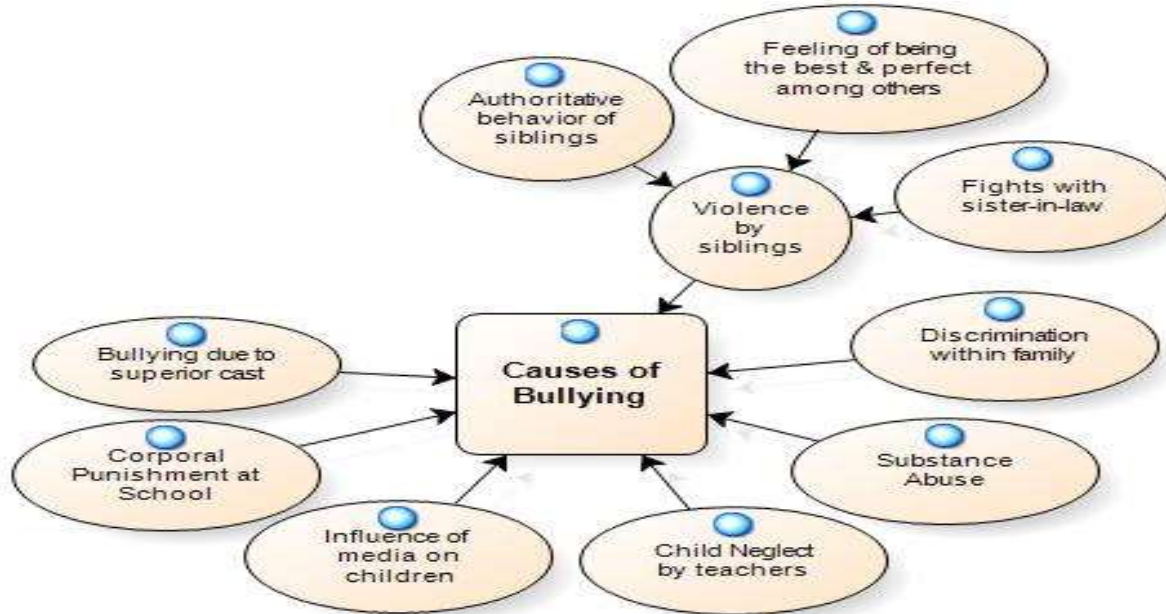
FGD participant

harassment

Swearing

children

Causes of Bullying



Impact of Bullying

“We have caste, like there are some people, when they fight amongst each other, they make their girls sit [at home]. Like if they have their personal issues, or they have issues in their families, then they make their girls sit at home. And they are threatened that if your daughters [go to school], they will be picked up.”

FGD participant

Process of Quantitative tool Development from Qualitative Findings

Qualitative

- Problems of Children
- Bullying Locations
- Bullying Types
- Causes of Bullying
- Impact of Bullying
- Problems of Government System

Quantitative

- Peer-Victimization Scale (PVS),
- Peer Victimization Locations (PVL),
- Victimization Impact (PVI),
- Peer-Perpetrator (PP),
- Gender Attitudes (GA),
- Child Behavior Attitudes (CBA),
- Women's Participation (WP),
- Family Life (FL)

Pretesting

- Translation and back translation
- Training of data collectors
- Pre-testing sample 1
- Pre-testing sample 2

Pretesting results

Reliability Cronbach's alpha

• Peer-Victimization Scale (PVS),	0.878
• Peer Victimization Locations (PVL),	0.816
• Victimization Impact (PVI),	0.528
• Peer-Perpetrator (PP),	0.887
• Corpora; Punishment at School (CPS),	0.795
• Parent Fighting (PF),	0.629
• Gender Attitudes (GA),	0.765
• Child Behavior Attitudes (CBA),	0.702
• Women's Participation (WP),	0.697
• Family Life (FL)	0.738

Youth Self-Report (YSR) – 112 items

Measure	# of Items	Reliability (Cronbach's α)		
		Sample 1	Sample 2	Combined
Aggression	17	.731	.776	.739
Anxiety Depression	13	.693	.336	.656
Attention Problems	9	.516	.366	.499
Other Problems	9	.551	.433	.523
Rule Breaking Behavior	15	.772	.845	.789
Social Problems	11	.619	.411	.588
Somatic Complaints	10	.630	.783	.670
Thought Problems	12	.690	.766	.699
Withdrawn Depression	8	.461	.682	.502
Social Skills	14	.831	.798	.829

Research Team and Process



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