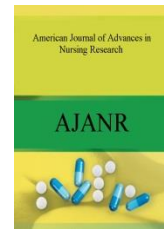




## AMERICAN JOURNAL OF ADVANCES IN NURSING RESEARCH

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### A PRE EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING PREVENTION OF CHILD ABUSE AMONG TEACHERS OF SELECTED SCHOOL OF JODHPUR

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#### ABSTRACT

Child abuse is physical, sexual, and psychological or neglect of a child or children, especially by a parent or a caregiver and it can occur in child home, or in the organizations, school or communities the child interacts with. In this study, researcher wan to prove that teacher's knowledge regarding prevention of child abuse can be improved by structured teaching programme. Aim of the study: Assess knowledge regarding prevention of child abuse among school teachers. Material and method: A pre-experimental one group pre-test post-test study was used in order to evaluate effectiveness of structured teaching programme (the Independent variable) on knowledge regarding prevention of child abuse (the dependent variable) among teachers of selected by non-probability purposive sampling technique school of Jodhpur. Each participant was informed about the study and that they could withdraw at any time and a written consent was also obtained. Result: The findings of the study reveals that in pre-test majority (61.29%) of teachers had average knowledge regarding prevention of child abuse followed by (25.08%) had good knowledge and (12.9%) teachers had poor knowledge. However the majority of the demographic variables such as age (1.93), Gender (1.412), Qualification of teachers (11.27), teaching experience (3.86), marital status (1.78), No of Offspring (1.48), have been abused in childhood (0.70) and source of information (3.50) were not found significant. Conclusion: It can be concluded that teachers had average knowledge regarding prevention of child abuse as per current research recommendations. They require education and to enhance their knowledge regarding child abuse, structured teaching programme can be used.

#### INTRODUCTION

Child abuse and neglect are global phenomena and are defined as every kind of physical, sexual,

emotional abuse, neglect or negligent treatment, or commercial or other exploitation, resulting in actual or potential harm to a child's health, survival, development or dignity in the context of a relationship, trust or power (World Health Organization (WHO, 1999). Child abuse has serious physical and psycho-social consequences which adversely affect the health and overall well-being of a child.

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In India there has been no understanding of the extent, magnitude and trends of the problem till 2007. Study in 2007 revealed that two out of every three children are physically abused and 72.2% children in age group of 5-12 years were being physically abused. Child Sexual Assault in Juvenile Justice Homes, the Asian Centre for Human Rights said that sexual offences against children in India have reached epidemic proportion. The report stated that more than 48,000 child rape cases were recorded from 2001 to 2011 and that India saw an increase of 336% of child rape cases from 2001 (2,113 cases) to 2011 (7,112 cases).

Rajasthan ranked fourth in the country in terms of maximum number of cases related to rape with minors in 2014. On June 12, a 3-year-old girl was kidnapped and then raped in Transport Nagar area. The police arrested a 38-year-old auto-rickshaw driver for the crime. On June 19, another 3-year-old girl was kidnapped from the premises of SMS hospital and then raped. The police are yet to crack the case. Both the girls' private parts were severely violated and they underwent surgeries at J K Lon Hospital here. A man in a Rajasthan village raped and killed his eight-year-old daughter on Monday and then strangled his five-year-old son, who was apparently a witness to the crime, police said. The incident, which took place in the Rohat area in Pali district, news in Hindustan times June 24, 2014.

The researcher has realized the increased incidence of child abuse, its serious long term effects in life and deficiency of knowledge among teachers regarding prevention of child abuse. Hence the researcher felt the need to select this study and to assess the knowledge of teachers regarding prevention of child abuse.

### OBJECTIVES OF THE STUDY

- To assess pre-test knowledge regarding prevention of child abuse among teachers in selected school in Jodhpur.
- To assess effectiveness of structured teaching program on post-test regarding prevention of child abuse among teachers.
- To find out association of knowledge regarding prevention of child abuse with socio demographic variables.

### HYPOTHESIS OF THE STUDY

- **H0:** There will be no significant difference between pre-test and post-test knowledge regarding prevention of child abuse.
- **H1:** There will be significant relationship between the level of knowledge regarding prevention of child abuse and socio- demographic variables among teachers at level of significance  $p < 0.05$ .

- **H2:** There will be significant difference between pre-test and post-test knowledge regarding prevention of child abuse of teachers in selected school of Jodhpur.

### Operational Definition

- **Assess-** Assess refers to an activity to estimate the knowledge of teachers regarding prevention of child abuse.
- **Effectiveness-** Refer to extent to which the STP has achieved the desired outcome as measure by difference between pre-test and post-test knowledge score obtained by the participant in the structured knowledge questionnaire.
- **Structured teaching programme-** It refers to systematically organized instructions prepared to educate teachers regarding prevention of child abuse.
- **Knowledge-** It refers to correct response received from teachers as according to given structured questionnaire.
- **Prevention-** It refers to measures adopted to prevent child abuse
- **Child abuse-** It refers to maltreatment of children physically, sexually, emotionally or neglect by parent, guardian, other care taker, neighbour or stranger.
- **Teacher-** A person who is professionally trained and qualified to train school children

### Assumption

- Teachers may have inadequate knowledge regarding prevention of child abuse.
- Teacher's knowledge regarding prevention of child abuse can be improved by structured teaching programme.

### Delimitation

- The study is limited to the Teachers working in selected school of Jodhpur.

### Research methodology

#### Research approach

A pre experimental approach was used in the study to evaluate the effectiveness of structured teaching programme on the prevention of child abuse.

#### Research Design

A pre-experimental design, one group pre-test post-test design was adopted for the study.

#### Research Variable

- **Independent variable:** Structured teaching Programme for teachers regarding Prevention of Child Abuse.



- **Dependent variable:** Knowledge score measured by structured questionnaire
- **Demographic variable:** Demographic variables are the characteristics and attributes of the study sample. In my study the demographic variables are Age, Gender, Marital Status, No of Children, Education, Experience, and Have Attended Any Training on Child Abuse.

### Population

In this study target population was teachers working in St Paul's school, Jhalamand, Jodhpur.

### Sampling Size

In this study, the sample consist 31 teachers working in St Paul's School, Jodhpur.

### Sampling Technique

The sampling technique used in this study was Convenience method of sampling. This entails the use of the most readily available persons in a study. Sample who meet the criteria for sample selection were selected.

### Reliability Of The Tool

The tool was tested for reliability on 5 school teachers during pilot study by using split half method and Spearman brown coefficient formula. Correlation coefficient  $r = 0.922$  (approximately 0.9).

### Major Finding Of The Study

**Table 1. Frequency and percentage distribution of demographic variables among school teacher (N=31)**

S. No	Socio-demographic variable		Frequency	Percentage
1	Age (in years)	21-30	8	25.8 %
		31-40	13	41.93%
		41-50	9	29.03%
		51 & above	1	3.22%
2	Gender	Male	2	6.45 %
		Female	29	93.54
3	Qualification of teacher	PhD	1	3.22 %
		M.Ed	3	9.68 %
		B.Ed	20	64.51 %
		STC	5	16.13 %
4	Teaching experience (in years)	1-5	17	54.83 %
		6-10	5	16.13%
		11-15	7	22.58%
		Above 15	2	6.45%
5	Marital status	Married	25	80.64 %
		Unmarried	7	19.35 %
6	No of offspring	None	7	22.58 %
		One	15	48.38%
		Two	9	29.03%
7	Have been abused in childhood	Yes	4	12.9 %
		No	27	87.09%
8	Source of information	Mass media	22	70.96 %
		Family and relative	5	16.13 %
		By training	2	6.45 %
		Friends and peer group	1	3.22 %
		Others	1	3.22 %

**Table 2. Finding related to knowledge regarding prevention of child abuse among teachers (N=31)**

Knowledge Level	Pre test		Post test	
	Frequency	Percentage	Frequency	Percentage
Good	8	25.08 %	12	38.7 %
Average	19	61.29 %	18	58.06 %
Poor	4	12.9 %	1	3.22 %



**Table 3. Overall knowledge score of school teachers regarding prevention of child abuse**

Knowledge score	Mean	Standard Deviation	Mean Percentage
Pre test	20.87	4.42	69.56%
Post test	24.77	3.32	82.56%

**Table 4. Mean, mean percentage, standard deviation of pretest and posttest knowledge score of teachers regarding prevention of child abuse according to the blueprint (N=31)**

Aspect of Knowledge	Max Score	Pretest			Post test			Mean Difference
		Mean	Mean %	SD	Mean	Mean %	SD	
General concept	5	3.29	65.80%	1.27	3.87	77.42%	1.11	0.58
Physical abuse	4	3.35	83.87%	0.75	3.64	91.13%	0.48	0.29
Sexual abuse	4	3.45	86.29%	0.62	3.61	90.32%	0.80	0.16
Emotional abuse	4	2.80	70.16%	0.79	3	75%	0.77	0.20
Child neglect	4	2.22	55.64%	0.95	3.12	78.22%	0.88	0.90
Prevention of child abuse	9	5.87	65.23%	2.24	7.51	83.51%	0.89	1.64

**Table 5. Findings related to evaluation of effectiveness of structured teaching program for teachers regarding prevention of child abuse**

Knowledge score	Mean	SD	Mean Difference	Paired T test Score	Inference (p<0.05)
Pre test	20.87	4.42	3.92	-8.08	0.000
Post test	24.77	3.32			

**Table 6. Pretest and posttest knowledge score, Standard Deviation, Mean Difference and paired T score according to blueprint**

S. No	Knowledge Area	Pretest		Post test		Mean Difference	Paired T test Value	P Value	Inter-Pretation
		Mean	SD	Mean	SD				
1	General Concept	3.29	1.27001	3.871	1.117	0.581	-3.52	0	S
2	Physical Abuse	3.354	0.755	3.645	0.486	0.291	-1.82	0.039	S
3	Sexual Abuse	3.451	0.624	3.612	0.803	0.161	-0.92	0.18	NS
4	Emotional Abuse	2.806	0.792	3	0.77	0.194	-0.89	0.189	NS
5	Child Neglect	2.225	0.956	3.129	0.885	0.904	-5.13	0	S
6	Prevention of Child Abuse	5.87	2.247	7.516	0.891	1.646	-4.78	0	S

Table 1 Depicted that the teacher participated in the study, Age 31-40 (13, 41.93%), Gender female (29, 93.54%), Qualification of teacher B. Ed (20, 64.51%), Teaching experience (in year) 1-5 (17, 54.83%), Marital status Married (25, 80.64%), No of offspring one (15, 48.38%), Have been abused in childhood No (27, 87.09%) and Source of information mass media (22, 70.96%).

Table 2 Depicted that the pretest majority (61.29 %) of teachers had average knowledge regarding prevention of child abuse, followed by 25.08 % had good knowledge and 12.9 % teachers had poor knowledge. In posttest majority (58.06%) of school teachers had average knowledge, followed by 38.7% had good knowledge and very few (3.22%) had poor knowledge. Table 3 Depicted that overall pre test knowledge score of school teachers

was 20.87,SD 4.42 and mean percentage was 69.56 % whereas post test knowledge score was 24.77 ,SD 3.32 and mean percentage was 82.56 %.

Table 4 Depicted that the aspect wise, mean, percentage, standard deviation (SD) and mean difference of pre-test and post-test knowledge score of samples. The mean, percentage and SD of general concept in the pretest was 3.29, 65.80% and 1.27 respectively. Whereas in the same area post test result was 3.87, 77.42% and 1.11 with mean difference 0.58. Pretest Knowledge score of aspect related to Physical abuse was 3.35, mean percentage was 83.87% and SD was 0.75. On the other side, in the same area posttest Knowledge score, mean was 3.64, percentage was 91.13% and SD was 0.48 with the mean difference 0.29. In the third area, Sexual abuse, mean was 3.45, percentage was 86.29% and SD was 0.62.



On the other side, in the same area posttest Knowledge score was mean 3.61, percentage 90.32% and SD 0.80 with the mean difference 0.16. Pretest Knowledge score of area related to Emotional abuse was 2.80, mean percentage was 70.16% and SD was 0.79. On the other side, in the same area posttest Knowledge score, mean was 3, percentage was 75% and SD was 0.77 with the mean difference 0.20. In the fifth area, child neglect, mean was 2.22, percentage was 55.64% and SD was 0.95. On the other side posttest knowledge score, mean was 3.12, mean percentage 78.22%, SD 0.89 and mean difference was 0.90. Last area of knowledge assessment was prevention of child abuse in which pretest knowledge score, mean was 587, mean percentage 65.23% and SD was 2.22. On the other hand posttest knowledge score, mean was 7.51, mean percentage 83.51% SD 0.89 and Mean difference was 1.64.

Table 5 Depicted that the after giving the structured teaching programme to school teachers on prevention of child abuse, posttest mean knowledge score was apparently higher (24.77) with mean difference 3.92, the computed t test value ( $t_{(30)} = -8.08$ ,  $p = 0.000$ ) shows that there is a highly significant difference between pretest and posttest knowledge score of school teachers regarding prevention of child abuse. These findings indicated that there was a significant improvement of posttest knowledge of school teachers due to structured teaching programme.

Table 6 Depicted that the Majority of the aspects of prevention of child abuse is highly significant such as general concept ( $p = 0$ ), child neglect ( $p =$ ), prevention of

child abuse ( $p = 0$ ) followed by physical abuse ( $p = 0.039$ ) is significant and sexual abuse and emotional abuse ( $p = 0.189$ ) is not significant at level of  $p < 0.05$ .

## DISCUSSION

The hypothesis made in the study is there is significant association between the level of knowledge regarding prevention of child abuse with selected socio-demographic variables among teachers such as age (1.93), Gender (1.412), Qualification of teachers (11.27), teaching experience (3.86), marital status (1.78), No of Offspring (1.48), have been abused in childhood (0.70) and source of information (3.50) were found not significant. The two assumptions were made in this study. The first one was the finding of the study reveals that Teachers had average pretest knowledge regarding prevention of child abuse. The second assumption was Teacher's knowledge regarding prevention of child abuse can be improved by structured teaching programme.

## CONCLUSION

The finding shows that the school teachers are having average knowledge regarding prevention of child abuse. However, it was a significant improvement on the posttest knowledge of teachers due to structured teaching programme. This study has made some progress in establishing the current status of teacher's knowledge regarding prevention of child abuse and is able to provide a framework for developing teacher's knowledge regarding prevention of child abuse in future.

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