

A study to assess the effectiveness of a planned teaching programme on knowledge regarding child abuse among primary school teachers in selected schools at Tumkur.

Jal¹, Ivin Manoj A²

¹Adeshwar College of Nursing, Kanker, Chattisgarh, ²Nootan College of Nursing, Sankalchand Patel university, Visnagar, Gujarat

Abstract

The study aims to evaluate the effectiveness of planned teaching program on knowledge regarding child abuse among primary school teachers in selected schools at Tumkur. Child abuse is when someone is ill-treating a child, causing damage to the child's health or personal development. The study was done among school teachers. 60 samples were selected by using convenient sampling technique. After getting consent from the teachers the pre-test was done. Then the planned teaching programme on child abuse was administered by using different materials and methods. on 7 th day the post test was done by using same questionnaire.

Before PTP, 65% of samples had inadequate knowledge and 35% had moderate knowledge. After administration of PTP all 100% samples gained adequate knowledge. This result shows Planned teaching programme is effective in improving the knowledge among school teachers regarding child abuse.

Key words: *Child abuse, Planned teaching programme, school teachers.*

Corresponding Author: Ivin Manoj A, Nootan College of Nursing, Sankalchand Patel University, Visnagar, Gujarat. 7587022225, aim304@gmail.com

Date of Submission: 15 March 2024

Date of Revision: 20 June 2024

Date of Acceptance: 28 July 2024

Introduction

A child is defined by the Convention on the Rights of the Child (CRC) as “Every human being below the age of 18 years unless under the law applicable under the child majority is attained earlier.” Child abuse or maltreatment constitutes all forms of physical and emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.^{1,2} Child

Abuse has serious physical and psychosocial consequences which adversely affect health. Major types of child abuse are Physical Abuse, Emotional Abuse, & Sexual child Abuse, Neglect. (Physical neglect, educational neglect, emotional neglect).³

Child abuse is when someone is ill-treating a child, causing damage to the child's health or personal development. A child can be suffering abuse if they have been physically injured are suffering from sexual abuse are

suffering from emotional abuse and are being neglected. In a 2004 survey of adults, about 20% of Washington State women (ages 18 and over) and 8% of men reported a childhood history of sexual abuse. Males and females reported a similar prevalence of childhood physical abuse; about 12% of men and 10% of women reported physical abuse as a child. In 2006, about 23% of Washington State youth (about 15,000-21,500 students) surveyed in 8th, 10th, and 12th grades report being physically abused by an adult at some point in their lives.⁴

Nineteen percent of the world's children live in India. According to the 2001 Census, some 440 million people in the country today are aged below eighteen years and constitute 42 percent of India's total population i.e., four out of every ten persons. This is an enormous number of children that the country has to take care of. The National Policy for Children, 1974, declared children to be a 'supreme national asset'. It pledged measures to secure and safeguard all their needs, declaring that this could be done by making wise use of available national resources. Unfortunately, ten successive Five-Year Plans have not allocated adequate resources to meet the needs of children. An exercise on child budgeting carried out by the Ministry of Women and Child Development revealed that total expenditure on children in 2005-2006 in health, education, development and protection together amounted to a mere 3.86%, rising to 4.91% in 2006-07. However, the share of resources for child protection was abysmally low at 0.034% in 2005-06 and remained the same in 2006-07. Available resources have also not been utilized effectively for achieving outcomes for children.^{3,4}

Statement of the Problem:

A study to assess the effectiveness of a planned teaching programme on knowledge regarding child abuse among primary

school teachers in selected schools at Tumkur.

Objectives of the Study:

- To assess the preexisting knowledge of primary school teachers regarding child abuse
- To determine the effectiveness of the planned teaching programme about child abuse in terms of gaining knowledge score
- To find the significant difference between the pretest and post-test score.
- To find out the association between the post-test and selected demographic variables.

Research Hypotheses:

- **H₁:** There is a significant difference between the pre- and post-test scores of knowledge in primary school teachers regarding child abuse.
- **H₂:** There is a significant association between the post-test knowledge score of the primary school teachers and the selected demographic variables.

Ethical Issues

- Permission was obtained from the concerned authorities.
- Written informed consent was obtained from all participants of the study after explaining the purpose and other details.
- The subjects were assured of the confidentiality of the data collected and about the proceedings of the educational program.
- The subjects were informed that their participation would be voluntary and had the freedom to drop out of the training program at any time.

Materials and Methods

The samples were selected by convenient sampling. The purpose of the study was explained to them and informed consent

was obtained. On the first day, the teachers of Shridevi Vidya Mandira were given knowledge questionnaire and data was collected from them and PTP is administered. On the second day teachers of Siddaganga public school were given knowledge questionnaire and data was collected from them and PTP is administered. On the third day teachers of Don Bosco school were given knowledge questionnaire and data was collected from them and PTP is administered. After 7 days, post test was conducted with the same questionnaire for the same group of school teachers to assess the effectiveness of PTP.

Method

1. **Systematic Literature Review:** A systematic approach was used to collect, filter, and analyze studies relevant to cow dung's health-related properties. The initial search identified approximately 150 articles, which were then screened by title and abstract for relevance to human health. After excluding articles that did not directly address health benefits, antimicrobial properties, immune modulation, or traditional uses, approximately 80 articles were selected for detailed review.
2. **Data Extraction and Analysis:** Data from selected studies were extracted into categories, including bioactive compounds, antimicrobial effects, immune modulation, and traditional applications. Extraction focused on identifying the key findings, methodologies, and conclusions from each study. Special attention was given to identifying the active microbial strains and biochemical compounds in cow dung linked to potential therapeutic applications.
3. **Quality Assessment and Inclusion Criteria:** To ensure quality and relevance, studies were assessed based on methodological rigor, sample size,

and clarity in describing the isolation of bioactive components. Priority was given to studies with in vitro, in vivo, or clinical evidence related to the health effects of cow dung or its components. Studies lacking detailed methodology or presenting ambiguous findings were excluded.

4. **Comparative Analysis of Traditional and Scientific Perspectives:** Traditional Ayurvedic and ethnomedicinal uses of cow dung were cross-referenced with scientific findings to assess any convergence or divergence between traditional knowledge and modern evidence. Sources were evaluated to determine if traditional uses could be supported by biochemical and microbiological data from recent studies.
5. **Synthesis of Findings and Identification of Research Gaps:** Extracted data were synthesized into thematic sections covering bioactive compounds, antimicrobial properties, immune modulation, and potential health applications. Research gaps were identified by comparing the available literature with ongoing health needs, such as the demand for natural antimicrobials and eco-friendly health products, to suggest future research directions.

Results

Table 1: Mean score % of knowledge before PTP

Knowledge	Max Possible score	Mean	SD	Range	Mean Score %
Child Abuse	40	18.06	3.23	11-23	45.15

The overall knowledge score was 40. The mean knowledge on child abuse among primary school teachers was 18.06, with a standard deviation of 3.23, and ranged from 11 to 23 before PTP. The mean score

percentage was computed and found to be 45.15%. The results showed that the sampled primary school teachers had inadequate knowledge regarding child abuse.

Table 2. Comparison between pre and post-test knowledge (N=60)

Level of Knowledge	Pre-test		Post-test	
	No	%	No	%
Inadequate (<50%)	39	65%	0	0
Moderate (50- 75%)	21	35%	0	0
Adequate (>75%)	0	0	60	100

Table: 3. Pre and post–test mean, standard deviation and t-value on knowledge regarding child abuse among primary school teachers. (N=60)

Parameter	Mean	S.D	Range	Mean %	t -value	Result
Pre-test	18.06	3.23	11-23	45.15	29.36***	HS P<0.05
Post-test	31.93	1.69	30-35	79.80		
Improvement	13.87	1.54	-	34.65		

Though it was seen that the post –test knowledge scores are more than pre–test knowledge scores, it is essential to put it under statistical significance. So suitably the paired t-test was chosen and worked out. The paired t-value on knowledge regarding child abuse in primary school teachers before and after PTP was 29.36 and it was statistically significant at 0.05 (highly significant).

The result undoubtedly confirms that the PTP, is significantly effective in improving the knowledge regarding child abuse among primary school teachers.

Table 4: Mean, SD, Mean% of overall knowledge regarding child abuse at selected schools

Domain	Mean	SD	Mean %
Pre test	18.06	3.23	45.14
Post test	31.93	1.69	79.80
Enhancement	13.87	1.54	34.65

The enhancement in the post test mean after administering PTP is 13.87 and decrease in standard deviation i.e 1.54 (mean%

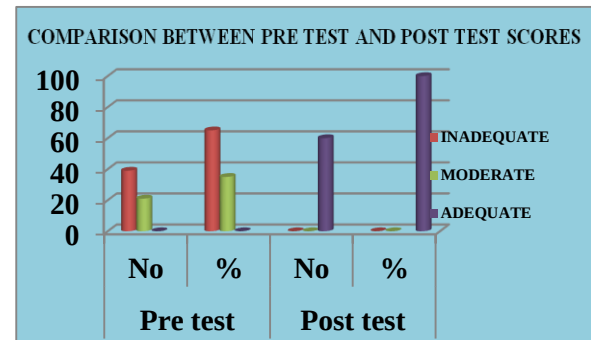


Fig 1: Comparison between pre and post test knowledge of primary school teachers regarding child abuse

improvement is 34.65%) so it shows that the administered PTP was effective.

Conclusion

The study findings showed that there was a significant increase in the knowledge of teachers after administration of PTP regarding child abuse in primary school teachers. Hence it was concluded that PTP has been an effective method to increase knowledge of teachers regarding child abuse in primary school teachers.

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How to cite the article:

Jal, Manoj IA. A study to assess the effectiveness of a planned teaching programme on knowledge regarding child abuse among primary school teachers in selected schools at Tumkur. JIHR 2024;1(2):12-16.