# A QUASI-EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING CHILD ABUSE AND ITS PREVENTION AMONG PRIMARY SCHOOL TEACHERS IN SELECTED SCHOOLS, BATHINDA, PUNJAB

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*Abstract*

- **Background:** Child abuse is extremely difficult to get responses from children on such a sensitive subject because of their inability to fully understand the different dimensions of child abuse and to talk about their experiences. **Objectives:** To assess the knowledge regarding child abuse and its prevention among primary school teachers. To evaluate the effectiveness of structured teaching programme on knowledge regarding child abuse and its prevention among primary school teachers. To find an association between the post test knowledge score with their selected socio demographic   variables. **Material and methods:** A Quasi- experimental (one group pre-test post-test) design with a quantitative research approach was used to select 60 primary school teachers by using probability  random sampling technique. To assess the effectiveness of structured teaching programme on knowledge regarding child abuse and its prevention among primary school teachers. Assessment of knowledge was done by using structured knowledge questionnaire. The findings revealed that, pre-test knowledge level of teachers, i.e.  36 (60%) had inadequate knowledge, 24 (40%) had moderately adequate knowledge, and on one had adequate knowledge and post-test knowledge level of teachers i.e. 43 (71.6%) had adequate knowledge, 17 (28.3%) had moderately adequate knowledge, and none had inadequate knowledge. **Result:** There  was a significant association among primary school teachers had association between the post test knowledge score with their selected socio demographic variables at >0.05 level of significant. **Conclusion:** The 't' test value for the degree of freedom 59 was 33.76* at 0.05 level of significance and showed the effectiveness of structured teaching programme on child abuse and its prevention.

**Keywords:** Assess, structured teaching programme, child abuse, primary school teacher.

## INTRODUCTION

Children are priceless treasures and gifts from God, and as such, the physical, emotional, psychological, and spiritual needs of children should be amply and competently met.[1] Child abuse is extremely difficult to get responses from children on such a sensitive subject because of their inability to fully understand the different dimensions of child abuse and to talk about their experiences.[2]The World Health Organization (WHO) defines child abuse and child maltreatment as "all forms of physical or 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.[3] In India more than 2.5 million cases of child abuse is reported every year, out of which, 54% involves physical abuse, more than 53% suffered sexual abuse and 48% emotional abuse at the hands of parents and family members.[4] In the world, India has the largest number of children 375 million, covering 40% of its population, out of which 69% of Indian girls are victims of physical, emotional and sexual abuse.[5] There are four different types of child abuse that exist in our society today: child neglect, sexual abuse, physical abuse, and emotional abuse. Child abuse has many short-term and long-term impacts on the lives of the children being abused. [6] Clinicians have described the effects of child abuse and neglect on the physical, psychological, cognitive and behavioral development of children..[7] Children who have experienced abuse and neglect are therefore at increased risk for a number of problematic developmental, Health, and Mental health outcomes.[8]Teachers see and work with school-age children on a daily basis during the

school week throughout the school year. This reality puts these school staff on the front lines of identifying possible child maltreatment. By reporting suspected child abuse and neglect, teachers can make an important contribution to the early detection and prevention of abuse. Schools can, and many do, play a part in the prevention of child abuse through the curriculum, by providing positive role models and opportunities for participation.[9]

This present study was undertaken to  assess the effectiveness of structured teaching programme on knowledge regarding child abuse and its prevention among primary school teachers

**STATEMENT OF THE PROBLEM**

A quasi-experimental study to assess the effectiveness of structured teaching programme on knowledge regarding child abuse and its prevention among primary school teachers in selected schools, Bathinda, Punjab.

**OBJECTIVES:**

1. To assess the knowledge regarding child abuse and its prevention among primary    school teachers.

2. To evaluate the effectiveness of structured teaching programme on knowledge regarding child abuse and its prevention among primary school teachers.

3. To find an association between the post test knowledge score with their selected socio demographic   variables.

# I.    Materials and Methods

**Research Approach:** A quantitative research approach was used.

**Research Design:** Quasi experimental (one group pre-test post-test) design was adopted.

**Setting of the Study:** The study was conducted in Guru Ramdass public school and St. Kabir convent senior secondary school, Bathinda, Punjab.

**Target Population: The** target population is the aggregate of cases about which the researcher would like to generalize. In the present study, it includes includes teachers working in selected primary schools.

**Sample:** The sample for the present study constitutes Primary school teachers

**Sampling technique:** Probability simple random sampling technique technique was used to select the sample for this study.

**Development of tool for data collection:**
**Tool 1:**
**1. Description of the tool**
**Section A** -**Socio demographic variables**
**Section B - Structured knowledge questionnaire**:
There were 40 knowledge questions; each question has multiple choice response.. The knowledge regarding child abuse and its prevention was measured in terms of knowledge scores The knowledge level is divided into 3 parts.
**Interpretation of level of knowledge**

| Level of knowledge | Range |
|---|---|
| Adequate | 28- 40 |
| Moderately adequate | 14- 27 |
| Inadequate | 0-13 |

**Section C**
**Structured Teaching programme**
which consists following content:

Introduction of child abuse, Rights of children, Definition and concept of child abuse, Causes of child abuse, Types of child abuse, Signs of child abuse, Risk factors for child abuse, Common Consequences and Psychological complications of child abuse, Preventive guidelines for Child Abuse, Role of teachers in preventing child abuse, Agencies to report child abuse, National strategy for protection, rehabilitation and integration of street children and juvenile justice

## III. Results

**Organization and presentation of the data:**
The data collected were edited, tabulated, analyzed, interpreted and findings obtained were presented in the form of tables and diagrams represent under following sections:

**Section I**: Frequency and percentage distribution of primary school teachers according to socio demographic variables.

**Section II**: Findings related to pre-test and post-test knowledge of primary school teachers regarding child abuse and its prevention.

**Section III**: Findings related to effectiveness of structured teaching programme on knowledge regarding child abuse and its prevention among primary school teachers.

**Section IV**: Findings showing association between post-test knowledge score of primary school teachers with their selected demographic variables.

**Table-1:** Frequency and percentage distribution of primary school teachers according to socio-demographic variables

N=60

| Sr. no. | Socio-demographic variables | f | Percentage (%) |
|---|---|---|---|
| 1. | **Age (in years)** | | |
| | <25 | 4 | 6.7 |
| | 25-30 | 17 | 28.3 |
| | 30-35 | 26 | 43.3 |
| | >35 | 13 | 21.7 |
| 2. | **Gender** | | |
| | Male | 2 | 3.3 |
| | Female | 58 | 96.7 |
| 3. | **Religion** | | |
| | Sikh | 31 | 51.7 |

| | | | |
|---|---|---|---|
| | Hindu | 26 | 43.3 |
| | Christian | 3 | 5.0 |
| 4. | **Marital status** | | |
| | Married | 49 | 81.7 |
| | Unmarried | 11 | 18.3 |
| 5. | **Educational qualification** | | |
| | Diploma | 5 | 8.3 |
| | Graduate | 24 | 40.0 |
| | Post-graduate | 31 | 51.7 |
| 6. | **Total years of teaching** | | |
| | <1 year | 3 | 5.0 |
| | 1-3 year | 22 | 36.7 |
| | 3-5 year | 23 | 38.3 |
| | >5 year | 12 | 20.0 |
| 7. | **No. of children** | | |
| | None | 14 | 23.3 |
| | One | 21 | 35.0 |
| | Two | 19 | 31.7 |
| | More than two | 6 | 10.0 |
| 8. | **Any pre service teacher education related to child abuse** | | |
| | Yes | 2 | 3.3 |
| | No | 58 | 96.7 |
| 9. | **Any formal in-service** | | |

| | | | |
|---|---|---|---|
| | training related to child abuse | | |
| | Yes | 2 | 3.3 |
| | No | 58 | 96.7 |
| 10. | knowledgeable staff member at your school with whom you can discuss your concern about child abuse | | |
| | • Yes | 15 | 25.0 |
| | • No | 45 | 75.0 |
| 11. | you ever reported child abuse case | | |
| | • Yes | 1 | 1.7 |
| | • No | 59 | 98.3 |
| 12. | you are familiar enough with your reporting duty under educational authority policy or formal school policy to report regarding child abuse | | |
| | • Yes | 6 | 10 |
| | • No | 54 | 90 |

**Table 2:**

Frequency and percentage distribution of pre-test and post-test knowledge level of primary school teachers regarding child abuse and its prevention

**N=60**

| Level of knowledge | Pre-test | | Post-test | |
|---|---|---|---|---|
| | F | Percentage (%) | f | Percentage (%) |
| **Adequate** | 0 | 0 | 43 | 71.6 |
| **Moderately adequate** | 24 | 40 | 17 | 28.3 |
| **Inadequate** | 36 | 60 | 0 | 0 |

**TABLE- 3**

Comparison of pre-test and post-test knowledge of primary school teachers regarding child abuse and its prevention.

**N=60**

| Knowledge score | Mean ± S.D | Mean difference | SD difference | Df | 't' value |
|---|---|---|---|---|---|
| **Pre-test** | 13.1000±2.35566 | 16.0667 | 1.34119 | 59 | 33.76* |
| **Post-test** | 29.1667±3.69685 | | | | |
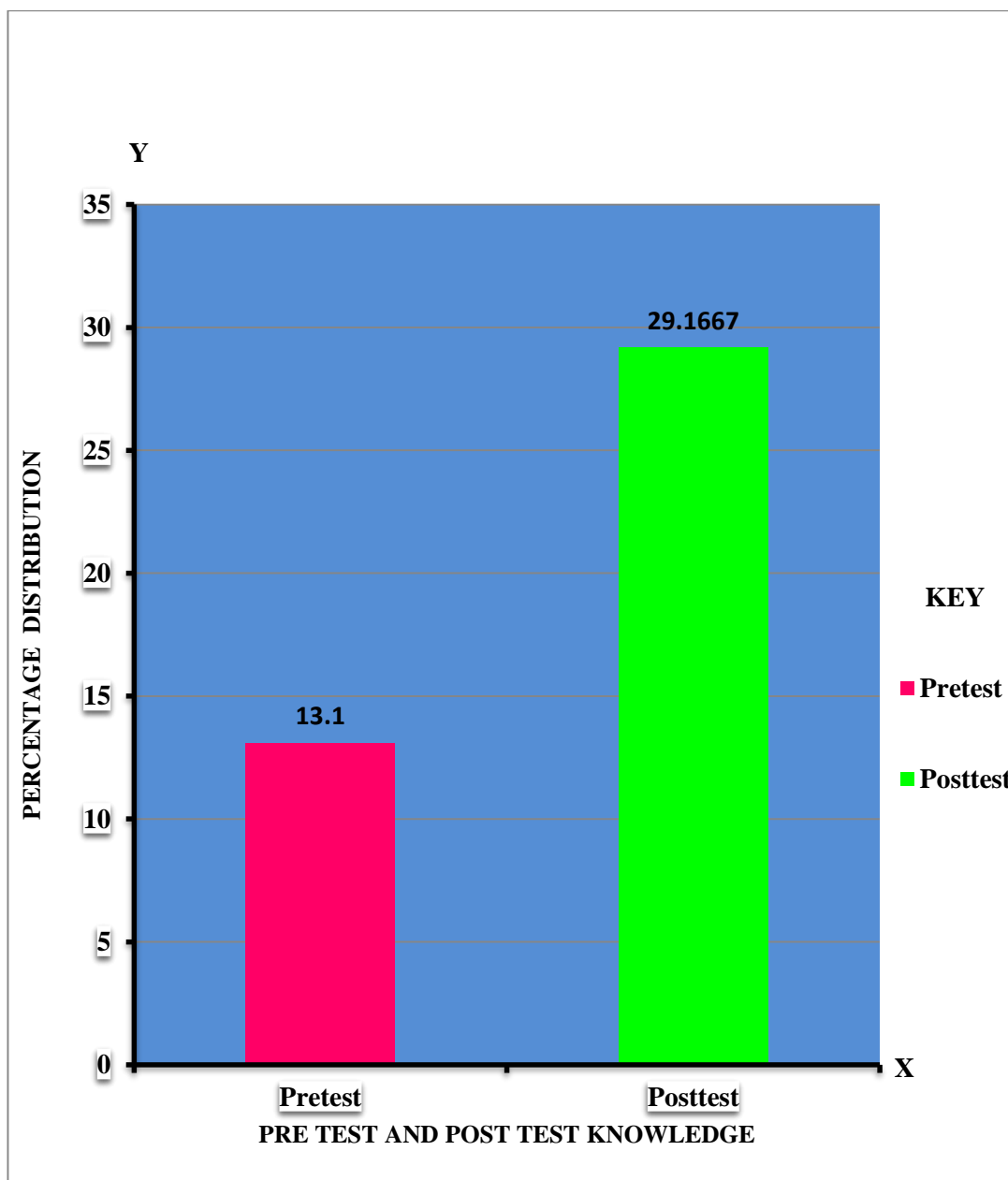
Graph-1 The Column diagram showing comparison of mean score of pre test and post test knowledge of primary school teachers regarding child abuse and its prevention.

**TABLE-4**

Association between the post-test knowledge score with their selected socio demographic variables.

N=60

| Demographic Variables | Frequency and percentage | Moderately Adequate | Adequate | Chi square value ($\chi^2$) | Df | p-value |
|---|---|---|---|---|---|---|
| **Age in years** | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| <25 | 4 (6.7) | 4 | 0 | | | |
| 25-30 | 17 (28.3) | 9 | 8 | 22.47 | 3 | 0.000$^S$ |
| 30-35 | 26 (43.3) | 4 | 22 | | | |
| >35 | 13 (21.7) | 0 | 13 | | | |
| **Gender** | | | | | | |
| Male | 2 (3.3) | 15 | 42 | 5.1146 | 1 | 0.023$^S$ |
| Female | 58 (96.7) | 2 | 0 | | | |
| **Religion** | | | | | | |
| Sikh | 31 (51.7) | 12 | 19 | | | |
| Hindu | 26 (43.3) | 2 | 23 | 9.104 | 2 | 0.01$^S$ |
| Christian | 3 (5.0) | 2 | 1 | | | |
| **Marital status** | | | | | | |
| Married | 49 (81.7) | 4 | 36 | | | |
| Unmarried | 11 (18.3) | 13 | 7 | 19.86 | 1 | 0.00$^S$ |
| **Educational qualification** | | | | | | |
| Diploma | 5 (8.3) | 0 | 5 | 2.279 | 2 | 0.319$^{NS}$ |
| Graduate | 24 (40.0) | 8 | 16 | | | |
| Post-graduate | 31 (51.7) | 9 | 22 | | | |

|  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
| **Total years of teaching** |  |  |  |  |  |  |
| <1 year | 3 (5.0) | 2 | 1 |  |  |  |
| 1-3 year | 22 (36.7) | 8 | 14 | 5.290 | 3 | $0.151^{NS}$ |
| 3-5 year | 23 (38.3) | 6 | 17 |  |  |  |
| >5 year | 12 (20.0) | 1 | 11 |  |  |  |
| **No. of children** |  |  |  |  |  |  |
| None | 14 (23.3) | 4 | 10 |  |  |  |
| One | 21 (35.0) | 7 | 14 | 2.304 | 3 | $0.511^{NS}$ |
| Two | 19 (31.7) | 6 | 13 |  |  |  |
| More than two | 6 (10.0) | 0 | 5 |  |  |  |
| **Any pre service teacher education related to child abuse** |  |  |  |  |  |  |
| Yes | 2 (3.3) | 9 | 0 |  |  |  |
| No | 58 (96.7) | 35 | 2 | 0.4783 | 1 | $0.489^{NS}$ |
| **Any formal in-service training related to child abuse** |  |  |  |  |  |  |
| Yes | 2 (3.3) |  |  |  |  |  |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| No | 58 (96.7) | 0 | 2 | 0.8180 | 1 | 0.365$^{NS}$ | N=60 |
| | | 17 | 41 | | | | |
| **knowledgeable staff member at your school with whom you can discuss your concern about child abuse** | | | | | | | |
| Yes | 15 (25.0) | 7 | 8 | | | | |
| No | 45 (75.0) | 10 | 35 | 3.3105 | 1 | 0.068$^{NS}$ | |
| **you ever reported child abuse case** | | | | | | | |
| Yes | 1 (1.7) | 1 | 0 | 2.5723 | 1 | 0.108$^{NS}$ | |
| No | 59 (98.3) | 16 | 43 | | | | |
| **you are familiar enough with your reporting duty under educational authority policy or formal school policy to report regarding child abuse** | | | | | | | |
| Yes | 6 (10) | 6 | 0 | | | | |
| No | 54 (90) | 11 | 43 | 16.862 | 1 | 0.000$^{S}$ | |

Table-4

It was evident that Chi square value computed for socio demographic variables of primary school teachers such as Age, Gender, Religion, Marital status, you think you are familiar enough with your reporting duty under educational authority policy or formal school policy to report regarding child abuse, showed statistically significant association (<0.05) with the level of knowledge regarding child abuse and its prevention.

## Conclusion

Findings revealed that knowledge level of teachers, i.e. 43 (71.6%) had adequate knowledge, 17 (28.3%) had moderately adequate knowledge, and no one had inadequate knowledge. There is a significant difference between the post test knowledge scores with their selected socio demographic variables. Hence the research ($H_1.2$) hypothesis was accepted.

### Recommendations for further study:
On the basis of the findings of the study the following recommendations have been made:
1. Similar study can be undertaken with a large sample to generalize the findings.

2. Same study can be done as a comparative study between working mothers and non-working mother's knowledge regarding child abuse.

3. The study can be done at different settings.

## LIMITATIONS:

1. One major limitation to the study was the limited sample size (N=60).

2. The study was limited to the teacher of primary school.

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