A Study to Assess the Effectiveness of Structured Teaching Programme on Knowledge Regarding Child Abuse among Primary School Teachers in the Selected Schools, Manipur

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Abstract: *Child abuse results in actual or potential harm to the child's health, survival, development and dignity. A child who is abused is more likely to abuse others as an adult, so the violence is passed down from one generation to the next. Aims: The aim of the study was to assess the pre-test knowledge regarding child abuse among primary school teachers, assess the effectiveness of the structured teaching programme on knowledge regarding child abuse among primary school teachers and find out the significant association between pre-test knowledge scores regarding child abuse with the selected socio- demographic variables. Materials and Methods: A quantitative research approach with one group pre-test post – test designed was used among 65 primary school teachers, selected by non-probability convenient sampling technique. The tool used was self-structured knowledge questionnaires. Data were analysed using descriptive and inferential statistics. Results: In pre-test, majority i.e. 51 (78.46%) had moderately adequate knowledge, 9 (13.84%) had adequate knowledge and only 5 (7.69%) had inadequate knowledge whereas, in post- test, majority i.e. 35 (53.84%) had adequate knowledge, 29 (44.61%) had moderate adequate knowledge and only 1 (15%) had inadequate knowledge. Total mean score in pre-test was 28.2±4.438 and in post – test, 8± 3.456 with "t" value = 9.456, significant with p value < 0.05. Thus, it proves that the structured teaching programme was effective.*

Keywords: primary school teachers, child abuse, structured teaching programme

1. Introduction

Child abuse is a state of emotional, physical, economic and sexual maltreatment meted out to a person below the age of 19 [1] and is a globally prevalent phenomenon. 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.

Child abuse is more than bruises and broken bones. A report of child abuse is made every 10 seconds. More than four children die every day as a result of child abuse. A child who is abused is more likely to abuse others as an adult, so the violence is passed down from one generation to the next. Children who experience child abuse & neglect are 59% more likely to be arrested as a juvenile, 28% more likely to be arrested as an adult, and 30% more likely to commit violent crime. Abused children are 25% more likely to experience teen pregnancy and less likely to practice safe sex, putting them at greater risk for STDs. One by third to two- thirds of child maltreatment cases involves substance use to some degrees.

The first step in helping abused or neglected children is learning to recognize the signs of child abuse and neglect. Teachers have a vital role to identify and protect the child who are abused. If every teacher had a better understanding of child abuse and its history, its causes, prevention and reporting and effects of child abuse, we would be one step closer to stopping child abuse and its devastating effect on children around the world.

2. Background of the Study

One of the biggest social stigmas attached to a society is that of child abuse. Child abuse can take place in homes, schools, orphanages, residential care facilities, on the streets, in the workplace, in prisons and in places of detention. Violence in any form has a very deep impact on the overall development of the child. Child abuse results in actual or potential harm to the child's health, survival, development and dignity.

Globally, it is estimated that up to 1 billion children aged 2–17 years, have experienced physical, sexual, or emotional violence or neglect in the past year (2020). Nearly 3 in 4 children or 300 million children aged 2-4 years regularly suffer physical punishment and or psychological violence at the hands of parents and caregivers [2].

In India (2021), A total of 1,49,404 cases of crime against children were registered in 2021, which meant that each day over 400 such crimes are committed in the country, according to an NGO's analysis of the NCRB data (National Crime Record Bureau) [3].

Volume 13 Issue 12, December 2024
Fully Refereed | Open Access | Double Blind Peer Reviewed Journal
www.ijsr.net

Paper ID: SR241227121102   DOI: https://dx.doi.org/10.21275/SR241227121102   1725

In Manipur, Women Action For development (WAD) has documented that135 cases of violence against women and children from January 1, 2021 to November 23, 2021 through the local newspapers [4].

Therefore, the importance of knowledge regarding child abuse among primary school teachers in making a tremendous difference in the life of an abused child and prevention of child abuse. In this light, as a student researcher felt the need to assess the effectiveness of structured teaching programme on knowledge regarding child abuse among primary school teachers in the selected schools, Manipur

Objectives of the study
1) To assess the pre-test knowledge regarding child abuse among primary school teachers.
2) To assess the effectiveness of the structured teaching programme on knowledge regarding child abuse among primary school teachers.
3) To find out the significant association between pre-test knowledge scores regarding child abuse with the selected socio-demographic variables.

Hypothesis
H_1: There is a significant difference between the pre-test knowledge score and post- test knowledge score of child abuse among primary school teachers.

H_2: There is a significant association between the pre-test knowledge score regarding child abuse with the selected socio demographic variables of primary school teachers.

Research Methodology
A quantitative research approach with pre- experimental one group pre-test post – test designed was used for the study. The sample consisted of 65 primary school teachers selected by non-probability convenient sampling technique. Approval from Institutional Ethics Committee, College of Nursing, Medical Directorate was obtained. The study was conducted in the SL Arena of Learning, Kongpal Khaidem Leikai, Imphal and the Friendship Educational Academy, Khurai Tinsid Road, Imphal from 3rd April to 3rd May,2023. On the first day (Day1), the pre-test was conducted in which the researcher collected the demographic data using socio-demographic performa, and the level of knowledge regarding child abuse was assessed by using self-structured knowledge questionnaires by providing 30 minutes. On the same day (Day1), a structured teaching programme regarding child abuse was given. And after a period of 1 week, the post-test was conducted to assess the level of knowledge regarding child abuse by providing the same self-structured knowledge questionnaires by providing 30 minutes. Data were analysed using descriptive and inferential statistics.

Research Approach: Quantitative research approach was used in order to accomplish the objectives.

Research Design: The research design selected for the present study was pre-experimental one group pre-test-post-test design.

Research Setting: The study was conducted in the selected schools 2 (two) schools i.e. The SL Arena of Learning, Kongpal Khaidem Leikai, Imphal East and the Friendship Educational Academy, Khurai Tinsid Road, Imphal East, Manipur.

Population- Population of the present study was the primary school teachers teaching students of 1st to 5th standard at selected schools, Imphal.

Sample, Sample size and sample technique -65 primary school teachers who fulfill the inclusion criteria were selected for the study. Non-Probability Convenient Sampling Technique was used to select the sample.

Data Collection tools and technique An extensive review of literature was done to find out a standardized tool to assess the knowledge regarding Child abuse among primary school teachers in the selected schools, Manipur.

The following steps were followed in selection of the standardized tool by researcher.
1) Literatures were reviewed in preparation to construct the tools
2) Development of blueprint with the opinions and suggestions of experts and guides.
3) Investigator's own personal experience.
4) Consultation was obtained from the statistician.
5) Pre-testing of the tool by conducting pilot study
6) Reliability.

Description of the Tool
The tool was a self- structured knowledge questionnaire on knowledge regarding child abuse was prepared by the investigator to collect the data. The questionnaire were divided into two sections.

Section A: Socio- Demographic variables - age, gender, education, marital status, types of family, monthly income, teaching experience in years, area of residence, having any children, any history of being exposed to learning about child abuse, source of learning about child abuse and ever noticed children being abused.

Section B: Self structured knowledge questionnaires -This section consists of 44 items of structured knowledge questionnaire to assess the knowledge regarding child abuse among primary school teachers. It has 6 areas related to knowledge questionnaires regarding the general concept of child abuse, child physical abuse, child emotional abuse, child sexual abuse, child neglect and prevention and protection of child abuse. Each item consists of multiple-choice options, out of which one option is correct and the rest are distractors. A score of 1 (one) is given for the correct answer and 0 (zero) if the participant responds to incorrect, tick none or more than 1 option. Thus, the maximum score = 44 and minimum = 0. The score were divided as inadequate knowledge, moderately adequate knowledge, and adequate knowledge.

Reliability of the tools
Reliability of the tool was established by using Guttman split-half-co- efficient method. The reliability of the structured knowledge questionnaire regarding child abuse was found to be 0.707 which indicates that the tool was considered as statistically reliable.

Method of analysis

Descriptive statistics was used to calculate frequency, percentage were used for analysis of the socio- demographic data. Mean, median, standard deviation and mean difference were used to assess the knowledge score of primary school teachers. Inferential statistics was used for comparing pre-test and post- test knowledge scores by paired t test and chi square was used to determine the association between the knowledge scores of primary school teachers regarding child abuse with selected socio- demographic variables.

Data Analysis

The data of the present study were analysed based on specific objectives and hypothesis. The data obtained from 65 primary school teachers would be analysed as-

- **Section I** - Distribution of socio-demographic characteristics of primary school teachers.
- **Section II** - Frequency and percentage distribution of pre-test knowledge score regarding child abuse among primary school teachers.
- **Section III** - Frequency and percentage distribution of post-test knowledge score regarding child abuse among primary school teachers.
- **Section IV**- Comparison of the pre - test and the post – test knowledge score regarding child abuse among primary school teachers.
- **Section V** - Significant association between pre- test knowledge score level with the selected socio-demographic variables

Table 1.1: Section I- Frequency and percentage distribution of socio-demographic characteristics of primary school teachers, N= 65

S. No	Socio-demographic variables		Frequency	Percentage %
1.	Age	Below 25 years	04	6.15
		26-35 years	43	66.15
		Above 35 years	18	27.69
2.	Gender	Male	06	9.23
		Female	59	90.76
		Transgender	0	0.0
3.	Education	D.Ed	03	4.61
		D.El.Ed.	29	44.61
		B.Ed	27	41.53
		M.Ed	02	3.07
		Others	04	6.15
4.	Marital status	Married	30	46.15
		Single	35	53.84
		Others	0	0.0
5.	Type of family	Nuclear	33	50.76
		Joint	32	49.23
		Others	0	0.0
6.	Income per month	Below 10,000	07	10.76
		Rs(10,000-20,000)	57	87.69
		Above 20,000	01	1.53
7.	Year of teaching experience	<2yrs	20	30.76
		2-7 yrs	27	41.53
		8-13 yrs	13	20
		14yrs & above	05	7.69
8.	Area of residence	Urban	39	60
		Rural	26	40
9.	Having any children	Yes	24	36.92
		No	41	63.07
10.	Ever been exposed to the learning about child abuse	Yes	36	55.38
		No	29	44.61
11.	If yes above Source of learning	Social media	42	64.61
		Reading literature	12	18.46
		Training attended	11	16.92
		Any others	0	0
12.	Notice children being abused during practice as a teacher.	Commonly noticed	0	0
		Rarely noticed	21	32.30
		Not noticed at all	44	67.69

Section II: Frequency and Percentage Distribution of Pre-Test Knowledge Score Regarding Child Abuse among Primary School Teachers, N=65

Knowledge scale level	Score range	Pre-test	
		Frequency (f)	Percentage (%)
Inadequate Knowledge	0-22	5	7.69
Moderately Adequate Knowledge	23-33	51	78.46
Adequate Knowledge	34-44	9	13.84
Total		65	100

Volume 13 Issue 12, December 2024
Fully Refereed | Open Access | Double Blind Peer Reviewed Journal
www.ijsr.net

Paper ID: SR241227121102　　　　DOI: https://dx.doi.org/10.21275/SR241227121102　　　　1727

Section III- Frequency and Percentage Distribution of Post-Test Knowledge Score Regarding Child Abuse among Primary School Teachers, N=65

Knowledge scale level	Score range	Post-test	
		Frequency(f)	Percentage (%)
Inadequate Knowledge	0-22	1	1.53
Moderately Adequate Knowledge	23-33	29	44.61
Adequate Knowledge	34-44	35	53.84
Total		65	100

Section IV: Comparison of The Pre-Test and The Post-Test Knowledge Scores Regarding Child Abuse Among Primary School Teachers, N=65

Test	Maximum score	Mean	SD	Paired "t"	df	P-value
Pre-test	44	28.15	4.438	-9.456	64	.000*
Post test	44	33.8	3.456			
Paired difference		-5.65	0.982			

Section V: Significant Association between Pre-Test Knowledge Score Level with the Selected Socio Demographic Variables**,** N=65

Socio-demographic variables	Category	Pre-test Knowledge level						Total (%)	Chi- square	p-value
		Inadequate		Moderate		Adequate				
		F	%	F	%	F	%			
Age	Below 25 years	1	25	3	75	0	0	4	7.11 NS	0.13
	26-35 years	3	7	31	72	9	21	43		
	Above 35 years	1	5	17	94	0	0	18		
Gender	Male	2	33.3	4	66.7	0	0	6	6.682 S	**.035***
	Female	3	5.0	47	79.6	9	15.3	59		
Education	D.Ed	0	0	3	100	0	0	3	5.58 NS	.692
	D.El.Ed.	2	7	24	83	3	10	29		
	B.Ed	3	11	19	70	5	18	27		
	M.Ed	0	0	1	50	1	5	2		
	Others	0	0	4	100	0	0	4		
Marital status	Married	1	3.44	23	79.3	5	17.2	29	2.111 NS	0.34
	Single	5	13.8	25	69.4	6	16.6	36		
	Others									
Type of family	Nuclear	2	5.88	28	82.3	4	11.7	34	2.263 NS	.322
	Joint	5	16.1	21	67.7	5	16.1	31		
	Others									
Income per month	Below 10,000	0	0	7	100	0	0	7	12.326 S	**.015***
	Rs(10,000-20,000)	5	8.77	42	73.6	10	17.5	57		
	Above 20,000	1	100	0	0	0	0	1		
Year of teaching experience	<2yrs	5	25	13	65	2	5	20	12.81 S	**0.04***
	2-7 yrs	1	3.70	19	70.3	7	25.9	27		
	8-13 yrs	0	0	12	92.3	1	7.69	13		
	14yrs & above	0	0	5	100	0	0	5		
Area of residence	Urban	4	14.8	27	69.2	8	20.5	39	2.267 NS	0.321
	Rural	2	7.69	22	84.6	2	7.69	26		
Having any children	Yes	2	8.33	20	83.3	2	8.33	24	0.636 NS	0.727
	No	4	9.75	31	75.6	6	14.6	41		
Ever been exposed to the learning about child abuse	Yes	3	8.33	28	77.7	5	13.8	36	0.249 NS	0.882
	No	3	10.3	21	72.4	5	17.2	29		
If yes above Source of learning	Social media	4	9.52	33	78.5	5	11.9	42	3.432 NS	0.488
	Reading literature	0	0	9	75	3	25	12		
	Training attended	2	18.1	7	63.6	2	18.1	11		
	Any others									
Notice children being abused during practice as a teacher.	Commonly noticed	0	0	0	0	0	0	0	3.037 NS	0.219
	Rarely noticed	3	14.2	13	61.9	5	23.8	21		
	Not noticed at all	3	6.81	36	81.8	5	11.3	44		

*   Significance at level of 0.05 (p value)

3. Discussion

Section I: Discussion Related to the Socio- Demographic Characteristics of Primary School Teachers.

Data revealed that out of 65 primary school teachers , 43 (66.15%) were in the age group of 26 – 36 years, 59 (90.76%) were female, (44.61%) had completed / studied D.El.Ed programme, 35 (53.84%) were unmarried, 33(50.76%) were belonged to nuclear family, 57 (87.69%) were in income category of Rs (10,001-20,000) per month, 27 (41.53%) had teaching experience of 2-7 years, 39 (60%) lived in urban area, 49 (63.07%) doesn't have children, 36 (55.38%) have been exposed to the learning about child abuse, 42 (64.61%)

Volume 13 Issue 12, December 2024
Fully Refereed | Open Access | Double Blind Peer Reviewed Journal
www.ijsr.net

Paper ID: SR241227121102   DOI: https://dx.doi.org/10.21275/SR241227121102   1728

got information from social media, 44(67.69%) didn't notice children being abused at all.

The findings of the present study were similar to the findings of the study conducted by Naregal PM, Mohite VR, Hiremath P, Chendake M, Karale RB, Pawar S (2015) [5] conducted a study regarding the effectiveness of planned teaching programme on knowledge regarding prevention of child abuse and neglect among 30 primary school teachers at Karad, Maharashtra, India. Majority 27 (90%) primary school teachers were female, 13 (43.33%) belonged to the age group of below 25 years. Majority of 24 (80%) were single, 25 (83.3%) were parent or guardian, 14 (46.6%) studied till graduation, 25 (83.3%) had experience of 0-5 years, 28 (93.3%) belonged to the group enjoyed childhood, 29(96.6%) not abused during their childhood.

Section II: Discussion Related to Pre- Test Knowledge Score of Primary School Teachers Regarding Child Abuse.

The finding of the present study showed that in the pre- test, 51(78.46%) had moderately adequate knowledge, 9(13.84%) had adequate knowledge and only 5(7.69%) had inadequate knowledge in the assessment of knowledge regarding child abuse among primary school teachers. In support of the present study, Elywy GJ, Hussein AA, Dabis HA (2020) [6] conducted a study on the topic "Assessment of Teachers' Knowledge about Child abuse at AL Nasiriya Primary Schools." The results showed that, most of teachers had low knowledge level i.e. 74% and 16% of the teachers had moderate knowledge level, while only 10% had a high knowledge level regarding child abuse.

Section III: Discussion Related to the Effectiveness of Structured Teaching Programme Regarding Child Abuse.

The present study showed that, in the pre-test (K_1), 51(78.46%) had moderately adequate knowledge, 9(13.84%) had adequate knowledge and only 5(7.69%) had inadequate knowledge whereas, in the post test (K_2), 35(53.84%) primary school teachers had adequate knowledge, 29(44.61%) had moderate adequate knowledge and only 1 (15%) has inadequate knowledge regarding child abuse among primary school teachers in the knowledge assessment. In the pre-test, the mean percentage obtained by the primary school teachers was 63.13% (28.2±4.438) whereas in the post test, the score obtained was 76.10% (7.36 ± 1.14) with p value < 0.05 which is found to be highly significant.

Paired "t" test was computed to find out the significant difference between pre-test and post-test knowledge score. From the "t" test results (t = 9.456), statistically significant with p value < 0.05. Thus, the study concludes that there is significantly improvement of knowledge regarding child abuse among primary schools teachers. Hence, it infers that the research hypothesis H_1 stated, "There will be a significant difference between the pre- test knowledge score and post-test knowledge score of child abuse among primary school teachers" is accepted.

The present study is supported by a similar study adopted by Gawariya SK, Bhandari PM, Thapa K Bhochhibhoya S (2018) [7] on "Effectiveness of information booklet on knowledge regarding child abuse among primary school teachers in selected primary schools at Udaipur, Rajasthan". The study found that the mean pre-test was 47.83% (14.35±3.50) whereas; the mean post-test was 90.06% (27.02±1.54). So, this study proves that the information booklet was effective in improving the knowledge of the primary schools teachers, which was statistically proven by using "t" test value (t=36.35).

Section IV: Discussion Related To The Significant Association Between The Pre- Test Knowledge Scores Of Primary School Teachers Regarding Child Abuse With The Selected Socio Demographic Variables.

Findings of the present study reveals that there was significant association between the pre-test knowledge regarding child abuse with the selected socio- demographic variables like gender, income per month, year of teaching experience with their respective chi-square value as 6.682, 12.326, 12.81, which are highly significant i.e. p value <0.05.

Therefore, it infers that the research hypothesis H_2 stated, "There will be significant association between pre-test knowledge score regarding child abuse with the selected socio- demographic variables of primary school teachers" is accepted.

In support of the present study, Lepcha J, Gogoi N (2020) [8] conducted a pre- experimental study on the effectiveness of planned teaching programme on child abuse among 50 teachers in selected schools of Guwahati, Assam showed significant association of the pre- test knowledge score with the selected socio-demographic variables i.e. year of teaching experience.

4. Implication

Nursing Education: The current study will help the nurse educator to provide correct information about child abuse so that she can educate the primary school teachers and plays a major role in planning and organizing school health teaching to them.

Nursing Practices: Nurses as a resource person working in hospital and community setting should impart education especially about the general concept, child physical abuse, child emotional abuse, child sexual abuse, child neglect and the preventive measures regarding child abuse so that it will enhance in good outcome.

Nursing Administration: Nurse administrators should encourage the education department to include the issues regarding child abuse in the curriculum of the teachers training programme. In service education, such as seminar, workshop, etc. should be organized in schools for teachers regarding child abuse, effects to the child and various preventive measures. The nurse as an administrator also should plan the school outreach activities and school camp in imparting the knowledge of growth development of children and abnormalities to the school teachers.

Nursing Research: Educational institution and service organization can motivate researcher to undertake various structured teaching programs on various mental health issues of children to the primary school teachers. The findings of the study can be used as evidence-based practice to increase awareness among primary school teachers and the community. Existing research should be reviewed and analysed with reference to the needs and demands of the primary school teachers and community.

5. Conclusion

The present study was conducted to evaluate the effectiveness of structured teaching programme on knowledge regarding child abuse among primary school teachers. The overall mean of knowledge obtained by the primary school teachers in the pre-test was 63.13% (28.15± 4.438) and in the post-test the mean was 76.10% (33.8 ± 3.456). The calculated paired "t" test value was 9.456 at degree of freedom 64 and the corresponding p value is 0.000 (< 0.05.) Larger variation was observed in the pre-test score which means there was a statistically significant difference in increasing the knowledge score regarding child abuse. Thus, we can conclude that the structured teaching programme was effective in improving the knowledge of primary school teachers regarding child abuse.

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Volume 13 Issue 12, December 2024
Fully Refereed | Open Access | Double Blind Peer Reviewed Journal
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Paper ID: SR241227121102   DOI: https://dx.doi.org/10.21275/SR241227121102   1730