



EFFECTIVENESS OF PLANNED TEACHING PROGRAMME ON CHILD ABUSE AMONG TEACHERS IN SELECTED SCHOOLS OF GUWAHATI, ASSAM

Nursing

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ABSTRACT

Child abuse consists of any act of commission or omission that endangers or impairs a child's physical or emotional health and development. Child abuse includes any damage done to a child which cannot be reasonably explained and which is often represented by an injury or series of injuries appearing to be non-accidental in nature. Teachers have a vital role to identify and protect the child who are abused. The main objective of the study was to assess the level of knowledge of teachers regarding child abuse and to assess the effectiveness of PTP on child abuse. The research design adopted was pre-experimental one group pre-test post-test design. The assessment of knowledge was done using structured knowledge questionnaire. The findings showed that the mean post-test knowledge score (28) is higher than the mean pre-test knowledge score (15.5), similarly the standard deviation of post-test is higher than pre-test knowledge. There was significant difference between the pre-test and post-test knowledge score with paired t-value of 20.9125 and found it to be significant at $p < 0.05$ level. This indicates that the planned teaching programme was effective in improving the knowledge of teachers regarding child abuse.

KEYWORDS

Knowledge, teachers, PTP (Planned Training Programme), child abuse

INTRODUCTION

Child abuse is more than bruises and broken bones. While physical abuse might be the most visible, other types of abuse, such as emotional abuse and neglect, also leave deep, lasting scars. The sooner the abused children get help, the greater chance they have to heal and break the cycle—rather than perpetuate it.²

A report of child abuse is made every ten second; more than four children die every day as a result of child abuse. Approximately 70% of children that die from abuse are under the age of 4. Child abuse occurs at every socioeconomic level, across ethnic and cultural lines, within all religions and at all levels of education. About 30% of abused and neglected children will later abuse their own children, continuing the horrible cycle of abuse.³

Approximately 40 million children worldwide are abused each year. Abuse occurs at every socioeconomic level, across all ethnic and cultural lines, within all religions, and at every level of education. When children are abused, they might display disturbed forms of attachment and abnormal patterns of emotional response toward their caregivers.⁴

The National Committee for Prevention of Child Abuse (NCPCA) 2016 conducted a nationwide survey of teachers from 40 school districts in 29 randomly selected counties on "Teachers' knowledge, attitudes, and beliefs about child abuse and its prevention". The survey explored teacher's knowledge, attitudes, and beliefs about child abuse and its prevention. Five hundred and sixty-eight teachers responded, revealing that while the majority of teachers confront child abuse among their students they are provided insufficient education on how to address it.⁵

A study conducted by the Ministry of Women and Child Development, Government of India. 2007 on Child Abuse was aimed to develop a dependable and comprehensive understanding of the phenomenon of child abuse. The survey was carried out across 13 states and with a sample size of 12,447, revealed that 53.22% of children reported having faced one or more forms of sexual abuse. Andhra Pradesh, Assam, Bihar and Delhi reported the highest percentage of sexual abuse among both boys and girls. 50% abuses are persons known to the child or in a position of trust and responsibility. Most children did not report the matter to anyone. Equal percentage of both girls and boys reported facing emotional abuse. In 83% of the cases parents were the abusers.⁶

Child abuse resumes to be one of the primary threats to the child's emotional and social well-being globally affects children of all ages, gender, races, ethnicities, in varied socioeconomic classes and is at the forefront in the line of widespread social issues and economic problems.⁷ It includes acts of physical, sexual, and emotional hurt. It

concluded that about half of all children who signify abused are of school age. The consequences of it can be profound for its victims, including physical and emotional injury, difficulty in building healthy relationships, and increased likelihood of engaging in child abuse as an adult.⁸

Educators and teachers are in close contact daily with a large number of children for a longer extended period as the child spends a longer duration of time in the school. So, educators can observe behavioral changes in the child and thus are in a better status to detect and report child abuse, but are not implemented or are not adequately informed.⁹

Walsh K. Zwi K. Woolfenden S. Shlonsky 2014 conducted a research on the topic "School-based education programmes for the prevention of child sexual abuse" with the objective to systematically assess evidence of the effectiveness of school-based education programme for the prevention of child sexual abuse. They selected randomized controlled trials (RCTs), cluster-RCTs, and quasi-RCTs of school-based education interventions for the prevention of child sexual abuse compared with another intervention or no intervention. The results revealed that programme participation may increase the odds of disclosure; however there is a need for more programme evaluations to routinely collect such data.¹⁰

METHODS AND MATERIALS

Pre-experimental one group pre-test post-test research design adopted to assess the effectiveness of planned teaching programme on child abuse among teachers in selected schools of Guwahati, Assam. A total of 50 teachers from Daffodil and Sudershan Public school, Guwahati, Assam were taken as samples for the study. A self-structured validated questionnaire used for collecting information. Questionnaire schedule based on Demographic Performa which consists of Age, sex, religion, marital status, educational qualification, number of children, type of family, total work experience, participation in any programme/seminar/conference on child abuse and any experience in case of child abuse and Knowledge Questionnaire which was used to assess the level of knowledge regarding child abuse. It consists a total of 30 items. For each correct answer a score of one and for each wrong answer a score of zero was given. The total maximum score was 30. The score was categorized as: Poor (0-10), Good (11-20), Excellent (21-30). Ethical Clearance was obtained from the Ethical Clearance Committee of Assam Downtown University, Panikhaitei, Guwahati, Assam prior to the study.

Prior to the data collection the researcher obtained Ethical Clearance Certificate from the Ethical Clearance Committee of Assam Downtown University, Panikhaitei, Guwahati, Assam. A prior permission was obtained from the Principal of Daffodil and Sudershan Public school, Guwahati, Assam. The teachers were selected based on the inclusion and exclusion criteria. On the first day the purpose of the

study was explained to the teachers and informed consent was taken from them before starting the study.

The data collection was done in the following way:-

- The pretest was done on day one for assessing the demographic profile and level of knowledge regarding child abuse. The planned teaching programme was then given on the same day on Child abuse.
- On day eight, post test was conducted to assess the gain in knowledge regarding child abuse.

Collected data were analyzed by using descriptive statistics and presented in terms of frequency and percentage distribution. Paired t-test was used to find out the significant difference between the pre-test and post-test knowledge score. Chi-square was computed to find the association.

RESULTS AND DISCUSSIONS

Demographic profiles of the samples

The sample of the study consisted of 50 teachers from Daffodil and Sudershan Public School, Guwahati, Assam. Majority 19(38%) were in the group of 41-50 years of age, majority of teachers were female 44(88%) and only 6(12%) were males. There was only 8(16%) teachers who were Christian, 12(24%) were Islam and 30(60%) of them were Hindu by religion. 30(60%) of them were Hindu by religion. With regard to type of family 24(48%) of them were living in a nuclear family whereas 26(52%) were in a joint family. With regard to work experience majority of them i.e 25(50%) had experience 6-10 years, 8(16%) and 17(34%) had experience less than 5 years and more than 10 years respectively. One of them had participated in any programme/seminar/conference on child abuse and any experience in case of child abuse.

Effectiveness of planned teaching programme on knowledge regarding child abuse among teachers The knowledge on child abuse among the teachers was assessed using the knowledge questionnaire on child abuse. Based on the score obtained teachers were categorized as excellent, good and poor for knowledge.

The data presented in table 2 shows that in pre-test knowledge score, majority 72% of the teachers scored good knowledge, 14% scored excellent knowledge and 14% scored poor knowledge. In post-test, majority of the teachers (90%) scored excellent score, 10% scored good knowledge and none of the sample belonged to poor level of knowledge.

The data presented in table 3 indicates that the mean post-test knowledge score (28) is higher than the mean pre-test knowledge score (15.5), similarly the standard deviation of post-test is higher than pre-test knowledge.

There was significant difference between the pre-test and post-test knowledge score with paired t-value of 20.9125 and found it to be significant at p<0.05 level. This indicates that the planned teaching programme was effective in improving the knowledge of teachers regarding child abuse.

This finding is contradict to the findings of the study conducted by NM Prakash et al. from Krishna Institute of Nursing Sciences, Karad, Maharashtra. 2015, on “Effectiveness of Planned Teaching Programme on Knowledge Regarding Prevention of Child Abuse and Neglect Among Primary School Teachers”. They found that there was a significant association between knowledge scores of primary school teachers regard to age of teachers, marital status, employment and not significant association (P>0.05) of Knowledge scores with any other demographic variables. Their study showed that the planned teaching programme on child abuse and neglect was effective in improving the knowledge of primary school teachers.¹¹

This finding also supported by another two studies by Sushma B Pati, Guruji Udapi12 in Karnataka and Klermier C, Webb C, Hazzard A, Pohl J13 on teachers found that significant increase from pre to post testing about child abuse and its prevention.

Table 2: Frequency and percentage distribution of pre-test and post-test knowledge score.

Level of knowledge	Score	Pre-test		Post-test	
		f	%	f	%
2					

Excellent	21-30	7	14	45	90
Good	11-20	36	72	5	10
Poor	0-10	7	14	0	0

Table 3: The mean, standard deviation and t-value of knowledge score n=50

Knowledge score	Mean	SD	't'-value	df	Inference
Pre-test	15.5	3.8587	20.9125	49	Significant
Post-test	28	8.24			

Association between pre-test knowledge with selected demographic variables The analysis was done to find out the significant association between pre-test knowledge with selected demographic variables. To test the significant association between pre-test knowledge score with selected demographic variables, the null hypothesis was stated (H02) against the research hypothesis (H2).

The results of chi-square analysis indicated that there is significant association between pre-test knowledge scores with type of family ($\chi^2=14.0534$, p 0.05= 5.991) and total work experience ($\chi^2=10.0841$, p 0.05= 9.488). It also revealed that none of the other demographic variables (age, sex, religion, marital status and number of children) has any association with level of knowledge of teachers regarding child abuse. Thus the null hypothesis (H02) accepts type of family and total work experience is rejected and a research hypothesis is accepted.

The finding is supported by a study conducted by Sushma B Pati, Guruji Udapi in Karnataka (2015) where there was significant association between teaching experiences and level of knowledge of teachers regarding child abuse (p=0.058)¹²

Reiniger A, Robison, E. 2004, conducted a research on “A means for improving reporting of suspected child abuse”. In contrast, other US studies have found that females are more Likely to report and to assist others in making a report. Status as a parent decreases the likelihood that teachers will detect or report child abuse. Experienced teachers are more likely to report, or to assist with a report. Special education teachers are also more likely to report. Teachers who work with greater numbers of children can accurately detect abuse and neglect, but report it less.¹²

CONCLUSION

The present study was conducted to evaluate the effectiveness of planned teaching programme (PTP) on knowledge regarding child abuse. The findings of the study revealed that there was a marked increase in post-test knowledge score, with difference in pre-test mean score and post-test mean score. But the need of the society regarding the knowledge on child abuse is still yet to be fulfilled. By conducting this study it made me realize that how blind we all are regarding child abuse. Many children suffer every second of every day and we don't know what it is and how to help them. More studies should be done to reveal the actual status of child abuse in our society.

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