"Effectiveness Of Information Booklet On Knowledge Regarding Child Abuse Among Primary School Teachers In Selected Primary Schools At Udaipur, Rajasthan"

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Abstract: *A pre experimental study to evaluate the effectiveness of information booklet on knowledge regarding child abuse among primary school teachers in selected primary schools at Udaipur, Rajasthan. The sample consisting of 120 primary school teachers was selected by using purposive sampling technique. The tool comprised of structured self-administered questionnaire. The pretest was conducted and the information booklet was administered. The post test was conducted after one week. The data obtained were analyzed by using descriptive and inferential statistics. The mean score of post-test knowledge 27.02 (90.06%) was apparently higher than the mean score of pre-test knowledge 14.35 (47.35%), suggesting that the information booklet was effective in increasing the knowledge of the primary school teachers regarding child abuse. The mean difference 12.67 between pre-test and post-test knowledge score of the primary school teachers was found to be significant.*
Key words: *child abuse, evaluation, effectiveness, information booklet, primary school teachers, pre experimental study, purposive sampling technique, self-administered questionnaire.*

I. Introduction

Children represent the wealth of the country. A nation is built on the bricks of today's children. The business of the young one is to grow and the process of growth requires good health. Children are major consumers of health care. In India about 35% of total populations are children below 15 year of age. It is often stated that children are the world's most valuable resources and assets, but their rights throughout the world are largely ignored often resulting into tragic outcomes. This is because of the vulnerability of children from infancy through childhood they are dependent on adult for safety and this puts them at risk for maltreatment in many form.

A 'child' is a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. Child abuse is a global problem that is deeply rooted in cultural, economic and social practices. It is a state of emotional, physical, economic and sexual maltreatment meted out to a person below the age of eighteen and is a globally prevalent phenomenon. However, in India, as in many other countries, there has been no understanding of the extent, magnitude and trends of the problem.

Child abuse is not just an individual or familial problem. Children who survive abuse grow up more likely to negatively impact our society in many ways, which may be in form of violence, crime, drugs abuse and disease. Child abuse is a community problem and unless the community is aware of the issue, the extent of the problem and of their role in stopping and preventing child abuse, more and more children, families and communities will suffer.

In the year 1999, the WHO consultation on child abuse prevention drafted the following definition, "Child abuse or maltreatment constitutes all forms of physical/emotional ill treatment like sexual abuse, neglect, negligent treatment, commercial exploitation or other exploitation, resulting in actual or potential harm to child's health, survival development or dignity, in the context of a relationship of responsibility, trust or power".

The first documented case of child abuse occurred in New York in 1874. The different types of child abuse are: physical abuse, neglect, sexual abuse, emotional abuse, parental substance abuse and abandonment. Poverty and substance abuse are more common cause of child abuse. Neglect is the most common form of child abuse, accounting for more than 78% of all the cases. Children resulting from unintended pregnancies are more

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likely to be abused or neglected. Parents who physically abuse their spouse are more likely than others to physically abuse their children.

According to WHO "Child abuse or maltreatment constitutes all forms of physical and/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".

In 2000, the Women's World Summit Foundation (WWSF), a non-governmental organization, launched the World Day for Prevention of Child Abuse on November 19. WWSF, along with an international coalition of advocacy organizations for women and children's issues, mobilized governments and societies to take action and prevent child abuse.

A study was conducted by **Prakash M.** in the year 2015 at karad Maharashtra. "To assess the planned teaching programme on child abuse and neglected among primary school teachers". 3 primary schools at Karad, Maharashtra, India using one group pre-test post-test design. Non-probability Purposive sampling technique was used for selecting 30 primary school teachers. On the 1st day Structured knowledge questionnaire was used for collecting data and planned teaching programme on child abuse and neglect was conducted and followed by post test on the 7th day. The data collected, tabulated and analyzed in terms of objectives of the study using descriptive and inferential statistics. In pre-test majority 18 (60%) teachers had poor and 6 (20%) had average and good knowledge regarding child abuse and neglect respectively. Where as in post-test majority 19(63%) teachers had average knowledge, 6(20%) had good knowledge and 5(17%) teachers had poor knowledge regarding knowledge of child abuse and neglect There was a significant association between knowledge scores of primary school teachers regard to age of teachers ($\chi2$=14.769, P<0.05), marital status ($\chi2$=6.389, P<0.05), employment ($\chi2$=19.259, P<0.05) and not significant association (P>0.05) of Knowledge scores with any other demographic variables. The study showed that the planned teaching programme on child abuse and neglect was effective in improving the knowledge of primary school teachers and thus helps them to understand the harmful effects of child abuse and neglect on child and community as well as to take necessary steps to identify and prevent the children suffering from child abuse.

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. With the help of teachers as advocates for abused children we can hopefully decrease this overwhelming statistics.

Based on the above facts and review of literature the researcher comes to know that school teachers are necessary to knowledge about child abuse because the teachers are spend more time with their student and better understanding about child's abusing condition. So the researcher felt that it is very necessary to imparting knowledge on child abuse for early identification and prompt intervention may lower the risk of future abuse.

II. Research Elaborations

Statement of problem-

"Evaluate the effectiveness of information booklet regarding child abuse among primary school teachers in selected primary schools at Udaipur, Rajasthan".

III. Objectives

1. To assess the knowledge regarding child abuse among primary school teachers.
2. To evaluate the effectiveness of information booklet regarding child abuse among primary school teachers.
3. To find out the association between the pre-test knowledge scores of primary school teachers regarding child abuse with selected socio-demographic variables.

IV. Hypothesis

H_1: There is a significant difference between the mean pre-test and post-test knowledge scores of primary school teachers regarding child abuse.
H_2: There is a significant association between the mean pretest knowledge score of primary school teachers regarding child abuse with selected socio-demographic variables.

V. Material And Method

Population- Primary school teachers.
Sample- The primary school teachers working in selected primary schools in Udaipur.
Sample size- 120 primary school teachers.
Settings- The study was conducted in following selected primary schools at Udaipur: Meedhavee Mandir Public School, The Kids Primary School, The Progressive Kids Academy, Natraj Juniors School, Shourya Academy,

A to Z Kids Planet School, Desent United Academy, Genius Public School, New Genius Public School, Jagriti Vidhya Niketan, Abhyudaya Public School and Blooming Kids School.

Sampling technique- Purposive sampling technique

The conceptual framework for the study was developed on the bases of WHO's System Model.

VI. Research Design

The research design selected for the present study was a one group per-test post-test research design.

PRE TEST (Dependent variable)	INTERVENTION (Independent variable)	POST TEST Dependent variable)
O1 Knowledge of primary school teachers	X Information booklet regarding child abuse	O2 Knowledge of primary school teachers

Table 1: Pre experimental one group pre and post-test research design

The interpretations of the symbol are as below

O1 - Administration of pretest knowledge Questionnaire

O2 - Administration of posttest knowledge Questionnaire

X - Intervention (Information Booklet)

ETHICAL CONSIDERATION

After obtaining permission from research committee of Geetanjali College of nursing, prior permission was obtained from Head of the selected primary schools at Udaipur. Consent was taken from each participants who had participated in the study.

DESCRIPTION OF THE TOOL

Section A- Demographic Data: consisted of selected socio-demographic variables such as age in year, gander, religion, marital status, education qualification, working experience, monthly income, area of residence, source of information regarding child abuse.

Section B- Tools and scoring technique: A structured self-administered questionnaires was selected based on the objective of the study as it was considered the based and appropriate instrument to elicit the response from the literate subject.

SCORING

The knowledge of primary school teachers regarding the outcomes of child abuse was scored as follows, one mark for each correct answer and zero marks for incorrect answer. The maximum score was 30, to interpret level of knowledge the score was distributed as follows; Interpretation of knowledge:

Level	Range
Inadequate knowledge	<50 %
Moderate knowledge	51-75 %
Adequate knowledge	>75 %

An answer key was prepared for scoring answer to the structured knowledge questionnaire.

DATA COLLECTION AND DATA ANALYSIS

The data was presented under the following sections

Section-I: Description of socio-demographic variables of the respondents.

Section-II: Distribution of Respondents according pre-test and post-test level of knowledge score.

Section-III: Effectiveness of information booklet on knowledge of primary school teachers regarding child abuse.

VII. Result

SECTION- I

Table 2: Description of socio-demographic variables of the respondents

N=12

Sl No	Demographic Variables	Variables	Frequency	Percentage
1	Age in years	21-25	65	54.16%
		26-30	29	24.17%
		31-35	17	14.17%
		36 & above	09	07.50%
2	Gender	Male	27	22.50%
		Female	93	77.50%

		Transgender	00	00.00%
3	**Religion**	Hindu	103	85.83%
		Muslim	13	10.83%
		Cristian	01	00.84%
		Others	03	02.50%
4	**Marital status**	Married	84	70.00%
		Unmarried	32	26.67%
		Divorced	03	02.50%
		Widow or widower	01	00.83%
5	**Educational qualification**	BSTC	40	33.33%
		B.Ed.	61	50.84%
		M.Ed.	19	15.83%
6	**Years of experience**	< 3 years	54	45.00%
		4-6 years	56	46.67%
		7-9 years	06	05.00%
		Above 9 years	04	03.33%
7	**Income (per month)**	Below 5000	31	25.83%
		5001 to 10000	65	54.17%
		10001 to 15000	23	19.17%
		15001 & Above	01	00.83%
8	**Area of residence**	Rural	50	41.67%
		Urban	64	53.33%
		Semi urban	06	05.00%
9	**Source of information**	Mass media	87	72.50%
		Health personnel	04	03.33%
		Family member	13	10.84%
		Peer group	16	13.33%

SECTION II

Table 3: Frequency and Percentage distribution of respondents to their level of knowledge score
N=120

Level of knowledge	Score	Respondents			
		Per-test		**Post-test**	
		Frequency	**Percent (%)**	**Frequency**	**Percent (%)**
Inadequate knowledge	<50%	71	59.17	00	00.00
Moderate knowledge	51-75%	41	34.16	09	07.50
Adequate knowledge	>75%	08	06.66	111	92.50
Total		**120**	**100**	**120**	**100**

Table 3: The result showed that, in pre-test 59.17% of the respondents had inadequate knowledge, 34.17% of the respondents had moderate knowledge and 6.66% of respondents had adequate knowledge and in post-test 92.5% of the respondents had adequate knowledge and 7.5% of the respondents had moderate adequate knowledge and none of the respondents had an inadequate knowledge child abuse.
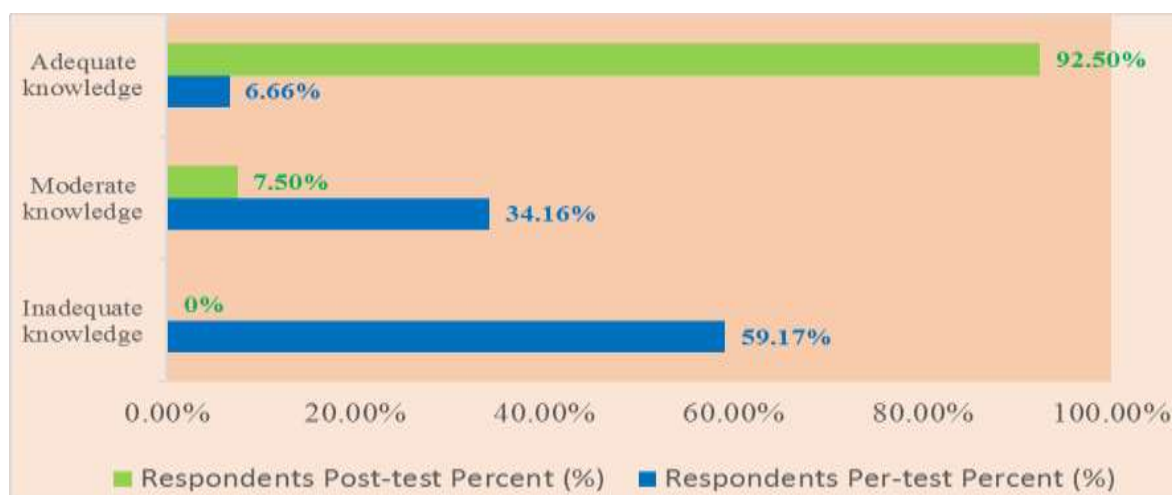

Figure 1: Frequency and Percentage distribution of respondents to their level of knowledge score

SECTION-III
EFFECTIVENESS OF INFORMATION BOOKLET ON KNOWLEDGE OF PRIMARY SCHOOL TEACHERS REGARDING CHILD ABUSE.
The "Z" value was computed to determine the effectiveness of information booklet on knowledge of primary school teachers regarding child abuse.
The following research hypothesis was stated
H_1 -There is a significant difference between pre-test knowledge scores and post- test knowledge scores of primary school teachers regarding child abuse.
H_2 -There is a significant association between the pre-test of knowledge score of primary school teachers regarding child abuse with selected socio-demographic variables.

Table 4: Area wise pre-test and post-test knowledge score   N=120

Area	Maximum score	Pre-test			Post-test		
		Mean	Mean %	SD	Mean	Mean %	SD
Introduction, definition & statistic	5	2.62	52.3	1.03	4.33	86.6	0.7
Types of child abuse	5	2.28	45.6	1.16	4.65	94	0.52
Signs of child abuse	8	3.63	45.4	1.56	7.21	90.25	0.75
Causative factors & preventive measure	3	1.38	46.7	0.76	2.75	91.67	0.47
Sections & acts related to child abuse	5	2.45	50	1.22	4.61	92.4	0.59
Organizations & complaints	4	1.98	50	0.93	3.45	86.27	0.68
Total	**30**	**14.34**	**47.80**	**3.5**	**27.03**	**90.10**	**1.54**

Table 4: The result showed that in the area of Introduction, definition and statistics of child abuse, mean score 2.62 and SD 1.03 in pre-test of the respondents and mean value 4.33 and SD 0.7 in post-test of the respondents. In the area of types of child abuse, the mean score 2.28 and SD 1.16 in pre-test of the respondents and mean score 4.65 and SD 0.52 in post-test of the respondents. In the area of signs of child abuse, mean score 3.63 and SD 1.56 in pre-test of the respondents and mean score 7.21 and SD 0.75 in post-test of the respondents. In the area of causative factors and preventive measures of child abuse, mean score 1.38 and SD 0.76 in pre-test of the respondents and mean score 2.75 and SD 0.47 in post-test of the respondents. In the area of sections and acts related to child abuse, mean score 2.45 and SD 1.22 in pre-test of the respondents and mean score 4.61 and SD 0.59 in post-test of the respondents. In the area of organization and complaints for child abuse, mean score 1.98 and SD 0.93 in pre-test of the respondents and mean score 3.45 and SD 0.68 in post-test of the respondents. Therefore, the results confirmed that the information booklet was highly effective in improving the knowledge of primary school teachers regarding child abuse.

Table 5: Effectiveness of information booklet on knowledge of primary school teachers regarding child abuse.

Knowledge assessment	Mean	Mean %	SD	Enhancement	Enhancement %	df	Z	Inference
Pre test	14.35	47.83	3.50	12.67	42.23%	119	36.35	**S***
Post test	27.02	90.06	1.54					

S=

Significant
Table 5: The result showed that the mean post test knowledge score 27.02(90.06%) is greater than the mean pre-test knowledge score 14.35(47.83%). The enhancement in the knowledge of respondents is 12.67 (42.23%). The 'Z' value of 36.35 was significantly higher than the table value 1.96 at 0.05 level of significance. Hence research hypothesis H_1 was accepted. This indicates that the information booklet regarding child abuse was effective in improving the knowledge score of respondents regarding child abuse.

VIII.   Conclusion

This study concluded that there is improvement in the level of knowledge of primary school teachers which indicates that the information booklet is effective. The demographic variables of the respondents significantly associated with the pre-test knowledge score. The development of information booklet will help the primary school teachers to enhance their knowledge regarding child abuse.

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