

EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING THE RIGHTS AND LEGAL PROVISIONS OF CHILDREN AMONG PRIMARY SCHOOL TEACHERSNisha Justin^{1*}, Sr. Teena Kavungal¹ and Sunu K. Rajan²¹Professor, Department of Child Health Nursing, Kerala University of Health Sciences, Holy Cross College of Nursing, Kottiyam, Kollam, Kerala, India.²Assistant Professor, Department of Child Health Nursing, Kerala University of Health Sciences, Holy Cross College of Nursing, Kottiyam, Kollam, Kerala, India.***Corresponding Author: Nisha Justin**

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ABSTRACT

A nation's child is its supremely important asset and the nation's future lies in their proper development. An investment in children is indeed an investment in the nation's future. A healthy and educated child of today is the active and intelligent child of tomorrow. It is the responsibility of the parents, teachers and the society to bring up the children in a constructive way. Children's rights are the human rights with particular attention for special protection and care afforded to the young, Human identity as well as the basic needs for food, universal state-paid education, health care and criminal laws appropriate for the age and development of the child. So, a descriptive study was done, to assess the effectiveness of structured teaching programme on knowledge regarding the rights and legal provisions of children among teachers in selected primary schools at Kollam district. Using convenience sampling technique 60 samples were selected and data was analysed using descriptive and inferential statistics. The study findings revealed that in the pre-test 1.6% had high knowledge, 66.7% had moderate knowledge and 31.7% had poor knowledge. After the structured teaching programme in the post-test 72% had high knowledge and 28% had moderate knowledge. The calculated paired 't' test value was 25.069 hence the research hypothesis was accepted. There was no significant association between the pre-test knowledge score and selected sociodemographic variables. Thus, it was concluded that there was a significant improvement in post-test score when compared to pre-test score, so the structured teaching programme on knowledge regarding rights and legal provisions of children was effective among teachers in primary schools.

KEYWORDS: Structured teaching programme, Primary school teachers; rights and legal provisions of children.**INTRODUCTION**

Children are the most valuable asset for any society. India has the largest child population in the world. There are about 43 crore children in the age group of 0-18 years; 16 crore children are in the age group of 0-6 years as per report of 12th five-year plan.^[1] This background explores the levels of health, nutrition, Education and social security of children and action on child rights.

According to the report on current status of children, despite laws prohibiting children under 14 from working in hazardous industries, the violations to the law has increased. Every third malnourished child in the world is from India.^[2] In majority of cases of children abused within the family, the perpetrators were parents (88.6%), followed by teachers (44.8%), employers (12.4%), caregivers (9.5%), NGO workers (4.8%), and others.^[3]

A survey study was conducted on 2015 by UNICEF in 26 countries related to 'teaching and learning about child rights' to explore the importance of child rights education in both primary and secondary schools, results reveals that in the majority of the 26 countries there is no entitlement in the official curriculum for all children to learn about children's rights.^[4] Another quantitative study was conducted in 2017, in Karnataka, to assess the knowledge of child rights among teachers of primary schools, results shows that 47% had moderate level of knowledge and an equal percentage of the teachers (27%) were having low and high level of knowledge regarding the child rights.^[5]

Every one of us has a role to play in ensuring that every child enjoys a childhood. A parent, teacher, social worker or other professional working with children should raise awareness of the Convention on the Rights of the Child among children. Teachers are the main agents who are in direct contact with parents,

children and NGO officials, and the ones on whom we can actually rely to contribute to social change.^[6]

STATEMENT OF THE PROBLEM

A study to assess the effectiveness of structured teaching programme on knowledge regarding the rights and legal provisions of children among teachers in selected primary schools at Kollam district.

OBJECTIVES OF THE STUDY

1. To assess the pre-test knowledge regarding the rights and legal provisions of children among the teachers.
2. To evaluate the effectiveness of structured teaching programme on knowledge regarding the rights and legal provisions of children among the teachers.
3. To find out the association between the pre-test knowledge scores of teachers regarding the rights and legal provisions of children with selected sociodemographic variables.

HYPOTHESES

The Hypothesis will be tested at 0.05 level of significance.

H₁: There will be significant difference between the mean pre-test and post-test knowledge scores of school teachers regarding the rights and legal provisions of children.

H₂: There will be significant association between pre-test knowledge scores of school teachers regarding the rights and legal provisions of children with selected sociodemographic variables.

METHODOLOGY

Research approach

Quantitative approach.

Research design

Pre-experimental One group pre-test post-test design.

Population

All school teachers who are teaching in primary classes.

Sample

60 primary school teachers.

Sampling technique

Non-probability-convenience sampling.

Variables

Independent variable

Structured teaching programme regarding the rights and legal provisions of children.

Dependent variable

Knowledge of teachers regarding the rights and legal provisions of children.

Data collection method

Tools

1. Sociodemographic Performa
2. Structured knowledge questionnaire regarding the rights and legal provisions of children.

Method of data collection

Data analysis

1. Descriptive: frequency, percentage, means and standard deviation were used.
2. Inferential: paired t test and Chi-square

RESULT

Data from 60 samples were tabulated, analysed and interpreted considering the objectives and hypothesis of the study by using descriptive and inferential statistics. The study findings revealed that in the pretest 1.6% had high knowledge, 66.7% had moderate knowledge and 31.7% had poor knowledge. After the structured teaching programme in the post-test 72% had high knowledge and 28% had moderate knowledge. Thus, it concluded that there was a significant improvement in post test score, so the structured teaching programme regarding the rights and legal provisions of children was effective among primary school teachers.

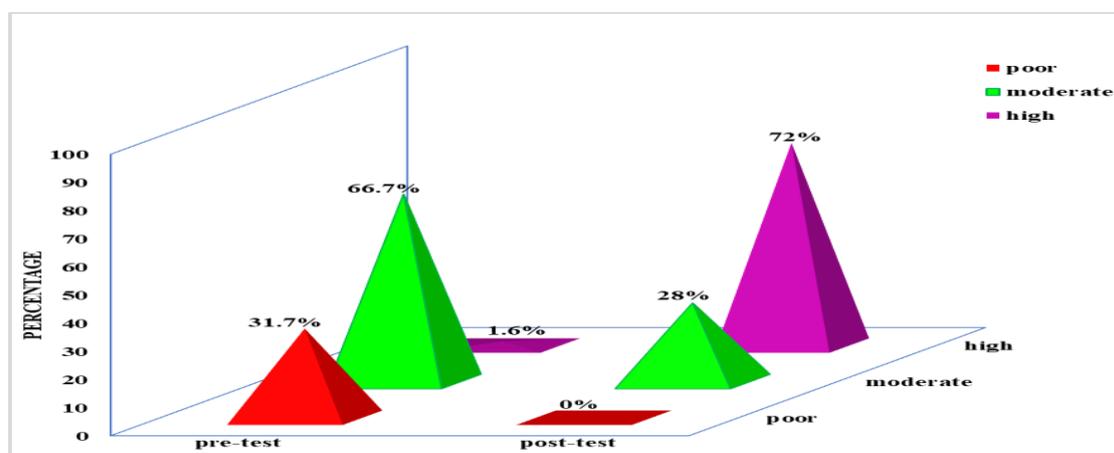


Figure 1: shows that in pre-test 1.6% of the school teachers had high knowledge, 66.7% had moderate knowledge and 31.7% had poor knowledge. But in posttest 72% had high knowledge, 28% had moderate knowledge and 0% had poor knowledge.

Table 1: shows that the effect of structured teaching programme on knowledge regarding the rights and legal provisions of children among primary school teachers.

Scores	Mean	SD	N	Mean difference	t value	P value
Pre test	12.68	3.4	60	11.2	25.069	0.00
Post test	23.88	3.7	60			

DISCUSSION

The findings of the present study showed that before conducting structured teaching programme 66.7% had moderate knowledge, 31.7% had poor knowledge and 1.6% had high knowledge regarding the rights and legal provisions of children. After the structured teaching programme in the post test 71.7% had high knowledge and 28.3% had moderate knowledge with a mean of 23.88 and standard deviation 3.68 demonstrated a significant increase in post-test knowledge scores with 't' value ($t=25.79$) at 0.01 level of significance. The null hypothesis (H_0) was rejected and research hypothesis (H_1) was accepted. Hence, the structured teaching programme was highly effective in increasing the knowledge of school teachers. As the P value was greater than 0.05 level of significance, research hypothesis (H_2) was rejected and null hypothesis (H_0) was accepted. Findings showed that there was no significant association between the pre-test knowledge scores and selected socio demographic variables.

NURSING IMPLICATIONS

Nursing practice

- The Pediatric Nurse have an expanded role of teacher and as a teacher nurse can help the people to learn about child health and need to bring up a physically and emotionally healthy child.
- The school health nurse can support the children and teachers to learn child needs and rights through school-based teaching program.
- Public health nurse can conduct the awareness programme regarding the rights and legal provisions of the children in the community settings.

Nursing Administration

- Nursing administrators should develop protocols and manuals on education programs for Teachers and students of Teacher Training Institutions.
- The present study findings can help the nurse administrators to plan various health education programme to make the school teachers aware regarding the rights and laws of children in order to reduce the prevalence of child abuse in the society.
- The benefits of the programs could be disseminated through media like television, radio, internet etc.

Nursing Education

- In pediatric nursing curriculum, Psycho-social development of children is an important topic but least importance is given to education of teachers regarding protection of child rights and prevention of child abuse and child labor.

- Teachers should also be taught to develop and implement a Structured Teaching Programme for care givers of children.

Nursing Research

- The main goal of nursing research is to improve patient care through the implementation of evidence-based practice.
- In the present study investigator found out that individualized education programme is an effective method for gaining knowledge and improving the social awareness.
- The findings of the study can be a back ground of future research activities.

LIMITATIONS OF THE STUDY

The major limitations of the present study are,

1. The generalization of the findings was difficult because of small sample size.
2. This study did not have a control group.
3. The structured questionnaire that was used for data collection which restricts the amount of information that can be obtained from the respondents.

RECOMMENDATIONS

1. A similar study can be conducted with a larger sample size.
2. An experimental study can be conducted with a control group.
3. Study can be conducted with different sampling technique.
4. Study can be conducted in the community settings with the parents of children.
5. Similar study can be conducted on D.Ed. students and other child care givers.
6. Video assisted teaching programme can be conducted.

CONCLUSION

The child rights and legal provisions practiced has several emotional and social consequences for the children. They are both short term and long term. The American Psychological Association encourages the use of Child rights and legal provisions in schools, juvenile facilities, child care nurseries, and all other public or private institutions, where children are cared for or educated. There is a need for primary prevention through interventional program to control the negative effects of harsh disciplinary methods and the nurses have a major role in conducting educational programs to promote child rights and to prevent child abuse, which had an effect on the physical, psychological, social and intellectual aspects of the child development. Structured Teaching Programs

conducted for school teachers who are being trained to teach and discipline primary school children are beneficial in this regard. The study concluded that the structured teaching programme is found to be an effective teaching strategy where by the school teachers get an adequate information on the rights and legal provisions of children and alternative measures to discipline school children.

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