



Effectiveness of Structured Teaching Program in Terms of Knowledge Regarding Child Rights among Mothers

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ABSTRACT:

Background: Children are innocent, trustful and full of hope. Children have the right to survive, develop, be protected and participate in decisions that impact their lives.

Aims and objectives : The study aimed towards assessing the knowledge regarding child rights among mothers, evaluate the effectiveness of structured teaching programme by comparing pre test and post test level of knowledge regarding child rights among mothers and assess the association between pre test & post test level of knowledge score with their selected socio-demographic variables.

Material and method: A one group pre test post test pre experimental design and evaluative approach was adopted. the study was conducted among 40 mothers selected in bhilai

Result: In pre-test majority of mothers were having average knowledge 30(75%) and were having good knowledge 3(7.5%) were having poor knowledge 7(17.5%), but after giving structure teaching programme mothers gained knowledge and majority of mothers came under good knowledge 38(95%) and mothers came under average knowledge 2(5%). In pre test knowledge level mean score is 14.9, and SD is 5.22 regarding child rights. In post test knowledge level mean score is 26.1 and SD is 2.72 regarding child rights. For comparing the pre test and post test knowledge level score "t" test was applied, T value is 20.54 which is highly significant at 0.05 level

Conclusion- Thus finding of the study revealed that the structured teaching programme is effective tool to enhancing the knowledge of mothers regarding child rights.

Key words: effectiveness, structured teaching programme, knowledge, child rights, and child.

INTRODUCTION-

"Children are the two eyes of a happy family. These precious pillars of the nation's progress." Children are dependent on adults for everything. They are young and need help of others in almost every aspect and this put them in a position where they can be easily manipulated and abused. Human rights apply to all age groups; children too have rights but children are particularly vulnerable and so they have particular rights that recognize their special need for protection. India has the largest child population in the world, with about 40% of the total population below the age of 15 years and 51.5% of these between the ages of 0 to 6 years. Right through the ages, care for children has been one of the causes to which Indian policy has remained committed. In the independent India, this commitment was enshrined in our Constitutional provisions. Government of India adopted a National Policy for Children in 1974 which reaffirmed the Constitutional provisions and declared that "It shall be the policy of the State to provide adequate services to children, both before and after birth and through the period of growth of a child, to ensure their full physical, mental and social development. The Convention on the Rights of the child sets out the rights that must be realized for children to develop their full potential, free from hunger, neglect and abuse. It reflects a new vision of the child. Children are neither the property of adults nor helpless objects of charity. They are human beings of their own rights. The Convention offers a vision of the child as an individual and as a member of a family and community, with rights and responsibilities appropriate to his or her age and stage of development..

The Convention makes clear idea that a basic quality of life should be the right of all children, rather than a privilege enjoyed by a

few whereas we believe that by respecting the Child, society is respecting itself. Recently the Government of India has decided to constitute a National Commission for Children that would be a statutory body setup by an Act of Parliament to give further protection to the children. The task, however, must engage not just governments but all members of the society. The standards and principles articulated in the Convention can only become a reality when they are respected by everyone-within the family, in schools and other institutions that provide services for children.

According to Indian constitute rights of children are free and compulsory elementary education(Article 21 A),Right to be protected (Article 24),Right to be protected from being abuse, Right to equal opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and guaranteed protection of childhood and youth against exploitation and against moral and material abandonment (Article 39 (f)),Right to early childhood care and education to all children until they complete the age of six years (Article 45).

Need for the study In our country there are 3 million children lived without shelter and 17 million children working as bonded labour and 1 out of every 6 girl does not live to see her 15th birthday and 50% of the children not accessing proper education. It clearly shows we have a lot to answer as concerned citizen do something about it; something meaningful, something concrete, something urgently.

All children have the right to be protected from work that interferes with their normal growth and development. Abandoned children, children without families and disabled children need special care and protection.

MATERIAL ANS METHODS

Research Approach- Pre experimental research approach is used.

Research Design- A one group pre test & post test pre experimental research design was adopted.

Setting of the Study - The study was conducted in at Shastri Nagar, Bhilai (C.G.)

Target population - The target population for this study consisted of mothers.

Sample - The sample for the present study is 40 Mothers of Shastri Nagar, Bhilai, (C.G)

Sampling technique Non probability purposive sampling technique was used to select the sample for this study.

Development of tool for data collection : It consist of two sections.

Section A: socio demographic data age, religion, type of family, education, occupation, previous knowledge and source of previous knowledge regarding child rights etc

Section B: Consisted of self structured questionnaire regarding child rights.

Development of structured teaching programme -The steps adopted in the development of structured teaching programme were. Preparation of the first draft of the structure teaching programme, Content validity of the teaching programme , Preparation of final draft of structured teaching programme, Finalization of structured teaching programme.

Preparation of structured teaching programme - A structure teaching programme regarding child rights was developed on the basis of review of related research and non research literature and experts group.

The structure teaching programme covered the following about the topic child rights.

Introduction of child rights, list of rights of child, legal rights of child & their parents, legislation related child and summarize the topic.

Criterion measure - total 30 items to assess knowledge regarding child rights.

S.NO.	LEVEL	MARKS	PERCENTAGE
1.	POOR KNOWLEDGE SCORE	1-10	1-33%
2.	AVERAGE KNOWLEDGE SCORE	11-20	34-66%
3.	GOOD KNOWLEDGE SCORE	21-30	67-100%

Results

The data was organized and presented under following section:-

Section I:-Distribution of subjects according to socio demographic variables by using frequency and percentage.

Section II: - Analysis of pre and post test score by using mean, mean percentage and standard deviation.

Section-III:- Over all analysis of knowledge scores between pre test and post test in frequency and percentage.

Section IV: - analysis of effectiveness of structured teaching programme on knowledge regarding child rights among mothers residing at shastri

nagar, Bhilai by t-test.

Section V: - Chi-square analysis to find out association between pre test and post test knowledge regarding child rights with selected socio-demographic variables.

SECTION-I Distribution to socio demographic variables by frequency & percentage

The analysis of data was organized and presented under the following headings

Section I : - Distribution of subjects according to demographic variable is using frequency and percentage from table no 1-7.

According to age maximum 50% belong to age group 20-25years of age, 30% belong to age group 26-30, 13% belong to the age group 31-35, where as 8% belong to the age group of 36 & above.

According to religion maximum 35% are Hindus, whereas 22% were Muslim, 28% were Christian and 15% mothers were others.

According to type of family (Table no 3 & figure 5) maximum 60% were belong to joint family and 40% belong to nuclear family.

According to educational status maximum 47.5% were illiterate, 20% were educated up to higher secondary & graduate, 12.5% were educated graduate & above.

According to occupation (Table no 5 & figure 7) maximum subjects 52% are working, and 48% nonworking.

According to previous knowledge maximum 25(62.5%) subjects are not having previous knowledge and 15(37.5%) having previous knowledge.

According to source of previous knowledge maximum subjects 37.5% were exposed to family and relatives, 32.5% were self reading, 30% were exposed to mass media.

Section – II : - Finding related to Analysis of pre test and post test knowledge score of mothers regarding child rights by using frequency and percentage

It depicts that mean pre test knowledge score percentage of child rights was 22.25%, child labour 7.75%, child abuse 7.25% and had mean post test knowledge score percentage was child rights was 37.75% , child labour 14% and child abuse 13.5%.

It depicts that pre test knowledge score of mothers regarding child rights that pre-test, 3(7.5%) mothers are having good knowledge, 30(75%) mothers are having average knowledge score and 7(17.5%) mothers are having poor knowledge.

It depicts that post test knowledge score of mothers regarding child rights, post-test, 38(95%) mothers are having good knowledge, and 2 (5%) mothers are having average knowledge score.

Section –III: - Finding related to analysis of knowledge scores between pre test and post test by using frequency and percentage

It depicts that the percentage of overall gain knowledge, show that pre test score were 14.9 and mean percentage of knowledge score were 37.2% and in the post test mean knowledge score were 26.1 and percentage of knowledge score were 65.25%. So the percentage of knowledge gain was 28%

Hence the difference between of the pre test and post test in overall percentage of knowledge gain was 28%. Therefore it is net benefitted of structured teaching programme.

SECTION-IV:- Finding related to analysis the effectiveness of structured teaching programme on knowledge regarding child rights among mothers residing at shastri nagar, Bhilai (C.G.) by using t-test

It represent that there was highly significant difference between the pre-test and post-test knowledge score of structured teaching programme as calculated value 20.54; (df.39) was greater than table value 2.04 at 0.05 level of significance. This data significant that the self structured teaching programme was very effectiveness.

Section –V: - Finding related to chi square analysis to find out association between pre- test and post test knowledge score of mothers with selected socio-demographic variables It depict that that chi square association between pre test and post test level of knowledge of mothers with their socio demographic characteristics such as mother's age, religion, and type of family, education, occupation, previous information and source of information.

There were no significance association between pre test knowledge score regarding child rights among mothers with their socio demographic variable.

In post test it depicts that the calculated value of chi square for education was 14.42, df = 6, and the table value 12.592 were significant. The

calculated value of chi square for mother age, religion, type of family, occupation, type of family, occupation, previous information, and source of information of mother were not significant

Hence it is concluded that mother’s age, occupation, type of family, occupation, previous information, and source of information were not associated with post test level of knowledge.

Conclusion

On the basis of the findings of the present study, the following conclusions were drawn:

The pre test knowledge score reveals that there was knowledge deficit regarding child rights.

Structured teaching programme was effective in enhancing the knowledge of mothers regarding child rights.

Discussion-

Based on the findings of the present study recommendations offered for the future study in large sample.

Fig.-1 comparison according to knowledge level

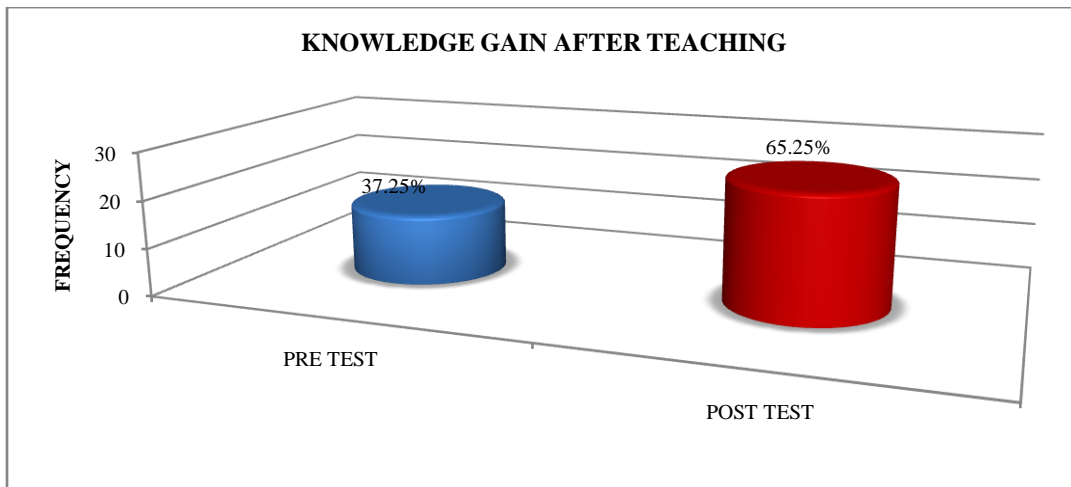


Table 1.

Section-IV

Overall analysis of pre test and post test knowledge score of mothers regarding child rights by using t-test

Knowledge Score	Mean	S.D.	df	Paired t-test	P- value	Table value	Inference
Pre test	14.9	5.22	39	20.54	0.05	2.04	Significance
Post test	26.1	2.72					

Section –V Chi-square analysis to find out the association between level of knowledge with socio demographic variable

S.No.	Demographic variables	Level of test							
		Good		Average		Chi square test	df	Table value 0.05	Inference
		n	%	n	%				
1.	Age (In years)								
a.	16-18 year	20	50	0	0	2.727	6	12.59	Not significant P>0.05
b.	19-21 year	12	30	0	0				
c.	22-24 year	3	7.5	2	5				
d.	25 and above	3	7.5	0	0				
2.	Religion								
a.	Hindu	12	30	2	5	11.52	6	12.59	Not significant P>0.05
b.	Muslim	9	22.5	0	0				
c.	Christian	11	27.5	0	0				
d.	Any others	6	15	0	0				
3.	Types of family								
a.	Nuclear	23	57.5	1	2.5	0.0873	2	5.99	Not significant P>0.05
b.	Joint	15	37.5	1	2.5				
4.	Education								
a.	Illiterate	19	47.5	0	0	14.42	6	12.59	Significant P<0.05
b.	Primary/Middle	8	20	0	0				
c.	Higher secondary	6	15	2	5				
d.	Graduate& above	5	12.5	0	0				
5.	Occupation								
a.	Working	19	47.5	1	2.5	0.050	2	5.99	Not significant P>0.05
b.	Nonworking	18	45	1	2.5				
6.	Previous knowledge about child rights								
a.	Yes	14	35	1	2.5	0.1402	2	5.99	Not Significant P>0.05
b.	No	24	60	1	2.5				
7.	Source of previous knowledge								
a.	Family & relatives	14	35	1	2.5	1.256	4	9.48	Not significant P>0.05
b.	Self reading	13	32.5	0	0				
c.	Mass media	11	27.5	1	2.5				

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