

Research Article

A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING PREVENTION OF SCHOOL ACCIDENTS AMONG STUDENTS IN SELECTED HIGHER PRIMARY SCHOOL AT TUMKUR

^{1,*} Mrs Nagaveni R, ²Prof R K Muniswamy, ³Prof. Narayanaswamy M., ⁴Ms Lakshmi M

¹Asst Professor Dept of Pediatric Nursing Shridevi College of Nursing, Tumkur, India.

²Principal, HOD Dept of Pediatric Nursing, Shridevi College of Nursing, Tumkur, India.

³Professor HOD Dept of Community Health Nursing, Shridevi College of Nursing, Tumkur, India.

⁴Lecturer Dept of OBG Shridevi College of Nursing, Tumkur, India.

Received 02nd February 2025; Accepted 03rd March 2025; Published online 20th April 2025

ABSTRACT

Objectives: 1 To assess the pre test and post test knowledge regarding prevention of school accidents among students in selected higher primary school at Tumkur. 2 To evaluate the effectiveness of structured teaching programme by comparing the pre test and post test knowledge scores regarding prevention of school accidents among the students in selected higher primary school at Tumkur. 3 To find out association between the knowledge scores regarding prevention of school accidents among the students with their selected demographic variables. **Methodology:** The research approach used for the study was one group pre test post test design. The subject selected for the study was higher primary school students. The sample consisted of 60 students studying in Shridevi group of institution at Tumkur. The study participant was selected by random sampling technique. **Results:** post- test knowledge score (81.26%) was higher than the mean percentage pre –test knowledge score (42.38%). The mean post-test knowledge score (27.63%) is higher than the mean pre-test knowledge score (14.41%) The obtained 't' value (5.526%) was found to be greater than the tabled value (<0.05 level of significance) indicating that the structured teaching programme was an effective method of increasing the knowledge of Higher primary school students regarding Prevention of school accidents. **Conclusion:** Education is the key component to update and improve the knowledge of an individual. In the present scenario, knowledge prevention of school accident. Hence, there is a dire need to include these components into present curriculum prescribed by INC. It is the responsibility of students to take themselves. Hence, to excel in this strategy students need to be well equipped with enormous amount of knowledge that will protect them from injury.

Keywords: Structured Teaching Programme, Frequency, Effectiveness, knowledge, prevention.

INTRODUCTION

School- Institutions are broadly meant for teaching and learning activities for school children's. School age has been defines as the period of life span between the age group of 5- 15 years. The school age development task is resolving the crisis between industry Vs inferiority. 2 Schooling is a period of rapid physical, mental and intellectual development of a student. Apart from acquiring knowledge and information, the child builds up various skills needs for the overall development of personality, besides the bringing out the inborn talents.

Hence, the period of schooling is of at most importance in the life of every individual. Accidents is an event, occur suddenly, unexpectedly and Under unforeseen circumstances. School accident is defined as, "an Accident that take place in school during school hours, on the way to or from school ,or in any activity organised by school outside its premises. Accidents and injuries are the leading cause of morbidity and mortality in school children. It has been estimated that 20-30% of all injuries in children of school age occur at school. Each year 3.7 million children suffer from substantial injuries at school in U.S.A. Some hazards may be specific to certain times of the year for example, in the coldest month, ice and snow may lay on the school. Those on site who are responsible for health and safety should ensure the pathways are clear of ice and snow so they do not present a slip hazard.

Moreover, the slipping occurs could easily lead to a broken wrist or other injury that could have been avoided if the ice was cleared. A survey was conducted among a representative national sample of fifth grade school children between September 2004 and June 2005 Of all injuries reported by 6,836 school children interviewed in metro lab France, 20% at home and 54% during sports or physical activity. 6 The rates of school injuries were examined by means of a prospective study of 212 schools during 1981-82 school year

In addition to this, results shows that an annual incidents rate of 5.4 injury events/100 children, which appears to be an underestimate of the actual rate. Of all the injury events 28.7% resulted in serious injuries. Injuries were significantly more frequent in the elementary as opposed to the secondary schools, and the boys were injured significantly more than the girls. Most of the injuries occurred during athletic activities, which implicates that the present level of first aid training among school personnel is inadequate. 5A fundamental goal of school is to help students learn and thrive to the best of their abilities.

However, the safety and a sense of security are necessary components of good learning environments, sometimes which become a potentially traumatic event for students and safety. 7 The type of injuries includes fractures, loss of consciousness, dislocations, sprains, torn ligaments or cartilages, chipped or broken teeth, internal injuries .Minor injuries included scrapes, bruises, cuts, swelling. According to a retrospective study conducted by Gautier vargas M *et, al.*, 2011, we realized that throughout two different academic courses in several school in contabria, found that children between 11-15 have highest accident rate.

*Corresponding Author: Mrs Nagaveni R,

1Asst Professor Dept of Pediatric Nursing Shridevi College of Nursing, Tumkur, India.

A report published by Disease control and prevention report revealed that unintentional injuries account for the greatest number of deaths in children. Among this the top seven causes of unintentional fatal injuries are transportation related [9.8 death/1000 population], Drowning, Suffocation, other injuries, Poisoning, burns, Falls. 2 Therefore, it is necessary to impart adequate knowledge and information to students regarding the prevention and management of school accidents.

OBJECTIVES

To assess the pre test and post test knowledge regarding prevention of school accidents among students To comparing the Pre test and post test knowledge scores regarding prevention of school accidents among the Students It refers to find out association between the knowledge scores regarding prevention of school.

HYPOTHESES:

H1: There will be significant difference between pre and post knowledge scores of students regarding prevention of school accidents.

H2: There will be significant association of knowledge scores with selected demographic variables.

METHODOLOGY

The research design of the study was pre experimental one group pre experimental one group pre test and post test design. The population was higher primary school children. A quantitative approach research approach was used the sample consist of 60 higher primary school children at srividya mandira at tumkur. Convenient sampling technique was used for present study. Pre test was conducted by using questionnaire, Structured teaching program was prepared to enhance the knowledge of higher primary school students, post test was conducted after 7 days of intervention by using same questionnaire. The data obtained was analyzed by using descriptive and inferential statistics.

RESULTS

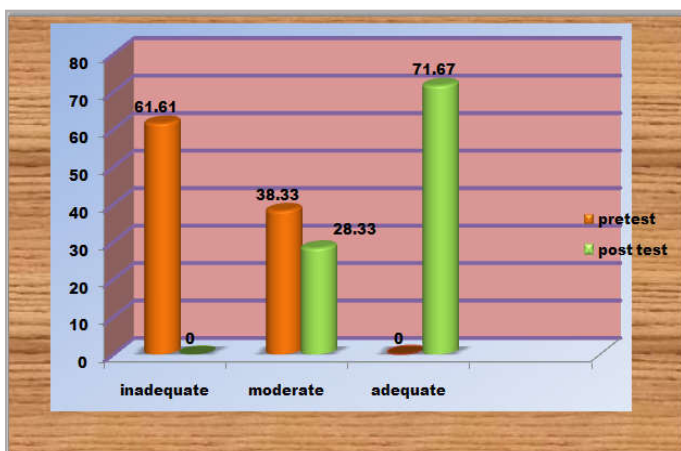


Fig 1: Comparison of Pre Test and Post Test Knowledge Score.

Table 1: Distribution of Respondents to Pre-Test and Post-Test Knowledge Score n=60

Knowledge level	Pre test		Post test	
	Frequency	Percent	Frequency	Percent
Inadequate knowledge <50%	37	61.67%	0	0.0
Moderately adequate knowledge 50-75%	23	38.33%	17	28.33%
Adequate knowledge >75%	0	0.0	43	71.67%
Total	60	100	60	100

Recommendations

On the basis of the findings of the study, the following recommendations have been made: A similar study can be replicated on a large scale to generalize the findings. However, a similar study can be conducted to find the differences in the knowledge level of the students on the basis of various institutional settings such as government and private. At last, impart the basic principles of preventing school accidents to the parents and teachers primarily school settings.

DISCUSSION

The present study was conducted to evaluate the effectiveness of structured teaching programme on knowledge of higher primary school children regarding the prevention of school accidents at tumkur. The aim of this study was to develop and implement structured teaching programme to improve the knowledge of higher primary school students studying in shrivedi vidyamandir on prevention of school accidents. Quasi experimental design was adopted and random sampling technique was used to select samples. The main study was conducted for 4 weeks from 17/01/2019 to 18/02/2019 in shrivedi vidya mandir at tumkur. Samples were selected by random sampling Pre-test was administered before structured teaching programme and post-test was administered after six days. Data gathered were analyzed using descriptive and inferential statistics and was presented in tables and graphs

CONCLUSION

The following conclusions were drawn on the basis of findings of the study: The pre-test findings showed that knowledge of students regarding prevention of school accidents was inadequate. However the administration of structured teaching programme helped the students to understand more about prevention of school accidents. Most of the students were having adequate level of knowledge after the teaching programme. In addition to this structured teaching program me is proved to be very effective method of transforming information.

ACKNOWLEDGEMENT

At the outset, I would like to thanks and express my gratitude the master of the universe, GOD ALMIGHTY, who had been a source of strength, knowledge, wisdom and guiding force behind all my efforts in making this study possibly a success. My heartfelt thanks to my father Shri Rangappa.N, my mother Smt. Lakshmi Devi. N. my brother. Raghavendra, my sister Anitha. R. and her husband for their

continuous support and encouragement throughout my life. Also my thanks to Dr. T.S.Bheemaraju for kind support and guidance for the manuscript.

REFERENCES

1. www.muskanfroll child violence com
2. Timothy A Pychel. Don't Delay. 2008.
3. Eric H Erickson. Psychosocial theory. 30-31.
3. Stefania Sosnowska, TomazKostka. Epidemiology of school accidents during a six school-year period in one region in Poland. European journal of epidemiology.2003; 18:997-982.
4. Chatelus A L, Thelot B. Home and leisure injuries among fifth grade school children in 2004-2005.sante publique 2011; 23(3) :183-93.
5. William fedman, Christal A, Corinne Hodgson, Zoltan Ruth Eva. Prospective study of school injuries: incidence, types, related factors and initial management. Can mecassoc J. 1983; 1279-1280.
6. Woodward C A, Milner R, Harsanji Z. Completeness of routine reporting of school related injuries to children. Can J public Health 1984; 75:454-7. 7. The national child traumatic stress network, US. Department of health and human services.
8. William fedman, ChristalA, CorinneHodgson, Zoltan, Ruth, Eva. Prospective study of school injuries: incidence, types, related factors and initial management. canmecassoc J vol 129, December 1983:1280.(same 5)
9. Feigelman. S. Middle childhood. kilegman R M,Behrman R E,Jenson H B,Stanton B F,eds.Nelson text book of paediatrics.pa saunders Elsevier.2007. 18thed: chapt 11.
10. Fisher S B, Clifton M S, Bhatia A M. Pencils and pen: an under-recognized source of penetrating injuries. children.Amsurg 201; 77(8):1076-80.
