



EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING PREVENTION OF ROAD TRAFFIC ACCIDENT AMONG ADOLESCENTS IN A SELECTED HIGHER SECONDARY SCHOOL, BHUBANESWAR.

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ABSTRACT

Accidents represent a major epidemic of non communicable diseases in present century.. The present study was carried out with objectives to assess the effectiveness of structured teaching programme regarding prevention of road traffic accidents among adolescents and to find the level of knowledge on prevention of road traffic accidents in pre test and post test. An evaluative approach single group pre experimental pre test post test design was selected for the study .The sample for this study comprises of 50 students. The study findings revealed that, the pre test and the post test knowledge score of adolescents show that in pre test 96% had poor score, 4% had average score and 0% had good score. Where as in post test 14 % had poor score, 36 had average scores and 50 % had good scores.. The analysis shows that there is statistically significant comparison between pre test and post test knowledge score. The calculated't' value is 3.21 which is greater than the tabulated't' value at $p=0.05$.

KEYWORDS

Prevention, Road Traffic Accidents, Structured Teaching Programme, Adolescent

INTRODUCTION

An increase in gross national product is accompanied by a greater movement of people and goods and greater investment in both vehicle and transport infrastructure. According to WHO Global Burden of disease project for 2002, Road traffic Accidents stands as 6th Rank of leading causes of death in children and adolescent. According to a survey from WHO, each year road traffic injuries take away lives of 1.2 million men, women and children around the globe and injure many more. According to WHO, nearly 1.17 million people lost their lives every year due to road accidents and more than 26000 children die and up to 10 million are injured in road crashes each year India has the second largest road network in the world with over 3 million km of roads of which 46% are paved. The traffic contains an incredible mix of pedestrians, animal drawn vehicles, bicycles, motorcycles, cars, buses and trucks. UNICEF and WHO (2005) issued an article on child and adolescent injury prevention – a global call to action stated that child injuries are not necessarily purely “accidental” as random events; to a degree they are predictable and therefore largely preventable. As a public health problem, injuries cannot and indeed must not, be neglected by any longer. Now is the time to challenge the notion that injuries are unavoidable and make room for a pro-active, preventive approach to reduce injury mortality worldwide.

MATERIAL AND METHODS

It was evaluative approach and pre experimental pretest post test design was used for the study. 50 school children (17-18 yrs age group 11th to 12th Standard from KISS higher secondary school was selected by using the non-probability purposive sampling techniques. The structured questionnaires were used to collect the data. It consists of two sections. Section A: Socio Demographic data of children's (6 Items) i.e. Age, Gender, area of living (urban/rural), religion, Occupation of parents and Monthly family income. Section B: It consists of total 20 questions, which were prepared to assess the student's knowledge regarding causes and prevention of road traffic accident, traffic rules and signs. In relation to scoring key There were 20 question each having 4 options with one most appropriate correct answer the maximum score for correct response to each question is 2 and incorrect was 0. Thus for 20 questions test were 20 correct responses, with maximum 40 obtainable marks. The content of the structured teaching plan on adolescent students including the aspects of cause, prevention of road traffic accident was selected through review of literature and in consultation with experts. Then content was analyzed on the sub topics. Permission consent was obtained from participants for participation in the study before administration of pretest. The questionnaire was distributed to the participants and they took 15 minutes to fill up the answers. After conducting pretest the structured teaching including the aspects of cause, prevention of road traffic accident had been given on the same day. It was a 45 minutes session. A same group of 50 students on the 7th day of the structured teaching programme, post test was administered.

FINDINGS OF THE STUDY

Socio demographic characteristics

The students below 17 years age group represents 11(22%) students,

from 17-18 years there were 31 (62%) students and more than 18 years there were 8(16%) students. Accordance with their gender, the female students were 12(24%) and male students were 38(76%). The family income of the students of less than 5,000 was 14(28%), 5,000-10,000 there were 28 (56%) students and more than 10,000 there were 08(16%) students. There are 12(24%) students who live in urban area and 38(76%) students live in rural area.

Assessment of knowledge score in pre test and post test:

The level of knowledge score in pre test that is divide into three parts i.e. good (71-100%), average (51-70%) and poor (<50%). Under 71-100% there are no knowledge score in 51-70% there are two students who were able to answer and in poor category there are 48 students who scored under 50%.

The level of knowledge score in post test that is under 71-100% there are 25 students who has this knowledge score, in 51-70% there are 18 students who were able to answer and in poor category there are 7 students who scored under 50%. In the post test maximum students scored under 71-100%.

TABLE-1: Comparison of pre test and post test knowledge on causes, prevention of RTA, traffic rules and signs.

Test	N	Mean	SD	Difference of pre and Post mean	Difference of pre and Post SD
Pre test	50	5.42	2.02	8.2	1.48
Post test	50	13.62	3.50		

Table -1 shows that comparison of pre test and post test mean is 8.2 whereas comparison of pre test and post test standard deviated 1.48 among adolescent students.

TABLE-2: Effectiveness of structured teaching programme on causes, prevention of RTA, traffic rules and signs

Item	t-test	DF
Pre test and post test knowledge score	3.21	49

Table-2 denotes that there is statistically significant comparison between pre test and post test knowledge score. The calculated't' value is 3.21 which is greater than the tabulated't' value at $p=0.05$.

Conclusion

The outcome of the study revealed that the structured teaching programme significantly improved knowledge and practices of the adolescents regarding prevention of road traffic accident. This was indicated by increment in the scores of knowledge and practices after structured teaching.. Hence, it can be concluded that structured teaching is an effective method to improve learning outcome.

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