"An Effectiveness Structured Teaching Programme to Improve Mothers' Knowledge on Preventing Childhood Accidents among Under-Five Children in a Rural Community of Kanpur, Uttar Pradesh."

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ABSTRACT

Background: Unintentional childhood injuries are a significant public health concern and contribute to preventable morbidity and mortality among under-five children. Children in this age group are at increased risk due to developmental curiosity, increased mobility, and inability to recognize environmental hazards. Mothers play a crucial role in preventing home-based accidents

Objectives; 1)To evaluate the mothers' prior knowledge about preventing childhood accidents among children under five. 2) To assess how effective a Structured Teaching Programme (STP) is in improving knowledge about preventing childhood accidents. 3) To assess the relationship between post-test knowledge and specific demographic factors.

Methods:-

A quantitative evaluative method was utilized, employing a quasi-experimental one-group pre-test and post-test research design. The research was conducted in Saidpur village, located in Kanpur, Uttar Pradesh. A total of 50 mothers with children under the age of five were selected through a non-probability convenience sampling technique. Data collection was performed using a structured questionnaire that included demographic details and 30 multiple-choice questions aimed at assessing knowledge regarding the prevention of childhood accidents. After the pre-test, the Structured Teaching Programme was executed, followed by a post-test to measure any changes in knowledge. The data gathered were analyzed using both descriptive and inferential statistical

Results:

Mothers (82%) possessed insufficient knowledge, whereas 9 (18%) possessed a reasonably sufficient comprehension. No participant demonstrated adequate knowledge during the pre-test.

(78%) demonstrated adequate knowledge and 11 (22%) showed moderately adequate

The paired t-test indicated a statistically significant enhancement in knowledge scores after the implementation of STP ($t = 28.84$, $p < 0.001$). Additionally, Chi-square analysis demonstrated a significant correlation between post-test knowledge and demographic variables such as age, educational attainment, and housing type.

Conclusion:

successfully improved mothers' knowledge about preventing childhood accidents. Consistent community-based educational programs should be put into place to enhance child safety measures and lower the incidence of preventable injuries.

Keywords; Childhood accidents, injuries among children under five, prevention strategies, structured teaching programs, mothers of under five, Community Health Nursing**.**

INTRODUCTION

Unintentional injuries among children represent a major challenge to child health globally. These injuries often occur suddenly and may lead to physical harm, emotional trauma, disability, or death. Under-five children are particularly vulnerable due to their rapid growth and developmental stage, which is characterized by increased curiosity, exploration, and limited awareness of danger. Many of these injuries occur within the home environment, where children

Common childhood accidents include falls, burns, scalds, drowning, poisoning, choking, aspiration, and suffocation. Falls are frequently associated with unsafe staircases, slippery floors, and inadequate supervision. Burns and scalds may result from exposure to hot liquids, cooking stoves, and open flames. Poisoning incidents are often linked to improper storage of kerosene, cleaning agents, pesticides, and medications. Choking and aspiration may occur when children

The home environment can be made safer through simple preventive measures such as safe storage practices, childproofing, proper supervision, and awareness regarding first aid management. Mothers play an essential role in maintaining home safety and implementing preventive practices. However, lack of knowledge and limited health education can contribute to increased risk of accidents. Structured Teaching Programs can serve as an effective approach to enhance mothers' knowledge and promote safe childcare practices. Therefore, This research was conducted to evaluate the efficacy of a Structured Teaching Programme aimed at preventing childhood accidents among mothers of children under the age of five residing in a rural area.[1]

NEED FOR THE STUDY

Childhood accidents remain a leading cause of preventable injuries among children, particularly in rural areas where access to health education and safety resources may be limited. Many accidental injuries can be prevented through awareness and appropriate safety practices. Since mothers are the primary caregivers, their knowledge and understanding of accident prevention is essential to ensure child safety. Therefore,

this study was undertaken to assess baseline knowledge among mothers of under-five and to an evaluation of a structured teaching programme to improve mothers' knowledge on preventing childhood accidents among under-five children in a rural area.[2]

OBJECTIVES OF THE STUDY

1) To evaluate the existing knowledge of mothers regarding the prevention of childhood accidents in children under the age of five.

2) To determine the effectiveness of a Structured Teaching Programme (STP) in enhancing knowledge related to the prevention of childhood accidents.

3) To examine the correlation between post-test knowledge and particular demographic

HYPOTHESES

H1: There will be a significant difference in the knowledge scores of mothers of under-five children after administration of Structured Teaching Programme on prevention of childhood accidents as compared to their pre-test scores.

H2: The study also hypothesized that the post-test knowledge scores of the mothers will have a statistically significant association with the selected demographic variables such as age, educational status, type of family, and type of house.

MATERIAL

Methodology

A quantitative evaluative research approach was adopted in this study to evaluate the effectiveness of Structured Teaching Programme on knowledge of mothers regarding prevention of childhood accidents among under-five children.

METHODOLOGY

The study used quasi-experimental one group pre-test and post-test research design. First, a pre-test was conducted to gauge the participants' current knowledge level. After this Structured Teaching Programme was given. After the completion of the intervention, a post-test was performed to find out the effectiveness of the programme by comparing the pre-test and post-test knowledge scores.[3]

Study Setting:

The study was carried out in Saidpur village, Kanpur, Uttar Pradesh. This area was selected because it provided an accessible rural population of mothers with under-five children and offered suitable conditions for implementing the teaching programme and collecting data.

Population

The study population was mothers of under five children of Saidpur village.

Size

The study included a total of 50 mothers of under-five children. The sample size was deemed adequate to measure changes in knowledge from pre- to post-intervention**.**

Sampling Technique

Participants were selected using non-probability convenience sampling technique. Mothers who met the inclusion criteria and were available during the data collection period were chosen for participation.

Data Collection for tool

- Section I: Demographic variables (age, education, family type, type of house).
- Section II: Knowledge questionnaire containing 30 multiple-choice questions related to prevention

Reliability

Reliability of the knowledge questionnaire was established prior to the main study. Content validity was ensured through expert review by nursing and community health specialists.

Data

After obtaining necessary permission from local authorities, mothers were selected based on inclusion criteria. Pre-test knowledge was assessed using the structured questionnaire. The Structured Teaching Programme was then administered, covering major areas of childhood accident prevention such as home safety, prevention of falls, burns, poisoning, drowning, choking, and first aid measures. After the intervention, post-test knowledge assessment was conducted using the same questionnaire.[4]

RESULTS:-

Demographic

Among 50 mothers, 17 (34%) belonged to the age group 21–25 years. Regarding education, 17 (34%) had primary education, 13 (26%) had high school education, and 10 (20%) were illiterate. In terms of family type, 22 (44%) belonged to joint families and 20 (40%) belonged to nuclear families. Regarding type of house, 24 (48%) lived in pucca houses, while 13 (26%) lived in kaccha houses.

Mothers

Age < 20 years 13 26 %21-25 years 17 34%26–30 years 10 20%Over 35 years 10 20%

Educational Status Illiterate 10 20%Primary School 17 34%High School 13 26% Graduation

Family Type Nuclear 20 40 %Joint 22 44

%Extended 8 16 %Single parent 0 0.0% **Type of House** Kaccha 13 26.00%Semi-pakka 9 18% Pakka 24 48% Tent 4 8%

Evaluation of Knowledge Levels Before a nd After Testing (n=50)

Knowledge Level Pre-assessment f (%) Post-assessment f (%)

Insufficient (<50%) 41 (82%) 0 (0%)

Moderately Sufficient (50–75%) 9 (18%) 11 (22%)

Sufficient (>75%) 0 (0%) 39 (78%)

Efficacy of the Structured Teaching Prog ramme (STP)

The evaluation demonstrated a statistically s ignificant enhancement in knowledge scores ($t = 28.84$, $p < 0.001$). This validates that t he intervention was successful in enhancing mothers' understanding of preventing childh ood accidents.

Relationship Between Demographic Varia bles and Knowledge After Testing

knowledge scores and certain demographic f actors, such as age, educational level, and ho using type. These results indicate that mothe rs' socio-demographic factors significantly influence t heir awareness and comprehension of childh ood safety measures for accident prevention.

DISCUSSION

This reflects a lack of awareness about home safety and accident prevention strategies among rural mothers. After administration of the Structured Teaching Programme, the post-test increase. Health education suggests that mothers with higher educational status may better understand safety instructions and preventive practices. Similarly, association with type of house may reflect that mothers living in safer housing conditions have better exposure to health information and improved awareness.

CONCLUSION

The current research finds that the Structure d Teaching Programme significantly enhanc ed mothers' understanding of preventing chil dhood accidents in children under five years old. test, showing a transition from insuffici ent to sufficient awareness following the inte rvention. These results emphasize the signifi cance of organized educational initiatives in improving maternal awareness of child safet y protocols and encouraging safer household practices, thus aiding in the decrease of avoidable childhood injuries. [5]

RECOMMENDATIONS

1. Structured Teaching Programmes should be conducted regularly in rural and semi-urban communities.
2. Community health nurses should provide continuous education on accident

prevention, home 3. Follow-up studies should be conducted to assess long-term retention of knowledge and safety practices. 4. Similar studies can be conducted on larger populations for better generalization.

NURSING IMPLICATIONS

Nursing Practice: Nurses can educate mothers regarding accident prevention, supervision, safe Nursing Education: Nursing curriculum should emphasize childhood injury prevention and Nursing Administration: Nursing administrators can plan and implement regular outreach programmes and health education sessions at community level. Nursing Research: Further research is required to evaluate the long-term impact of teaching programmes on reduction of childhood accident incidence.

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