"A study to assess the effectiveness of puppet show on knowledge about child safety based on learning styles among 5th and 6th standard students of selected Kannada medium schools in the rural areas of Udupi district"

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"ABSTRACT

A research study titled "A study to assess the effectiveness of puppet show on knowledge about child safety based on learning styles among 5th and 6th standard students of selected Kannada medium schools in the rural areas of Udupi district" was conducted by Ms Josvita Sandra Fernandes as a partial fulfilment of the requirement for the degree of Master of Science in Nursing at Manipal College of Nursing Manipal, Manipal University.

The objectives of the study were to: identify the learning styles among 5th and 6th standard students of selected Kannada medium schools in the rural areas of Udupi district using self assessment questionnaire on learning styles, enumerate the incidence of child injury among 5th and 6th standard students using self assessment questionnaire on child injury, assess the knowledge regarding child safety using structured knowledge questionnaire on child safety, determine the effectiveness of puppet show as a teaching method in improving knowledge on child safety, find the difference in the post test knowledge scores regarding child safety between 5th and 6th standard students, find the difference in the post test knowledge scores regarding child safety among children with different learning styles between 5th and 6th standard students of selected Kannada medium schools in the rural areas of Udupi district.

The conceptual framework of this study was based on Daniel L Stufflebeam's modified CIPP evaluation model 1960. A quantitative approach with quasi- experimental, pre-test and post-test research design was adopted for the study. Multistage cluster sampling technique was used. The data collection tools used were: demographic proforma, structured knowledge questionnaire on child safety, self

assessment questionnaire on learning styles and self assessment questionnaire on child injury.

Content validity was established by giving the tools to seven experts for review and feedback. All the required permissions were sought, including the approval from Institutional Ethical Committee before the commencement of the study. Pretesting was done among five participants and reliability was done among twenty participants from St. Lawrence Higher Primary School, Attur, Karkala. All the tools were found to be reliable.

The pilot study was conducted among twenty four students from Government Higher Primary School, Ulluru 74, Kundapur. It was found to be feasible.

Data were analyzed using SPSS 16.0 version. Both the descriptive and inferential statistics were used for identifying the results.

Among 111 students, most (75.7%) of the participants belonged to the age of

10 to 11 years and the mean age was 11years(63.1%); studying in 6th standard (54.1%); were males (51.4 %) and most (50.5%) of them belonged to joint family. For 57.7% of the participants fathers were skilled workers; majority (79.3%) mothers were unskilled workers; majority (65.8%) reported that they had previous knowledge on child safety; and most of them acquired knowledge from television (36%).

Out of 111 students, majority (55%) of the participants were visual learners and remaining were auditory learners (45%).Most (41.4%) of the injuries occurred

while talking to friends and walking beside the road carelessly; while riding bicycle on the road(45%) and riding the bicycle at a very high speed (40.5%). Majority (91%) had injury while running in the ground. Only (26.1%) participants had fracture of lower limbs. Few of them (14.4%) reported that a stranger touched them with bad intension, while travelling in the local bus either by standing or sitting.

The present study revealed that during pre-test, majority of the participants (76.6 %) had poor knowledge and 23.4 % had satisfactory knowledge whereas none of them had excellent or good knowledge on child safety. In the post-test 36.9 % had excellent knowledge and 38.7 % had good knowledge, 24.3% had satisfactory knowledge and none had poor knowledge.

The Wilcoxon signed rank test computed reveals that puppet show was effective in increasing the knowledge level on child safety among 5th and 6th standard students (Z = -9.153 at 0.05 level of significance).

Area wise median score was highest in the area of road safety [3, 5(0-5)] and pedestrian safety [3, 6(0-6)]; whereas lowest was in the area of sports and playground safety [2, 5(0-5)]. In the post-test, median score was highest in the area of road safety [6, 4(3-7)] and pedestrian safety [6, 5(2-7)] and lowest was in the area of sports and playground safety [4, 6(0-6)] respectively.

The Mann Whitney U test computed shows that puppet show as a teaching method does make difference in the knowledge grasping capacity of 5th and 6th standard students (Z = -3.512 at 0.05 level of significance). It also states that puppet

show as a teaching method, does not make any difference in the knowledge gaining capacity of students with different learning styles (Z = -1.626, p = 0.104 at 0.05 level of significance).

Spearman correlation value shows that there is a weak positive correlation (r=0.233, p=0.100) between post-test knowledge scores of visual and auditory learners through puppet show which is statistically not significant. There is difference in median scores of both visual and auditory learners with Z value of visual learners Z = -6.744 and auditory learners Z = -6.151 which is statistically significant at 0.05 level of significance.

The study was limited to 5th and 6th standard students of selected Kannada medium schools in the rural areas of Udupi district. Therefore generalization of the study can be done only to the similar population.

The study findings concluded that puppet show is an effective method in improving the knowledge among students about child safety. There was difference in the knowledge grasping ability of 5th and 6th standard students, which indicates that as child grows the cognitive development also takes place simultaneously which gradually increases the knowledge grasping capacity of students. Puppet show does not make any difference in the knowledge grasping ability of students with different learning styles (visual learners or auditory learners). Different learning styles does not have much influence on increase in knowledge, when puppet show is used as a teaching method, but was more effective for visual learners when compared with auditory learners in terms of increase in knowledge. Therefore puppet show as a

teaching method is a useful and effective teaching strategy which can be utilised in order to teach the students.

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