



A DESCRIPTIVE STUDY TO ASSESS THE KNOWLEDGE REGARDING SCHOOL SAFETY REGULATIONS AMONG 9TH- 12TH CLASS STUDENTS STUDYING IN PRATAP PUBLIC SCHOOL, JUNDLA, KARNAL WITH A VIEW TO DEVELOP AN INFORMATION BOOKLET.

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Abstract:

AIM: This study intended to assess the knowledge of 9th-12th grade students at Pratap public school in Jundla, Karnal, Haryana regarding school safety regulations and to identify the factors associated with it.

MATERIALS & METHODS: In order to carry out the study in a chosen school in Karnal, a descriptive research method combined with a survey design that did not involve any experiments was utilised. The selection of the thirty pupils was done using the method of convenient sampling. In order to evaluate the subjects' levels of knowledge, we conducted a series of standardised questionnaires. SPSS version 25 was used to perform the analysis on the data. **RESULTS:** The majority of pupils, who make up 80%, have a moderate awareness of school safety standards, while the remaining 20% have an appropriate knowledge of these regulations. According to the pupils' levels of understanding, a booklet containing information was compiled and handed out to them. **CONCLUSION:** The findings of the survey indicated that the kids do have some information regarding the safety standards at their schools; however, this knowledge is insufficient. More study needs to be done on this topic, and more educational programmes like this one should be implemented in schools so that students can get more understanding.

Key Words: Knowledge, School – Safety, Students, Public School

Introduction:

A school is a place where teachers teach students. Safety means protection against damage or other undesirable events. Safety also means controlling known dangers to reduce risk. School safety is protecting children from school to home. School safety protects kids against bullying, harassment, violence, and substance abuse. Safety against abuse, violence, psychosocial issues, natural and manmade disasters, fire, and transportation. Teachers are protected from harassment and abuse. Because instructors and parents can't always spot children's emotional issues, emotional safety is crucial. Bullied students may have reduced self-esteem and constant tension over their well-being.

The National Building Code of India 2005 should guide school construction. RTE Act section 19 requires schools to uphold their standards. Inflammable and poisonous materials should not be in the school. CCTV should be watched periodically. Display the floor evacuation plan. Place fire extinguishers. 3-6-year-olds need helpers.

Schools need fire safety certification. School fire safety certificates should be refreshed periodically. Emergency firefighting systems should be sufficient. For crisis management simulated drills, schools must contact local fire departments. Initial fire danger management requires a skilled school management staff. The fire department gave the school NOC.

Psychosocial safety is as crucial as physical safety for schoolchildren. Victims of child abuse exhibit despair, dissociation, helplessness, lack of emotional intelligence, and anger. Emotional and psychosocial abuse affects children's self-esteem and safety. To develop a child's personality, schools must foster talent development. CCTV cameras in strategic school areas would monitor a child's school day. To keep kids safe on school buses, CBSE mandated GPS systems in 2014.

A first aid kit is a tiny box with bandages, plasters, and antiseptic wipes to help an ill or injured person before medical help arrives. Schools should have a first aid kit with a thermometer, roller bandage, gauze pad, lotion chlorhexidine (SAVLON), lotion povidine-iodine (BETADINE), framycetin sulphate (SOFRAMYCIN), splints, tourniquet, kidney tray, cotton, eye pad, tape adhesive, band aid, scissors, box, ice bag sample, and hot water bottle.

Schools must have CSA grievance committees. Staff is educated on the CSA committee and child legislation. All staff members are trained to recognise child abuse signals. Before working with children, teaching, non-teaching, contractual, voluntary, and other employees must be recruited and verified. The school should educate children on substance abuse, mutual and peer respect, gender sensitivity, social responsibility, and consequences of behaviour or action, including penalties under the JJ Act, 2015 and POCSO Act, 2012.

Over the past 14 years, the CBSE has published eleven circulars emphasising school security and student protection. It comprises briefings on fire safety management, structural safety, school violence and ragging, sexual abuse prevention, and school bus safety. The new revelation follows the death of a seven-year-old boy in a prestigious Guru gramme school and the rape of a five-year-old girl by a Delhi school peon.

94% of public schools locked or monitored doors during school hours in 2015–16. Public schools also reported using security cameras (81%), requiring staff to wear badges or picture IDs (68%), and enforcing a rigorous dress code (53%). 25 percent of public schools utilised random drug dog sniffs, 21 percent mandated uniforms, 7 percent badges or photo IDs, and 4 percent metal detector checks.

Safety and security protocols varied by school level in 2015–16. More public elementary and middle schools than public high schools regulated entry and required faculty and staff to wear badges or picture IDs. Primary schools had a higher uniform rate (25%) than middle schools (20%) and high schools (12%). Middle schools (70%) have a stricter dress code than high schools (55%) and primary schools (46%). High schools (94%) used security cameras more than middle schools (89%) and primary schools (73%). Random metal detector and dog sniffs followed the same pattern.

High schools (16%) and middle schools (13%) required badges more than primary schools (3%) did. Students who reported a written code of student conduct and the presence of school officials (other than security guards or designated police officers) or other adults supervising the corridor did not change between 2001 and 2017 or 2015 and 2017. Between 2015 and 2017, students reported a similar percentage of visitors having to sign in and wear badges or stickers.

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Problem Statement

A descriptive study of 9th–12th grade students in Pratap Public School, Jundla, Karnal to develop an information pamphlet on school safety standards.

OBJECTIVES OF THE STUDY:

- To prepare an information pamphlet on school safety standards by testing 9th-12th graders at Pratap Public School in Jundla, Karnal.
- To create and distribute a school safety pamphlet for 9th-12th graders at Pratap Public School, Jundla, Karnal.
- To determine how socio-demographic variables affect 9th-12th graders' school safety knowledge.

Methodology:

To fulfil research goals, research technique includes data gathering and analysis. Research technique organises data collection for studies. It includes research method, design, setting, sample size, sampling technique, tool construction and description, information booklet production, data collection procedure, pilot study, and data analysis plan. This study analysed 9th-12th graders at Pratap Public School in Jundla, Karnal's school safety knowledge for an education booklet. Research design includes specifications that improve study integrity. This study is descriptive and non-experimental. Pratap Public School, Jundla, Karnal, hosted this study. Variable is a trait or goal that changes. Research variable A systematic knowledge questionnaire examines 9th–12th graders' school safety awareness. Populations form study samples. Pratap Public School, Jundla, Karnal, offered 30 9th-12th kids for the study. Sampling is selecting a representative sample. The study sample was convenience-selected.

Study conclusions require the best data from research instruments. Data collector. Research subjects are best assessed and collected with the instrument. The study objectives dictated an organised knowledge questionnaire. 30 structured knowledge questionnaire items were chosen after extensive literature review and expert consultation.

Tool description: Structured questionnaires were created after reviewing relevant literature. The three-part structured questionnaire:

Part 1: Age, education, father's occupation, gender, family income, type of family, and residence. It has 7 items.

Part 2: School safety knowledge surveys. 30 things.

Part-3: Information leaflet. Book, diary, internet, etc.

The above information was used to make the tool that will be used to test how much expectant women know about mild pregnancy illnesses. A plan was used to make the form. The way research data are collected is planned out. Mrs. Anuradha, who is the principal of Pratap Public School in Jundla, Karnal, gave official permission for the study to be done. The first study was done in February 2021. 30 convenience samples are taken. The researchers told the people taking part in the study who they were and what the study was about. The information was gathered through structured one-on-one conversations. Data analysis sorts and makes sense of data. Using descriptive and inferential statistics, the data were looked at in light of the study's goals. Responses from each subject were put together on a main data sheet. After coding, the data were moved to the master sheet, added up, and graded. Frequency and percentage distributions were used to describe sociodemographic traits. A Chi-square test was done to see if there was a link between what people knew about antenatal care and their sociodemographic traits.

Analysis And Interpretation:

Table No 1: Frequency and percentage Distribution of Demographic variables

(n = 30)

S. No	Variables	Options	Percentage	Frequency
1.	Age (in years)	13 Years	13.3%	4
		14 Years	40.0%	12
		15 Years	40.0%	12
		16 Years	6.7%	2
2.	Educational Status	9th	100.0%	30
		10th	0.0%	0
		11th	0.0%	0
		12th	0.0%	0
3.	Gender	Male	70.0%	21
		Female	30.0%	9
4.	Type of Family	Joint family	76.7%	23
		Nuclear family	23.3%	7
		Extended family	0.0%	0
5.	Monthly Income of Family	Rs 5001/ to Rs 10000/	16.7%	5
		Rs. 10001/- to Rs. 15000/-	23.3%	7
		More than 15000/-	60.0%	18
6.	Residence	Rural	70.0%	21
		Urban	30.0%	9
7.	Occupational Status of Father	Own business	56.7%	17
		Daily Labour	10.0%	3
		Private job	23.3%	7
		Government job	10.0%	3

The frequency and percentage distribution of samples by socio-demographic characteristics are shown in table - I.

Regarding the age of the samples, 12 (40.0%) were between the ages of 14 and 15 while the remaining 6 (60.0%) were older than 16. All 30 samples (100.0%) had a ninth-grade education level or higher. The majority of the sample size (21) was male. Most (23, or 76.7%) of the families were nuclear families. The bulk of sample families (n = 18; 60%) have monthly incomes of more than 15,000 Rupees. The majority of the sample, 21 people (70.0%), lived in an urban setting. The majority of the sample (17 people, or 56.7%) were self-employed at the time of the survey.

Table No II: Table Showing Level of Scores

(n = 30)

Criteria Measure of Knowledge Score		
Level of Scores N= 30	Percentage	Frequency
Adequate Knowledge. (21-30)	20%	6
Moderate Knowledge. (11-20)	80%	24
Inadequate Knowledge. (0-10)	0%	0

Table – II shows the level of knowledge scores among study samples

Knowledge scores of the samples in this study reveals, majority 24 (80.0 %) was with moderate knowledge. Adequate level of knowledge was seen among 6 (20.0 %) of the samples.

Table No 3: Descriptive Statistics table

(n = 30)

Descriptive Statistics	Mean	Median	S.D.	Maximum	Minimum	Range	Mean %
KNOWLEDGE Score	16.87	17	3.62	25	11	14	56.22

Table – III shows the descriptive statistics of samples level of knowledge. Mean and standard deviation knowledge scores was 16.87 + 3.62. the mean % score was 56.22.

Major Findings of The Study

- The proportion of male students among the students who have participated in the school safety rules programme is significantly higher than that of female students; specifically, 70% of those pupils are male students, while only 30% are female students.
- Twenty percent of students have sufficient knowledge, while the remaining eighty percent of students have intermediate awareness regarding school safety laws. The vast majority of students do not have appropriate understanding regarding school safety standards.

Conclusion:

The findings of the investigation seem to point to the following conclusion. The results of the post-test indicate that 24 of the children, or 80%, have a moderate comprehension of the school safety standards, while just 6 of the children, or 20%, have an appropriate understanding. There was no correlation between age, education, gender, family structure, and geography.

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