



A STUDY TO ASSESS THE PRETEST KNOWLEDGE AND EXPRESSED PRACTICES REGARDING ROAD SAFETY AMONG SCHOOL STUDENTS IN AMROHA, U.P., INDIA

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ABSTRACT

There has been a huge rise in both the number of people who get hurt and die in car accidents. This is a big problem all over the world. A study to assess the pretest knowledge and expressed practices regarding road safety among school students in Amroha, U.P, India. With one group taking a pre-test and a post-test, the study was done at Radha Krishna Public School, in the district of Amroha, Uttar Pradesh. 100 students were chosen by simple random sampling, and change agents were chosen by a method called purposive sampling. The study used a child-to-child approach to teach people about road safety. This was the intervention of the study. The level of knowledge about road safety was measured before and after the test with a questionnaire that was made up by the students. Knowledge of road safety was found to be 13.13 and 3.88 on the pre-test and 25.09 on the post-test. A number called $t = 27.758$ was found to be statistically important at the $p0.001$ level. The findings showed that the level of knowledge about road safety measures that children had was linked to their mother's education at a p -value of 0.05. The other demographic variables did not have a statistically significant link to the level of knowledge. As a result, the planned health education campaign on road safety measures, which used a child-to-child approach, proved to be a success.

Keywords: child-to-child method, road safety programme, roads safety measures, pretest knowledge



INTRODUCTION

Children are always the human race's sole future; educate them effectively. "The only person who is educated is the one who has learnt how to learn and adapt," Carl Rogers once said [1].

Road traffic accidents (RTAs) have become a leading source of illness and death, particularly among adults and middle-aged people. According to many studies, children aged 10 to 15 who are involved in traffic accidents must seek medical attention for fractures, sprains, open wounds, and other injuries. The school-aged youngster develops a feeling of curiosity and acquires the fundamental abilities required to operate in society. During the school years, co-ordination improves and a feeling of balance and rhythm develops, allowing students to navigate traffic without understanding the laws and regulations. They put themselves in such dangers.

They must be educated, instructed, and made aware of traffic laws and regulations in order to minimise the number of road traffic accidents and, as a result, the rate of morbidity and death. This proposed health education programme on road safety measures will boost understanding via a child-to-child approach.

In order for us to reduce the number of road traffic accidents, we need to teach them about traffic rules and regulations and make them more aware of them. This planned health teaching programme on road safety measures will use a child-to-child approach to help people learn more.

1.Knowledge [2]:

It is something you learn through experience or school. In this study, it refers to how well children understand road safety measures, which is measured by a questionnaire that they fill out on their own.

2. Road safety measures[3]:

Measures to keep people from getting hurt on the roads are things that can be done to lessen the chance that someone will be killed or seriously injured when they use the road network. In this study, road signals, road risks, facts about road accidents, and road safety rules are all under the headings of "road signals, road risks, facts about road accidents, and road safety rules."

3. Child-to-Child approach[4]:

When you teach with the Child-to-Child approach, you make sure that your lessons help kids learn about how they can take action to improve their own well-being and the health and development of their families and communities. In this study, it refers to school kids as "changemakers" who can spread information about road safety to their own peers.



Figure 1: Child to Child Approach



4. Children [5]

It refers to children between the ages of 11 and 15 who are going to school and are in the chosen schools.

ASSUMPTIONS

- 1) School students don't know enough about the road safety programme.
- 2) A child-to-child approach could help students and their communities learn more about road safety.

According to Abdul Nasir Zulkifli et al. (2016) There has been a big rise in the number of road accidents in Malaysia, and this shows how people have changed their mindsets about road safety.

In order to build a positive road safety culture, road safety education should start at a very young age. The Ministry of Education in Malaysia has been teaching road safety to kids in primary school since 2007. This is a good step in the right direction. As the roads become more crowded and complicated, children need to be taught how to deal with more difficult road situations. This paper talked about the ROSE courseware, which uses multimedia, AR, and VR technologies to help teachers and students learn about road safety. A study was done with 30 first-graders who used the ROSE courseware for road safety education. Pearson correlation and regression analyses were used in this study to look at the relationship between perceived ease of use, perceived usefulness, and enjoyment and students' satisfaction with the ROSE courseware. Regression analysis results show that there are strong connections between how useful and fun the ROSE courseware is and how satisfied students are with using it. However, the relationship between how easy it is to use and how satisfied you are is not very strong. Using paired sample t tests, this study also looked at how well the students learned due to the use of the ROSE courseware for RSE. In the results, it was found that the mean score difference between the test before and the test after is very big. They learned a lot



more about road safety by using the ROSE courseware, which means that their learning performance has gone up because of it.

According to V Ranaei et al. (2016),Public health is a concern when people try to change their behaviour to reduce road traffic injuries. As a result, this interventional study was done in Hamadan, Iran, to see if safe traffic behaviours had an effect on male students there. It used the theory of planned behaviour. A quasi-experimental study looked at how 204 male high school students in Hamadan, in the west-central part of Iran, were chosen through multistage sampling. Then, the students were assigned to control and intervention groups, but not by chance (102 students in every group). The self-administered questionnaire was used to get data in this study. Frequency (percentage) and the mean (SD) were used to describe what was going on. Psychometric evaluation of the questionnaire used Cronbach alpha coefficient, content validity ratio (CVR), and content validity index (CVI) to figure out how well the questionnaire worked. T-tests were used to look at the data. When we did all of our statistical analysis, we used SPSS 19. The significant level for each of the tests was set at 0.05. All the students in both groups walked to school more than half of the time. The two groups in the study were not very different in terms of the things that could have caused them to be different. The questionnaire was found to be valid, and the total Cronbach's alpha value was 0.97, which is good. People in both groups had the same score for safe traffic behaviours before the intervention ($p > 0.05$), so there was no big difference. But after the intervention, the score in the group that got the help went up a lot ($p 0.05$). It also showed that only in the group that got help, the score went down a lot (p less than 0.05). The Theory of Planned Behavior is a good way to think about planning interventions to make students more safe when they drive.

According to MS Riaz, et al. 2016 Road safety education has been found to be a good way to cut down on road accidents. This study is trying to find out how well a road safety programme called "Traffic Weeks" works with high school students in Belgium who are between the ages of 16 and 19. In this programme, we talk about driving under the influence



(DUI) and traffic safety. This study looks into whether the programme has an effect on socio-cognitive variables by using a questionnaire that is based on the theory of planned behaviour to see if it does. There were 445 students who took the pre-test and 253 who took the post-test. Of these, 175 questionnaires could be found that could be used to match each other. Students already had a positive view of road safety at the start of the test. Female students were more supportive of road safety than male students. Attitude, subjective norm-friends, and intention were all positively affected by the DUI workshop for female students in general education. The traffic risks workshop only had an effect on the perceived behavioural control of female students. In terms of how much they liked it, students were a lot more excited about the DUI workshop than they were about the traffic risks workshop. During the focus groups, students came up with ideas for how to improve the programme.

- **A study to assess the pretest knowledge and expressed practices regarding road safety among school students in Amroha, U.P., India.**

METHODOLOGY

The descriptive research method is used in this study which is a fact-finding study that incorporates proper and accurate interpretation of data, as is widely recognized. The closed-ended questionnaire was conducted for the survey. Data collection was done through mixed-methods i.e. primary data and secondary data collection methods. Primary data was collected through the closed-ended questionnaire through the survey. Secondary data were collected from the websites, existing reports and literatures. Descriptive statistics like frequency and percentage analysis was used to assess the pretest knowledge and expressed practices regarding road safety among experimental groups I and II. The research approach adopted for the study was Non- experimental research approach with Descriptive- Comparative research design. Pre-Experimental: A single group takes a pre-test and a post-test. Independent Variables - The teaching programme As a child to a child and Dependent Variables - Safety measures for the roads. The sample size of the study is 100 high school students who meet the inclusion criteria. Useful sampling was used to choose the people who would change



things. Simple random sampling was used to choose samples. Radha Krishna Public School, in the district of Amroha, Uttar Pradesh. Have been chosen for this project. The students in the study are those who are in the VI to X grade at the chosen school.

Research tools

Self-administered questionnaires were used to measure the level of knowledge. The tool has 30 questions that can be answered freely. Basic knowledge and pedestrian crossing, road risk and prevention, accidents and emergency, traffic signs and traffic symbols are some of the parts of the self-administered question that you can choose from. There is a minimum score of 0, and the maximum score is 30.

Interpretation:

- i) The correct answer got a score of (1) one.
- ii) The wrong answer was marked with a zero.

ITEMS	COMPONENTS
1-6	Basic knowledge and how to cross the street
7-11	Road safety and risk
12-20	There are a lot of accidents and emergencies
21-30	Signs and symbols for traffic traffic

Scoring and Interpretation:

Score	Total	Interpretation
0 - 10	<33%	Insufficient knowledge about how to keep the roads safe.
11 - 20	34 - 66%	Moderately good on road safety measures
21 - 30	67 - 100%	Road safety measures should be well-known to you.

Intervention:

Using power point, 75 slides are used to teach about road risks and collisions, as well as the rules for road safety, and what to do right away if you see something that isn't right. The child-to-child method was used with the laptop to teach.

RESULTS

The pre-test mean score was 13.13 with a standard deviation of 3.88, and the post-test mean score was 25.09 with a standard deviation of 2.15. The paired Wtest value of 27.758 was found to be statistically significant at the p0.001 level, which means it was found to be true. In this study, we found that the PRWKHU's education had a statistically significant effect on the level of knowledge about road safety measures among children at the p-value of 0.05, where the other demographic variables didn't have a statistically significant effect.

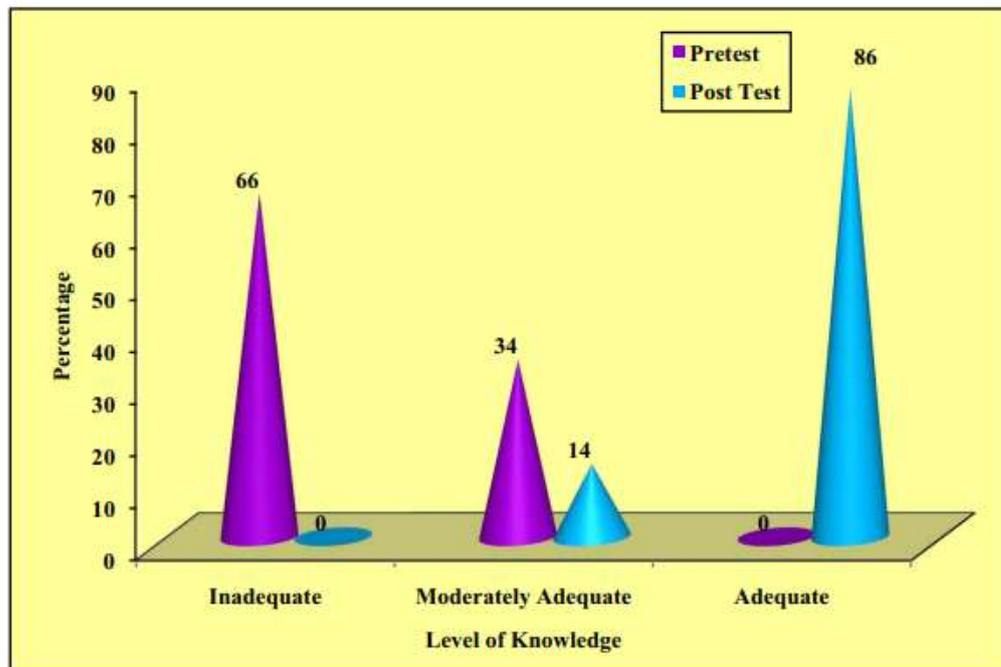


Figure 2: Pretest and post-test level of knowledge about road safety measures among children

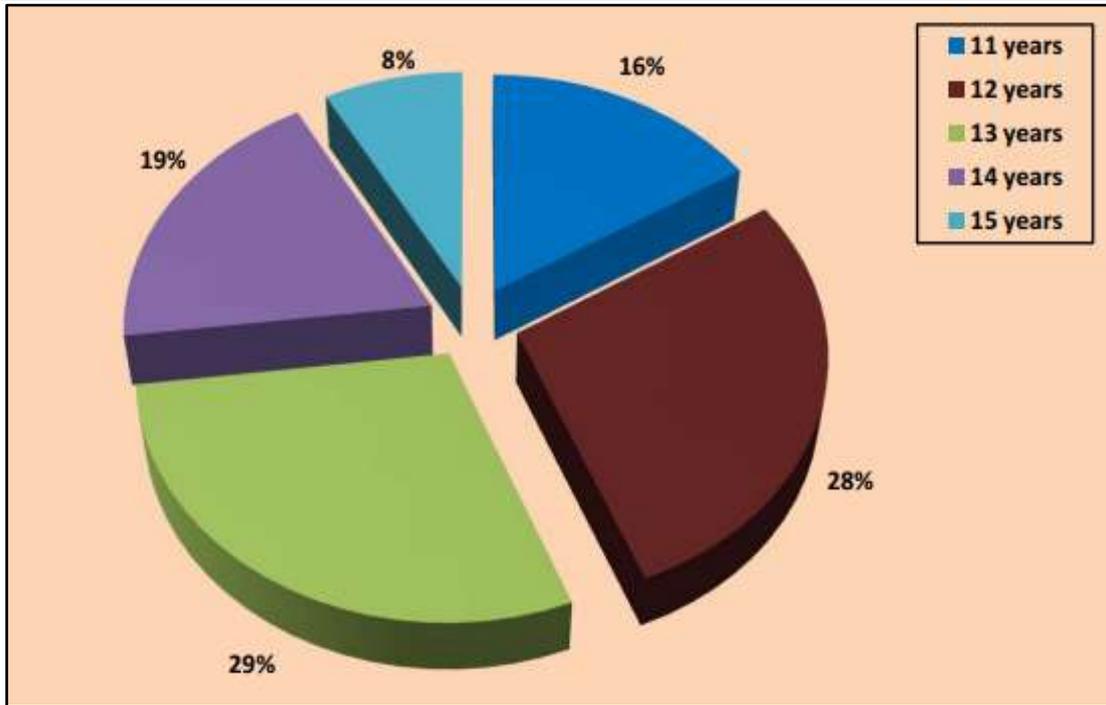


Figure 3: Percentage distribution of age of the children

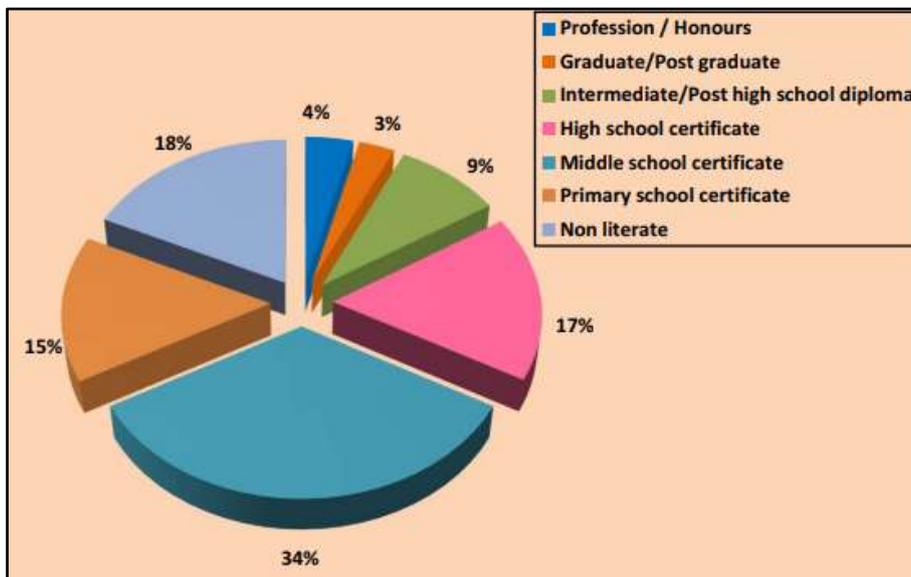


Figure 4: Percentage distribution of mother's education of the children



DISCUSSION

According to the findings, utilising a child-to-child approach, a designed health education programme on understanding about road safety measures was shown to be beneficial in boosting knowledge and awareness among children. A study found that a planned health teaching programme on knowledge of road safety measures was found to be effective in increasing the knowledge and awareness of children who were taught through a child-to-child approach. This chapter talks in great detail about how the data was analysed to meet the study's goals. The study being done is to find out how much kids know about road safety measures through a child-to-child approach at Radha Krishna Public School, in the district of Amroha, Uttar Pradesh. Samples from a total of 100 people were chosen. For four weeks, the study was done. People who want to change things were chosen by a method called "purposive sampling."

CONCLUSION

We conclude that students had more knowledge about how to stay safe on the road. Thus, the child-to-child approach can help school students learn more. The goal of this study is to find out how much kids know about road safety measures through a child-to-child approach at some of the schools they go to. The study found that there was a big difference in how much people knew about road safety measures before and after taking a child-to-child approach to teaching them. Thus, the child-to-child approach had a big impact on the knowledge of road safety measures that kids in certain schools had.

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