



Study To Assess The Effectiveness Of A Planned Teaching Program (PTP) On Knowledge Regarding COVID-19 Among School-Going Children

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Abstract: The COVID-19 pandemic has highlighted the urgent need for accurate health education, especially among vulnerable populations such as school-going children. This study was conducted to assess the effectiveness of a Planned Teaching Program (PTP) on improving knowledge about COVID-19 among children. A pre-experimental one-group pre-test post-test design was used. The sample consisted of 50 school-going children aged 12-16 years, selected through purposive sampling. A structured questionnaire was used to assess knowledge levels before and after the implementation of the planned teaching programme.. The results demonstrated a significant increase in knowledge scores post-intervention, indicating that the planned teaching programme was effective in enhancing awareness regarding symptoms, modes of transmission, preventive measures, and vaccination. The study highlights the importance of structured educational programs in empowering children with accurate health information.

Keywords: Assess, Effectiveness, Planned Teaching Program, Covid 19, School Going Children

I. INTRODUCTION

It is health that is the real wealth, and not pieces of gold & silver

The COVID-19 pandemic has significantly impacted public health, especially among vulnerable populations like children. The Coronavirus Disease 2019 (COVID-19), caused by the novel severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), emerged as a global health crisis in late 2019. First identified in Wuhan, China, the virus rapidly spread across continents, prompting the World Health Organization (WHO) to declare a global pandemic on March 11, 2020. COVID-19 is primarily transmitted through respiratory droplets and has a wide spectrum of clinical manifestations, ranging from asymptomatic cases to severe pneumonia, acute respiratory distress syndrome (ARDS), and death. The pandemic has significantly impacted public health systems, global economies, education, and social structures. Efforts to contain the virus included widespread testing, social distancing, lockdowns, travel restrictions, and the accelerated development and distribution of vaccines. However, the emergence of new variants has posed ongoing challenges to mitigation strategies and public health responses. Understanding their knowledge is crucial for designing effective educational strategies. This study aims to assess these parameters among school-going children in Jabalpur. Planned Teaching Programs (PTPs) are proven methods for delivering focused and age-appropriate information in school settings. This study aims to assess the effectiveness of a PTP in improving knowledge about COVID-19 among school-going children.

II. Methodology

2.1 Research Approach: The research approach adopted for the study was Quantitative research approach with Pre-experimental one-group pre-test post-test design.

2.2 Population and Sample: The target population was school going children. Purposive Sampling technique used in this study and it consists of 50 school going children.

2.3 Research Tools: In this study, tools consist of; Part A: Socio demographic data And Part B: Structured Knowledge Questionnaire.

Structured Knowledge questionnaire developed to assess knowledge in four domains:

- Symptoms of COVID-19
- Modes of transmission
- Preventive measures
- COVID-19 vaccination

2.4 Data Collection Method: The data required for the study was collected from 50 school going children. After obtaining permission from the authorities of selected school, data collection was done

Procedure:

- **Pre-Test:** Conducted using the questionnaire to assess baseline knowledge.
- **Intervention:** A 30–45-minute PTP was delivered using visual aids, posters, and an interactive session.
- **Post-Test:** Administered 3–5 days after the intervention using the same questionnaire.

2.5 Plan for data analysis: The data was analyzed by both descriptive and inferential statistics on the basis of objectives and hypotheses of the study

III. RESULT & DISCUSSION

1. Distribution of Knowledge Levels Before and After PTP (N = 50)

Knowledge Level	Score Range (out of 30)	Pre-Test Frequency (%)	Post-Test Frequency (%)
Poor Knowledge	0–10	14 (28%)	0 (0%)
Average Knowledge	11–20	29 (58%)	7 (14%)
Good Knowledge	21–30	7 (14%)	43 (86%)
Total	—	50 (100%)	50 (100%)

2. Comparison of Mean Knowledge Scores (Pre-Test vs. Post-Test)

Test	Mean Score (out of 30)	Standard Deviation (SD)	t-value	p-value	Significance
Pre-Test	14.8	3.5			
Post-Test	24.2	2.6	10.57	< 0.001	Highly significant

Interpretation:

The mean knowledge score increased significantly from **14.8 (pre-test)** to **24.2 (post-test)** after the Planned Teaching Program. The difference is statistically **highly significant (p < 0.001)**, indicating that the PTP was effective in improving children's knowledge regarding COVID-19.

IV. Conclusion

The findings of this study demonstrate that the Planned Teaching Program (PTP) was highly effective in enhancing the knowledge of school-going children regarding COVID-19. Prior to the intervention, the majority of students had only average or poor knowledge about the disease, including its symptoms, transmission, prevention, and vaccination. After the PTP, there was a significant improvement in their knowledge levels, with the majority of students achieving good scores in the post-test. This suggests that structured, age-appropriate health education can play a critical role in bridging knowledge gaps and promoting safe practices among children. Early education in schools can empower children to protect themselves and contribute positively to community health, particularly during public health emergencies such as pandemics

V. Recommendations

Based on the study results, the following recommendations are made:

- Schools should incorporate regular health education sessions on infectious diseases like COVID-19 and other public health concerns.
- Planned Teaching Programs, workshops, and interactive sessions should be conducted periodically to reinforce health knowledge among students.
- Visual aids, storytelling, games, videos, and quizzes can be used to make learning more engaging and effective for children.
- Teachers should be provided with basic training to deliver health-related content effectively and answer students' queries with accurate information.

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