

Development and Evaluation of a novel Child Protection and Safety Learning Package for Elementary School Teachers

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Abstract

The study developed a Child Protection and Safety Learning Package for Elementary School Teachers (CPSLPEST) in Nigeria and examined the effect of the package on teachers' knowledge and attitude towards child protection and safety in Elementary schools in Osun State. These were with the view to increasing the knowledge and improve the attitude of elementary school teachers on child protection and safety in Osun State, Nigeria. The study adopted the pretest-posttest quasi experimental research design. The study population comprised all teachers in elementary schools in Osun State. The sample was teachers of elementary schools selected using multi-stage sampling procedure. From the three senatorial districts in the State, One Local Government Area (LGA) each was selected using simple random sampling technique. From the selected LGAs, two elementary schools were selected using stratified random sampling technique. All teachers of the elementary schools were purposively selected for the study. A self-developed instructional package, named Child Protection and Safety Learning Package for Elementary School Teachers (CPSLPEST) was used for this study. It is an audio-visual media that contains information about child abuse in text, actual pictures and videos as well as child protection and safety measures. The multimedia package was designed for educational purpose into five lessons of sixty minutes each. Two instruments were used for data collection, they are: Test of Teachers' Knowledge on Child Protection and Safety (TTKCPS) and Teachers' Attitude Questionnaire towards Child Protection and Safety (TAQCPS). The TTKCPS and TAQCPS were used to assess teachers' entry and post exposure knowledge and attitude towards child abuse. Data collected were analysed using mean, analysis of covariance and post hoc test. The result showed that the child abuse education package developed was suitable in determining the knowledge and attitude of the elementary school teachers towards child protection and safety as there was a significant effect of child abuse education package on the knowledge and attitude of the lower primary school teachers on child abuse in Osun State, Nigeria ($F = -16.954, p < 0.05$), ($F = 20.68, p < 0.05$) respectively. The study concluded that CPSLPEST was suitable to educate elementary school teachers on child protection and safety and recommended it as an adequate prototype for teacher training on child protection and safety.

Keywords: Child Protection and Safety, Elementary School Teachers, Knowledge, Attitude, Learning Package

Introduction

While students' learning went completely remote due covid19 lockdown in most nations of the world (Duraku & Hoxha, 2020; Tadesse& Muluye, 2020; Eze, Sefotho, Onyishi & Eseadi, 2021; Goldberg, 2021), many of Nigerian children in public schools were locked down at home without the means or resources to access remote learning. This situation was worsened by an undue proximity to abusers at home and in the neighborhood. Increased incidences of abuse during this period have been reported in a number of studies (Datonye & Tamuno-Wari, 2020; UNICEF, 2020; Ilevbare & Azorodu, 2021; Kechagia & Metaxas, 2021; Cappa, & Jijon, 2021).

Though incidences of abuse from close family members, neighbours, and even teachers are not new, however, an increased access caused by the lockdown created an increase in the frequencies of occurrences. Cases of physical abuses, sexual assault, psychological abuse, molestations and child labour among others were rampant(Omojola, 2020; World Health Organisation - WHO, 2020; United Nations Office on Drugs and Crimes- UNODC, 2021). It is also unclear whether the child victim ever disclose their experience of abuse during the period because the perpetrators are people that the children are familiar with and they are not in the school to be able to confined in their teachers (Fore & Cappa, 2020).Research findings on cases of abuse shows that a greater percentage goes unreported, and for most children, the teacher may be the closest confidant around them who could identify trauma cases and ensure that such children receive attention.

With the reopening of schools, there is a strong need to provide medical, psychosocial support and legal redress for victims and survivors (Organisation for Economic Cooperation and Development- OECD, 2020; UNICEF, 2020). Unfortunately, in many cases, teachers are not well-informed enough to carry out such duties. Early childhood teacher education in Nigeria is still missing this ingredient which has become all the more important in reducing cases of child abuse in the society (Umobong, 2010; Sinanan, 2011; Akoloh, Okenjom & Obiahu, 2016; National Open University of Nigeria-NOUN, 2019).

It is therefore imperative that an effective instructional package be developed to instruct teachers in this sector about this important issue. Such a package should help teachers to identify what qualifies as child abuse, understand protection and safety measure and be able to choose appropriate ways of handling different cases.While such packages may exist in other parts of the

world, none has been reported to be in existence in Nigeria. In addition, there is a need for such a package to capture contextual peculiarities and the social oppression of the victim, rather than the perpetrator being exposed to punishment.

Objectives of the Study

The objectives of this study are therefore to:

- a. develop Child Protection and Safety Learning Package for Elementary School Teachers (CPSLPEST) in Nigeria;
- b. examine the effect of CPSLPEST on teachers' knowledge of Child Protection and Safety in Osun State Elementary Schools;
- c. determine the effect of CPSLPEST on teachers' attitude towards Child Protection and Safety in the study area.

The following hypotheses were then raised;

Ho1. There is no significant effect of CPSLPEST on the knowledge of the teachers on child protection and safety.

Ho2. There is no significant effect of CPSLPEST on the attitude of the teachers on child protection and safety.

Methodology

A Child Protection and Safety Learning Package for Elementary School Teachers (CPSLPEST) was designed as an instructional package for the study. The design was based on Gagne's conditions of learning theory which stipulates that learning will take place when the right conditions of learning are present. It is an audio-visual media that contains information about child abuse in text, actual pictures and videos as well as child protection and safety measures. The multimedia package was designed for educational purpose into five lessons of sixty minutes each. Each of the lessons has stated objectives, reflective and evaluation question at the end of each lessons. The title of each lesson is boldly displayed in colours to capture the attention of the learners while the lessons were presented in systematic order as described in table 1.0 below;

LESSON/TIME	TITLE	OBJECTIVES	REFLECTIVE QUESTION	CONTENT	EVALUATION QUESTIONS
1. (60MINUTES)	Introduction to protection and safety	Explain the meaning of child protection and safety	Who should protect the child?	Audio, video and pictures.	Where should a child be protected?
2. (60 MINUTES)	Need for protection and safety	State the Types of child abuse in Nigeria	Which child needs protection?	Audio, video and pictures	What are the signs of each type of abuse
3. (60 MINUTES)	Causes and effects of child abuse in Nigeria	State the causes and effects of child abuse	Can the child be protected?	Audio, video and pictures	How can the child be protected?
4.(60 Minutes)	Reporting procedure	Mention the personnel to report cases	Should the teacher deal with case or report ?	Audio, video and pictures	What is the need to report as a teacher?
5. (60 Minutes)	Child Support and protection Avenues	Mention the available protection and safety avenues for children in Nigeria	Are there child protection and safety avenues in Nigeria?	Audio, video and pictures	What are the roles of the teachers?

The study then examined the effect of the content of the multimedia lesson on the knowledge of the teachers on Child Protection and Safety by comparing the pre-entry and post exposure knowledge of the teachers to the package by conducting test on teachers’ knowledge on Child Protection and Safety. The effect of the package on the attitude of the teachers towards child protection and safety was also determined through the comparison of the pre and post responses of the teachers to the Teachers’ attitude questionnaire towards child protection and safety. Osun State was selected for the study because there was little or no record of sensitization on child protection and safety in the state and no indications of reported cases of child abuse in

elementary schools which could provide inferences of the teachers' expertise on detective and management strategies of child abuse primary schools unlike other states of Nigeria (Afuwape, 2017).

The study adopted the pre-test, post-test control group quasi-experimental research design. Forty-six (46) teachers of elementary schools in Osun State were selected sample for this study. The sample was selected using multi-stage sampling procedure. From the three senatorial districts in the State, one Local Government Area (LGA) each was selected using simple random sampling technique. From each of the selected LGAs, two elementary schools were selected using stratified random sampling technique. Teachers of the elementary schools were used for the study. Of the 46 sampled population, 23 of the population were randomly selected for the experimental group while the remaining 23 were also randomly selected for the control group.

The field work was conducted for ten weeks simultaneously in each of the local government. The first week was used to conduct pre-test on teacher's knowledge of child protection and safety. The following six weeks was used to expose the teachers to the package while the last week was for the posttest. To enhance retention and transfer of the knowledge in a new situation, the study population was exposed to the package two weeks after the post-test. Also, some of the teachers were selected and taught using conventional teaching strategy with the same content in the designed package as control.

Two instruments were used for data collection. They are: Test of Teachers' Knowledge on Child Protection and Safety (TTKCPS) and Teachers' Attitude Questionnaire towards Child Protection and Safety (TAQCPS). The TTKCPS was used to assess teachers' entry and post exposure knowledge on child abuse, protection and safety. It has two sections A and B. Section A was on teachers' demographic characteristics, while the section B was the test question on child abuse, child protection and safety. The TAQCPS was also used to determine the pre and post attitude of the teachers towards child protection and safety for both the control and the package. It also has two sections A and B. Section A was on teachers' demographic characteristics, while the section B was the questionnaire on teachers' attitude towards child abuse protection and safety package. The data collected were analysed using Mean, Analysis of Covariance (ANCOVA) and post hoc test analysis.

Validity and Reliability of the Instruments

Table 2.0a: The ANCOVA result of the Effect of CPSLPEST on the knowledge of the Elementary School Teachers on Child Protection and Safety in Osun State
Tests of Effect Between-Subjects

Dependent Variable: posttest

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	548.448 ^a	2	274.224	9.597	.000	.304
Intercept	2643.845	1	2643.845	92.526	.000	.678
Pt	.328	1	.328	.011	.915	.000
Group	484.439	1	484.439	16.954	.000	.278
Error	1257.254	44	28.574			
Total	13051.000	47				
Corrected Total	1805.702	46				

a. R Squared = .304 (Adjusted R Squared = .272)

The content validity of the instrument yielded the difficulty index of $(0.4 \leq x \leq 0.6)$ and discrimination index of $(0.25 \leq x \leq 0.75)$. The instruments were pilot tested on thirty teachers outside the scope of the study and reliability test was carried out. Using Kuder Richardson-21 for the reliability of Test of Teachers' Knowledge on Child Protection and Safety (TTKCPS), a reliability coefficient (r) value of 0.74 was obtained while reliability coefficient (r) value of 0.68 was obtained on Teachers' Attitude Questionnaire towards Child Protection and Safety (TAQCPS) using Cronbach Alpha.

Results

The CPSLPEST was developed and the content was found suitable for learning about child protection and safety for teachers. In testing hypothesis 1, that states that there is no significant

effect of CPSLPEST on the knowledge of the elementary school teachers on child protection and safety in Osun State, respondents' scores to the pre-test and post-test before and after the teachers' exposure to the package were subjected to Analysis of Covariance (ANCOVA) and the result is presented in Table 2.0a and 2.0b

From the table, results show the $F = 16.954$ and $p = 0.000$ which is less than 0.05 level of significance. From these results, since the p value (0.000) is less than 0.05 level of significance, it can be concluded that there is a significant effect of the learning package on the knowledge of the elementary school teachers in Osun State. The partial eta squared of 0.278 shows that the package accounted for 27.8% variation in the knowledge of respondents in the study area.

Table 2.0b: Pairwise Comparison of CPSLPEST and Conventional Teaching

		Method				
		Pairwise Comparisons				
Dependent Variable: posttest						
		Mean	95% Confidence Interval for			
		Difference (I-	Difference ^b			
(I) group	(J) group	J)	Std. Error	Sig. ^b	Lower Bound	Upper Bound
package	Control	6.832*	1.922	.000	.973	8.967
control	Package	-6.832*	1.922	.000	-8.967	-.973

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

Also, from the table, the post-test mean difference in scores proved significantly better than the pre-test as the Mean difference of 6.832 indicates that the CPSLPEST, the better the knowledge of teachers on child abuse. Table 2.0b, also showed that the experimental group exposed to CPSLPEST were better than the control group exposed to the conventional method of training. Therefore, hypothesis 1, that said that there is no significant effect of CPSLPEST on the knowledge of the elementary school teachers on child protection and safety in Osun State is hereby rejected.

In testing hypothesis 2 that states that there is no significant effect of CPSLPEST on the attitude of the elementary school teachers towards child protection and safety in Osun State, analysis of variance (ANCOVA) was used to assess the effect of the package on attitude of the respondents and the result is presented in table 3.0

Table 3.0a: The ANCOVA result of the Effect of CPSLPEST on the knowledge of the Elementary School Teachers on Child Protection and Safety in Osun State

Tests of Effects Between Subjects

Dependent Variable: attt						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1379.556 ^a	2	689.778	10.749	.000	.328
Intercept	17359.725	1	17359.725	270.533	.000	.860
Preatt	16.817	1	16.817	.262	.611	.006
Group	1327.164	1	1327.164	20.682	.000	.320
Error	2823.422	44	64.169			
Total	190872.000	47				
Corrected Total	4202.979	46				

a. R Squared = .328 (Adjusted R Squared = .298)

From the table, results show the $df = 46$, $F = 20.682$ and $p = 0.00$ which is less than 0.05 threshold. From these results, since the p value (0.000) is less than 0.05 level of significance, it can be concluded that there is a significant effect of CPSLPEST on the attitude of the elementary school teachers towards child protection and safety in Osun State. This accounted for 32% variation in scores as shown in the eta squared value of .320. The post-hoc table shows the direction of difference in the attitudinal scores of the respondents.

Table 3.0b: Pairwise comparison of CPSLPEST and conventional teaching Method
Pairwise Comparisons

Dependent Variable: attt

(I) group	(J) group	Mean Difference (I-J)			95% Confidence Interval for Difference ^b	
		J)	Std. Error	Sig. ^b	Lower Bound	Upper Bound
Package	Control	10.772 [*]	2.318	.000	6.103	15.441
Control	Package	-10.772 [*]	2.318	.000	-15.441	-6.103

Based on estimated marginal means

In table 4.2b, the mean difference in post test scores proved significantly better than the pre-test as the mean difference of 10.77 indicates that the attitude of the experimental group is better than the control group. The result implied that the more CPSLPEST is given to the teachers, the better the attitude of towards child protection and safety. Therefore, hypothesis 2, that said there is there is no significant effect of CPSLPEST on the attitude of the elementary school teachers towards child protection and safety in Osun State, is hereby rejected.

Discussion of results

The result from the hypotheses formulated on the effect of CPSLPEST on teachers' knowledge and attitude showed increase in the knowledge of teachers on child protection and safety and improved attitude towards child protection and safety in the study area. This result is in line with Bassey (2016), Ugwuanyi and Formella (2017), which submitted that the knowledge of teachers on child protection can be increased through in-service training. The result is also an evidence that CPSLPEST can be used in training of teachers globally at in-service seminars to make up for the loss of inadequate training of teachers on child abuse, protection and safety at the preparatory level as stated by Kennym, (2005); Scholes, Jones, Stieler-Hunt, Rolfe & Pozzebon, (2012); Zhang, Chen & Liu, (2015); Marquez- Flores, Marquez- Hernandez & Granadoz- Gamez, (2016); Weegal & Romano, (2019).

It also implies that CPSLPEST can serve as the prototype in designing a comprehensive content of the curriculum for child abuse, child protection and safety education at the preparatory level of teachers unlike the vague and non-systematic information available on the social media. The inclusion of the content in the curriculum will also bridge the gap of inadequate education on child abuse safety and protection in Nigeria and globally as stated by Obong, (2010); Akoloh,

Okenjom and Obianu, (2016); Olatosi, Orgordi, Oredugba and Sote, (2018); Okagua and Alex-Hart, (2020).

This result is also in agreement with Gagne's theory of learning (1972), which stipulated that learning outcomes (expected behavioural changes/ human performance) can be achieved when the nine events of instruction (right conditions for learning) are present. The learning outcome in this context is the improvement in the knowledge and attitude of teachers on child safety and protection, while the condition of learning is the designed package modelled after Gagne's nine events of instructions. It means that the content of the package is able to influence teachers' attitude towards learning about child abuse as well as taking positive steps in identifying, reporting, preventing child abuse among the children in their care.

Conclusion and Recommendation

The study then concluded that, CPSLPEST had significant effect on the knowledge and attitude of teachers which implied that the package is suitable in educating teachers on child abuse protection and safety and an adequate prototype for teacher training on child protection and safety. The study therefore recommended that, there should also be an advanced curriculum arrangement to include child protection and safety education with the adaptation of CPSLPEST to train all teachers during the years of preparation for teaching. Similar packages should also be developed to educate young children on signs to look out for before they are abused and who they can report to at the detect of such signs. The package can be designed by the use of cartoon characters and can be presented in form of plays, dramas, pictures, drawing and songs.

The CPSLPEST should be translated to different languages and exposed to other adults in the society so that every actions and inaction that can directly or indirectly cause child abuse can be avoided.

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