Effectiveness of Structured Teaching Programme on Knowledge regarding Child Abuse among High School Students in Selected School of Aizawl

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Abstract: *Child abuse is a violation of the basic human rights of a child and is an outcome of a set of interrelated familial, social, psychological and economic factors which adversely affect the health and overall well-being of the child. The main objective of the study is to assess the knowledge regarding child abuse among high school students and to assess the effectiveness of structured teaching program on the knowledge regarding child abuse. A quasi experimental one group pretest posttest design was adopted. The sample consisted of 100 high school students selected using a non-probability purposive sampling technique. The findings of the study revealed that before administering the structured teaching programme 50(50%) had inadequate knowledge, 40(40%) had moderate knowledge and 10(10%) had adequate knowledge and after administering the structured teaching program 45(45%) had moderate knowledge, 40(40%) had adequate knowledge and 15(15%) had inadequate knowledge . The calculated overall z-score (z= -10.50; p= 0.000) was found to be statistically significant at 0.05 level of significance. The study concluded that the structured teaching programme was effective.*

Keywords: Effectiveness, Structured Teaching Programme, Knowledge, Child Abuse, High School Students

1. Introduction

Child abuse is a state of emotional, physical, economic and sexual maltreatment meted out to a person below the age of 18 years and is a globally prevalent phenomenon. Child abuse is a violation of the basic human rights of a child and is an outcome of a set of interrelated familial, social, psychological and economic factors which adversely affect the health and overall well-being of the child. [1] Child abuse can effect a child's brain development and cognitive abilities, causing difficulties with speech and language. Victims have learning disorders or regression of skills or development. Children who are abused and neglected are often fearful and have trust issues; they may have difficulty communicating and maintaining relationships. They may be insecure, anxious, aggressive, withdrawn or clingy. [2]

Child abuse is not a new phenomenon. It has been the subject of serious concern during the recent years. Child abuse and neglect is a significant community problem. However, the problem is more serious in poor countries because of socio-economic reasons and illiteracy. Child abuse can have a devastating effect on a child's beliefs, self-esteem, development and ability to function. Abuse often occurs repeatedly and involves more than one type resulting in life-long complications to a child's mental and physical health. It is important for children to have knowledge regarding child abuse so that they will be aware of the signs of abuse and reduce the risk. It is a basic right for them to live in a safe environment away from harm or abuse and they should, in no circumstances, be exploited.

In India, home to 19% of the world's children, it is estimated every second child is exposed to sexual abuse and violence. The Indian National Crimes Record Bureau (NCRB) reports a child is sexually abused every 15 minutes and 53% of children report abuse by a parent, relative or teacher. The

Prevalence of Child Sexual Abuse (CSA) in high income countries is 20% for females and 8% for males but in India, the estimates vary between 4% to 66% for females and 4% to 57% for males. [3] The high incidence of child abuse made the researchers feel the need for children to have adequate knowledge regarding child abuse which will help in early identification and will enhance the treatment of the affected individual.

Objectives of the study
1) To assess the Pre- test level of knowledge regarding child abuse among high school students.
2) To assess the Post-test level of knowledge regarding child abuse among high school students.
3) To evaluate the effectiveness of Structure Teaching Programme on knowledge regarding Child Abuse among high school students.
4) To associate the Pre-test level of knowledge among high school students with their selected demographic variables.

Hypothesis
H₁: There is a significant difference between Pre- test and Post-test knowledge score regarding Child Abuse among selected high school students in selected school.
H₂: There is a significant association between levels of knowledge regarding child abuse among high school students with their selected demographic variables.

Projected outcomes
1) The study will reveal the existing knowledge of the high school students regarding child abuse
2) This study will improve the knowledge regarding child abuse among high school students.

2. Literature Survey

The literature reviewed in this study was undertaken under the following sections:
- Section-A: Literature related to child sexual abuse
- Section-B: Literature related to child emotional abuse/verbal abuse
- Section-C: Literature related to child physical abuse

3. Methodology

Research Design: One group pre-test post-test design

Setting of the study: Centenary School, Dawrpui, Aizawl, Mizoram.

Duration of the study: 1 week

Sample size: 100 high school students

Sampling technique: Non-probability Purposive Sampling Technique

Selection and development of tool: The tool consisted of 2 parts
1) PART A: Demographic Variables
   It consists of items such as age, sex, standard, ordinal position, type of family, previous knowledge regarding the topic.

2) PART B: Structured Knowledge Questionnaire
   a) The structured knowledge questionnaire consisted of 20 questions
   b) The questions were divided into 4 areas
      - 6 questions related to child abuse
      - 5 questions related to child physical abuse
      - 4 questions related to child sexual abuse
      - 5 questions related to child emotional abuse

Procedure for data collection:
After obtaining official permission from the authority of Centenary School, Dawrpui, Aizawl, data was collected in the following phases:
- Phase 1: After getting informed consent was obtained from the participants, the investigator assessed the level of knowledge regarding Child Abuse using Structured Knowledge Questionnaire.
- Phase 2: The investigator conducted Structured Teaching Programme. The teaching was given for 60 minutes using charts and Power-point presentation.
- Phase 3: The investigator assessed the Post-test knowledge using the same structured knowledge questionnaire after the teaching.

Plan for data analysis:
The data was analysed by means of descriptive statistics and inferential statistics.
- SECTION A: Assessment of distribution of demographic characteristics of high school students using frequency and percentage
- SECTION B: Assessment of pre and post-test level of knowledge of high school students using frequency and percentage
- SECTION C: Evaluation of the effectiveness of the Structured Teaching Programme on knowledge regarding child abuse among high school students.
- SECTION D: Association of the pre-test level of knowledge of high school students with their demographic variables

4. Results

Section A: Assessment of distribution of demographic characteristics of high school students using

Table 1: Frequency and Percentage distribution of demographic variables, n=100

Characteristics	Category	f	%
Age in years	a. < 15 years	15	15%
	b. 15 - 17 years	85	85%
	c. > 17 years	-	-
Sex	a. Male	43	43%
	b. Female	57	57%
Ordinal Position	a. 1st	50	50%
	b. 2nd	29	29%
	c. 3rd	17	17%
	d. 4th	3	3%
	e. 5th	1	1%
Type of Family	a. Nuclear Family	43	43%
	b. Joint Family	57	57%
Standard	a. 9th grade	50	50%
	b. 10th grade	50	50%

Data in table 1 shows that in terms of age, majority 85% were 15-17years old. In terms of sex, majority 57% were female. In terms of ordinal position, majority 50% were first born. In terms of type of family, majority 57% were from joint family and in terms of standard, it was equally distributed between 9th grade (50%) and 10th grade (50%).

Section B: Assessment of pre and post-test level of knowledge of high school students

Table 2: Frequency and percentage distribution of pre-test level of knowledge regarding child abuse among high school student, n=100

Level of knowledge	Pre-test	
	f	%
Adequate	10	10%
Moderate	40	40%
Inadequate	50	50%

Data in table 2 reveals that before administering the structured teaching program 50(50%) of the participants had inadequate knowledge regarding child abuse, 40(40%) had moderate knowledge regarding child abuse and 10(10%) had adequate knowledge regarding child abuse.
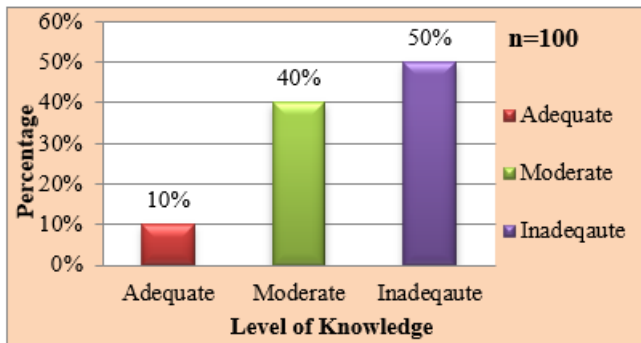
Figure 1: Percentage distribution of pre-test level of knowledge regarding child abuse among high school student

Table 3: Frequency and percentage distribution of post-test level of knowledge regarding child abuse among high school student, n=100

Level of knowledge	Post-test	
	f	%
Adequate	40	40%
Moderate	45	45%
Inadequate	15	15%

Data in table 3 reveals that after administering the structured teaching program 45(45%) of the participants had moderate

knowledge regarding child abuse, 40(40%) had adequate knowledge regarding child abuse and 15(15%) had inadequate knowledge regarding child abuse.
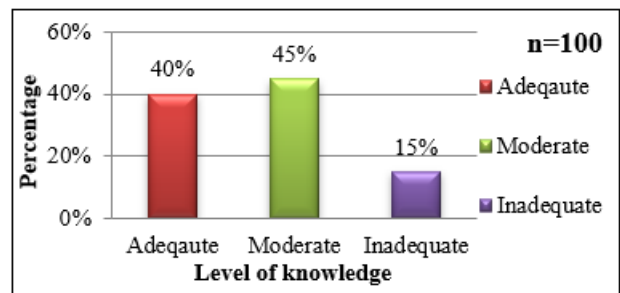

Figure 2: Percentage distribution of post-test level of knowledge regarding child abuse among high school student

Section C: Evaluation of the effectiveness of the Structured Teaching Programme on knowledge regarding child abuse among high school students.

The mean difference between pretest and posttest knowledge score in each area and overall was tested using z-test.

Table 4: Area wise effectiveness of structured teaching programme on the level of knowledge regarding child abuse among high school student, n=100

Areas		Mean	SD	Mean diff	z-value	p value	Remarks
Related to Child Abuse	Pre-test	3.78	0.799	1.18	-10.50	0.000	S*
	Post-test	4.96	0.790				
Related to Physical Abuse	Pre-test	2.77	0.649	0.85	-10.16	0.000	S*
	Post-test	3.62	0.527				
Related to Sexual Abuse	Pre-test	2.88	0.607	0.61	-7.61	0.000	S*
	Post-test	3.49	0.522				
Related to Emotional Abuse	Pre-test	3.38	0.788	1	-9.04	0.000	S*
	Post-test	4.38	0.775				

*$p<0.05$ S-Significant

Data in table 4 reveals that the calculated z-score for area related to child abuse (z= -10.50; p= 0.000), related to physical abuse (z= -10.16; p= 0.000), related to sexual abuse (z= -7.61; p= 0.000), related to emotional abuse (z= -9.04; p= 0.000) are all statistically significant at 0.05 level of significance. Hence, with regards to area wise assessment of the effectiveness of the structured teaching programme regarding child abuse, the teaching was found to be effective.

Table 5: Overall effectiveness of structured teaching programme on the level of knowledge regarding child abuse among high school student, n=100

Level of knowledge	Mean	SD	Mean diff	z-value	p value	Remarks
Pre-test	12.82	1.629	3.63	-15.76	0.000	S*
Post-test	16.45	1.629				

*$p<0.05$ S-Significant

Data in table 5 reveals that the calculated overall z-score (z= -10.50; p= 0.000) was found to be statistically significant at 0.05 level of significance. Thus, the structured teaching programme regarding child abuse among high school students was found to be effective. Hence, hypothesis H$_1$ which states that there will be a significant difference

between Pre-test and Post-test knowledge score regarding Child Abuse among selected high school students in selected school was accepted.

Section D: Association of the pre-test level of knowledge of high school students with their demographic variables

Table 6: Association between the pre-test level of knowledge of high school students with their demographic variables
n=100

Demographic variables	Category	Knowledge				df	χ^2	p value	Tab value	Remarks
		Adeg	Mod	Inadeg	Totai					
Age in years	a. < 15 years	3	7	5	15	2	4.65	0.09	5.991	NS*
	b. 15 - 17 years	22	53	10	85					
	c. > 17 years	-	-	-	-					
Sex	a. Male	10	28	5	43	2	0.99	0.60	5.991	NS*
	b. Female	15	32	10	57					
Ordinal Position	a. 1st	4	31	15	50	8	22.03	0.004	15.507	S*
	b. 2nd	11	13	5	29					
	c. 3rd	0	14	3	17					
	d. 4th	0	2	1	3					
	e. 5th	0	0	1	1					
Type of Family	a. Nuclear Family	17	22	4	43	2	8.989	0.011	5.991	S*
	b. Joint Family	8	38	11	57					
Standard	a. 9th grade	10	30	10	50	2	2.666	0.263	5.991	NS*
	b. 10th grade	15	30	5	50					

*p<0.05   S-Significant

The data on table 6 reveals that with regards to ordinal position (χ^2 = 22.03; p=0.004) at df (8) the calculated χ^2 value is larger than the tabulated value (χ^2 = 15.507) and calculated p value is lesser than 0.05. With regards to type of family (χ^2 = 8.989; p=0.011) at df (2) the calculated χ^2 value is larger than the tabulated value (χ^2 = 5.991) and calculated p value is lesser than 0.05. Hence ordinal position and type of family are statistically significant at 0.05 level of significance. Therefore, the hypothesis H_2 which states that there is a significant association between levels of knowledge regarding child abuse among high school students with their selected demographic variables is accepted in terms of ordinal position and type of family. H_2 is rejected in terms of age, sex and standard.

5. Discussion

Most studies on knowledge regarding child abuse are implemented on mothers. This study projects the knowledge regarding child abuse on students of high school (adolescents) as they could be victims too.

Findings of the study revealed that before administering the structured teaching programme 50(50%) of the participants had inadequate knowledge regarding child abuse, 40(40%) had moderate knowledge regarding child abuse and 10(10%) had adequate knowledge regarding child abuse. After administering the structured teaching programme 45(45%) of the participants had moderate knowledge regarding child abuse, 40(40%) had adequate knowledge regarding child abuse and 15(15%) had inadequate knowledge regarding child abuse. A similar study conducted among nursing students by Lupariello, F., Mattioda, G., and Vella, G. D., it was determined that of all students, 66.3% scored ≤9/18, demonstrating insufficient knowledge. [4]

In this study z-test was performed to find the effectiveness of the structured teaching program. Findings revealed that the calculated overall z-score (z= -10.50; p= 0.000) was found to be statistically significant at 0.05 level of significance. Similarly Cecyli, C., Srisowmiya, A., Subhasri, K., and Swetha, M. (2022), in their study "Effectiveness of Video Assisted Teaching on Child Abuse Among School Aged Children", reported that the paired 't' test value (t = 49.021)

was found to be statistically significant at p<0.001,thus indicating that the teaching was effective.[5]

6. Recommendations

From the findings of the study, it is recommended
1) To create awareness regarding Child Abuse among all schools including middle and higher section.
2) That education regarding Child Abuse to Teachers and other faculties is necessary
3) A study can be done to find out and assess the level of knowledge and attitude regarding Child Abuse among victims of child abuse.

7. Conclusion

Education and awareness regarding child abuse is a much needed intervention to reduce incidence of child abuse in the community. Knowledge of different forms of child abuse and neglect can bring forth a better life for many as for some children and adolescents; the effects of child abuse and neglect can be long-term and debilitating. The study concluded that the structured teaching programme regarding child abuse among high school students was effective.

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