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A study to assess effectiveness of structural teaching program on prevention of child abuse among school age children at Bharathi Devi English High School, Madhagadipet, Puducherry

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Abstract

Introduction: Child abuse is the physical, sexual, emotional maltreatment or neglect of children. In the US the centre for disease control and prevention (CDC) defines child maltreatment as any act and series of act of commission or omission by a parent or other caregiver that result in harm, potential for harm or threat of harm to a child.

Objectives of the study: The main objective of the study to assess effectiveness of structural teaching program on prevention of child abuse among school age children before and after intervention.

Methodology: The research approach used for this study was quantitative research approach. A pre-experimental design was adopted for this present study. By using convenient sampling technique, 30 school-age children were selected for the present study.

Results: The present study reveals that before intervention, majority 17 (56.7%) of them had inadequate effectiveness, 13 (43.3%) of them had moderate effectiveness. After intervention, majority 20 (66.7%) of them had adequate effectiveness, 10 (33.3%) of them had moderate effectiveness regarding prevention of child abuse.

Conclusion: The study findings concluded that structured teaching program was effective among school age children regarding prevention of child abuse. There is no significance association between the structural teaching program on prevention of child abuse among school age children with demographic variables.

Keywords: School age children, child abuse, structured teaching program

Introduction

Child abuse is a significant social problem affecting children, involving physical, sexual, emotional, and neglect. It can occur in day care centers, schools, and child care agencies, and may have an earlier diagnosis of failure to thrive. Child abuse is a complex phenomenon with multiple causes, including physical abuse, emotional abuse, sexual abuse, and neglect. Physical abuse involves aggression towards a child, such as punching, striking, kicking, slapping, bruising, and burning. Shaken baby syndrome is a serious form of abuse, causing increased intracranial pressure, brain swelling, and oxygen deprivation. Emotional abuse refers to the psychological and social aspects of child abuse, often occurring when a child is ignored, rejected, isolated, exploited, corrupted, verbally assaulted, or terrorized. Sexual abuse is common, resulting in poor self-esteem and depression.

Etiological factors of child abuse include child factors, maternal factors, and social factors. Physical consequences include physical disability, psychological disturbances, behavioral and social consequences, and direct and indirect costs. Nursing care focuses on removing the child from an abusive environment, providing supportive care, and reinforcing follow-up care and counseling. Child parent psychotherapy is designed to promote parent-child relationships following domestic violence. Nursing care should promote trust, consistent care, understandable language, social exposure, maintenance of parent-child relationships, adequate physical care, nutrition, and proper treatment for injuries. Play therapy is the best treatment modality for traumatized children, and pharmacotherapy can also improve the outcome of abused children.

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Need for the study

Child abuse is a significant social problem affecting children, involving physical, sexual, emotional, and neglect. It can occur in day care centres, schools, and child care agencies, and may have an earlier diagnosis of failure to thrive. Child abuse is a complex phenomenon with multiple causes, including physical abuse, emotional abuse, sexual abuse, and neglect. Physical abuse involves aggression towards a child, such as punching, striking, kicking, slapping, bruising, and burning. Shaken baby syndrome is a serious form of abuse, causing increased intracranial pressure, brain swelling, and oxygen deprivation. Emotional abuse refers to the psychological and social aspects of child abuse, often occurring when a child is ignored, rejected, isolated, exploited, corrupted, verbally assaulted, or terrorized. Sexual abuse is common, resulting in poor self-esteem and depression.

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Statement of the problem

A study to assess effectiveness of structural teaching program on prevention of child abuse among school age children at Bharathi Devi English High School, Madagadipet, Puducherry.

Objectives of the study

- To assess effectiveness of structural teaching program on prevention of child abuse among school age children before and after intervention.
- To associate the structural teaching program on prevention of child abuse among school age children with selected demographic variables.

Research methodology

A quantitative research approach and pre-experimental design was selected for the present study. The present study was on 30 school-age children at Bharathi Devi English High school, Madhagadipet, Puducherry who meet the

inclusion criteria. Using a convenient sampling technique the samples were selected for the present study. The tool consists of demographic variables and structured questionnaires. The data of the study was evaluated by using descriptive and inferential statistics.

Major finding

Regarding the age groups, the majority 20 (66.7%) were in the age group of 13-15 years, 10 (33.3%) were above the age group of 8-12 years. In the aspect of religion, the data shows majority 28 (93.3%) were Hindu and 2 (6.7%) were Muslim. Regarding education status, 28 (93.3%) completed Vth - VIth standard, 1 (3.3%) were IIInd - IVth standard. In the aspect of father's occupation status majority, 14 (46.7%) were had other occupation, 12 (40%) were in private sector and 3 (10%) were doing business. With regards to father income majority, 16 (53.3%) belong to an income of Rs. 5000-10000. With regards to sibling, the data shows that the majority 22 (73.3%) were had one sibling and 6 (2%) were had two sibling. In aspect of socio economic status, majority 28 (93.3%) were in middle-class socio-economic status. With regard to birth order, majority 15 (50%) were in second birth order and 14 (46.7%) were in first birth order. Regarding classification, majority 30 (100%) are studying in school age. In the case of residency, 24 (80%) were in rural area and 6 (20%) were in urban area. With regard to type of school 30 (100%) were studying in private school. Regarding previous knowledge about child abuse, majority 26 (86.7%) were had no previous knowledge and 4 (13.3%) had previous knowledge.

Results and Discussion

The study was conducted study to assess effectiveness of structural teaching program on prevention of child abuse among school age children at Bharathi Devi English High school, Madhagadipet, Puducherry. The table 1 reveals the Distribution of effectiveness of structural teaching program on the prevention of child abuse among school age children before and after intervention. The finding shows that, before intervention, majority 17 (56.7%) of them had inadequate effectiveness, 13 (43.3%) of them had moderately adequate knowledge. After intervention, majority 20 (66.7%) of them had adequate effectiveness, 10 (33.3%) of them had moderate effectiveness regarding prevention of child abuse. The table 2 shows that the before intervention mean score for Effectiveness of structural teaching program was 14.70, SD 3.446 and the after intervention mean score was 23.90, SD 2.695. The calculated 't' value was 12.867, and the p-value is 0.001. Hence it is highly significant. This clearly shows structured teaching program on prevention of child abuse among school age children had significant improvement in before and after intervention.

Table 1: Distribution of effectiveness of structural teaching program on the prevention of child abuse among school age children before and after intervention N=30

S.no	Effectiveness of structural teaching program	Before Intervention		After Intervention	
		Frequency (n)	Percentage %	Frequency (n)	Percentage %
1.	Inadequate	17	56.7%	0	0%
2.	Moderate	13	43.3%	10	33.3%
3.	Adequate	0	0%	20	66.7%

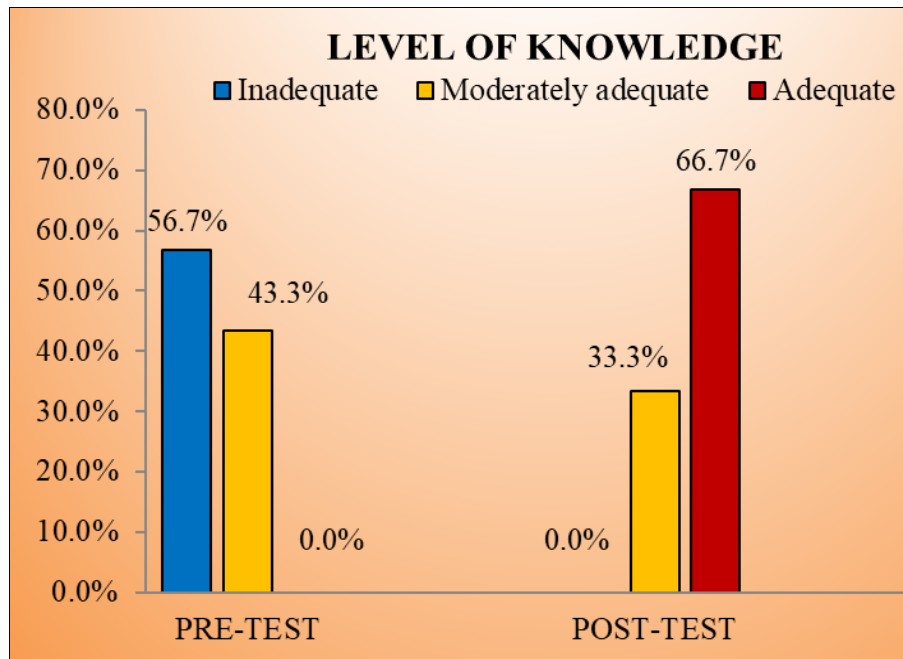


Fig 1: Percentage wise distribution of level of knowledge regarding prevention of child abuse among school-age children

Table 2: Effectiveness of structural teaching program on the prevention of child abuse among school N = 30

S. No	Effectiveness of structural teaching program	Mean	SD	Paired 't' value	'p' Value
1.	Before Intervention	14.70	3.446	t = 12.867	p = 0.001* (HS)
2.	After Intervention	23.90	2.695		

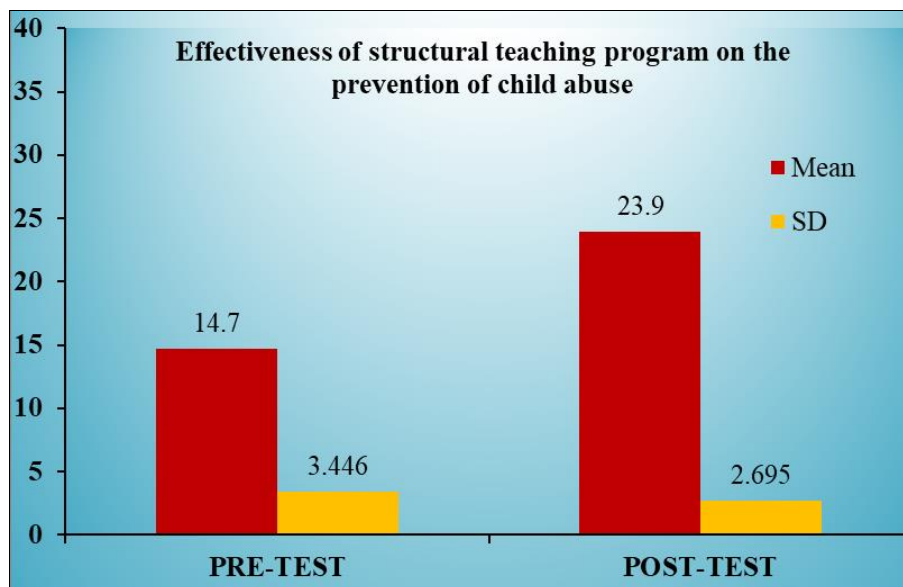


Fig 2: Bar diagram shows effectiveness of structural teaching program on the prevention of child abuse

Conclusion

The study findings concluded that structured teaching program was effective among school age children regarding prevention of child abuse. There is no significance association between the structural teaching program on prevention of child abuse among school age children with demographic variables.

Recommendations

- Same study can be conducted with parents of school age children.
- Same study can be conducted with larger samples.

Conflict of Interest

Not available

Financial Support

Not available

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