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Anju Bala Sahu
Vice Principal, Jabalpur
Institute of Health Sciences,
Vijay Nagar, Jabalpur,
Madhya Pradesh, India

Steffy Mathew
Lecturer, Mother Teresa
Nursing College, Ambikapur,
Chhattisgarh, India

Assess the effectiveness of video assisted teaching programme on knowledge regarding child sexual abuse among school going children in selected schools of Jabalpur City

Anju Bala Sahu and Steffy Mathew

Abstract

The research approach adopted for this study was evaluative in nature. A Quasi-experimental one group pre-test post-test research design was used to evaluate the effectiveness of video assisted teaching programme on knowledge regarding child sexual abuse among school going children in selected school of Jabalpur city. The sample consisted of 100 school going children of 4th and 5th class to assess the knowledge regarding child sexual abuse. Data were collected for pilot study from Hitkarini Children Academy School, Jabalpur and main study from MGM Higher Secondary School Jabalpur using purposive sampling technique. The findings shows that mean pre-test knowledge score 13.93 and mean post-test knowledge score 21.83. Post-test knowledge score is higher than the pre-test knowledge score. than pre-test score (SD=6.736) is higher than that of post-test score (SD=4.24) and computed paired value shows that there is significant difference between mean pre-test and post-test knowledge score ($t=1.932$). This indicates that video assisted teaching programme was effective in increasing knowledge score of school going children regarding child sexual abuse hence, it was imperative for school going children to provide quality of life. The study concluded that the video assisted teaching programme on child sexual abuse was effective method for providing moderate to adequate knowledge to school going children and enhancing their knowledge regarding child sexual abuse.

Keywords: assess, effectiveness, video assisted teaching programme, knowledge, school going children, child sexual abuse

Introduction

Abuse is a common place event in modern times, taking on many different forms, including physical, sexual, emotional, and verbal abuse, occurring in many different contexts, including the home (domestic violence, spouse rape, incest), the workplace (sexual harassment), and in institutional (elder abuse, bullying) and religious and community (hate crime) settings. It touches victims across the lifespan from children through elders. Abuse is a serious social and cultural problem affecting everyone whether as a victim of abuse, a perpetrator, a friend or confidant of an abused person looking for ways to be helpful, or simply as someone who is angered by injustice and wants to work for positive change.

An atmosphere of trust, confidentiality, and openness to discussing sexual issues all contribute to prevention of child sexual abuse. These social determinants also contribute to the healing and resilience of people who have experienced sexual abuse. School-based prevention programs that teach avoidance skills to youth show evidence that youth empowerment and safety can be increased, and also help reduce stigma and self-blame for sexually abused youth.

Objectives

1. Assess the pre-test knowledge before video assisted teaching programme regarding child sexual abuse among school going children.
2. Assess the post-test knowledge regarding child sexual abuse among school going children.
3. Assess the effectiveness of video assisted teaching programme regarding child sexual abuse among school going children.
4. Associate the mean pre-test knowledge score with selected demographic variable.

Correspondence
Anju Bala Sahu
Vice Principal, Jabalpur
Institute of Health Sciences,
Vijay Nagar, Jabalpur,
Madhya Pradesh, India

Hypotheses

H1-There will be significant difference between mean pre-test and post-test knowledge scores regarding child sexual abuse among school going children.

H2-There will be significant association between mean pre-test knowledge scores regarding child sexual abuse among school going children with their selected demographic

variables.

Conceptual Framework

The conceptual framework of this study was based on Imogene M. King’s goal attainment model. The conceptual framework is based on three interacting system. There are personal system, interpersonal system and social system.

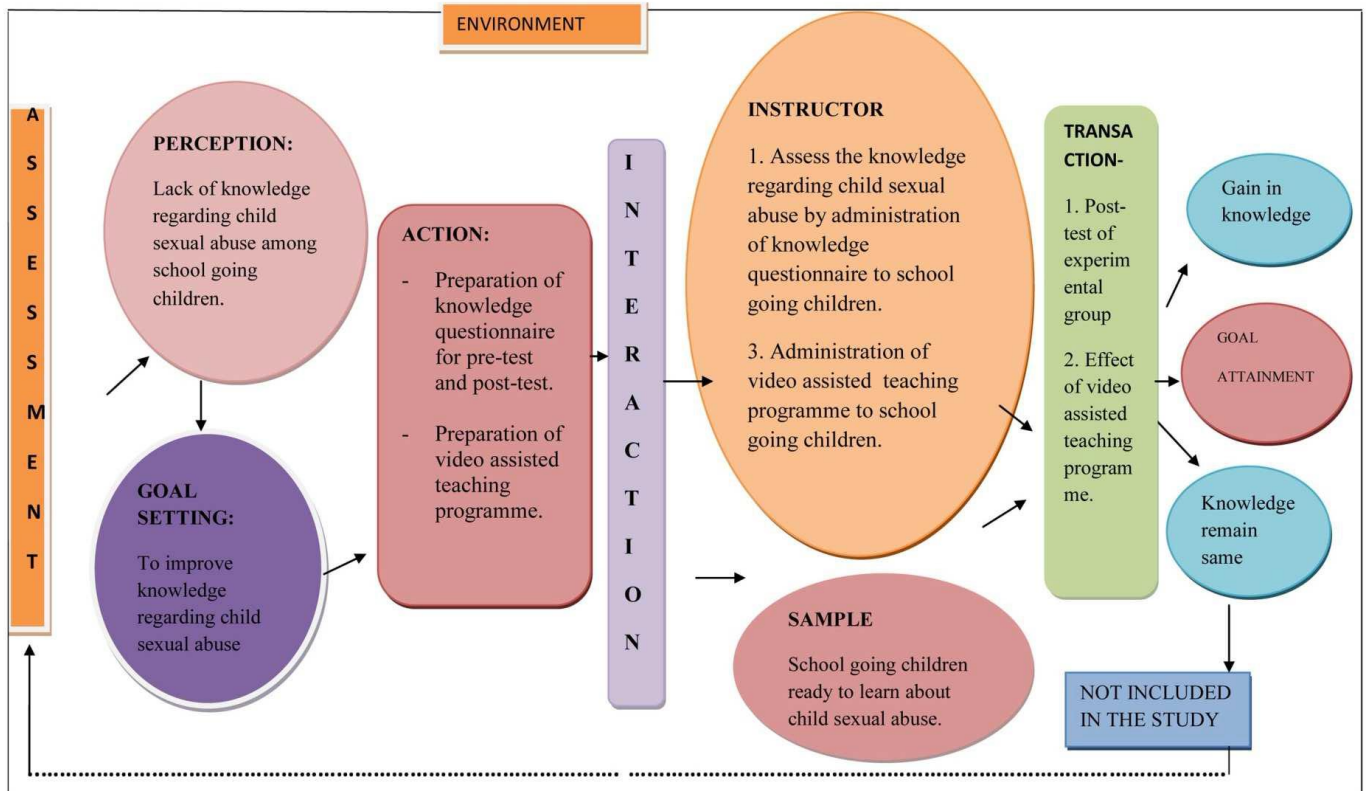


Fig 1: Conceptual Framework according to Imogene M. King’s goal attainment model

Material and Method

Research Approach

Evaluative research approach was considered the best to assess the effectiveness of video assisted teaching programme on child sexual abuse among school going children.

Research Design

The research design for present study was Quasi-experimental one group pre-test post-test design to measure the effectiveness of video assisted teaching program for child sexual abuse.

Setting of the Study

Setting is a physical location and condition in which data collection takes place in the study. The investigator selected for the study is MGM higher secondary school Hathital, Jabalpur.

Sample and Sampling Technique

Sample for this study were 100 school going children (4th and 5th class) of MGM Higher Secondary. The sampling technique of the study is related to the non-probability purposive sampling.

Validity

In the present study the prepared instruments along with the problem statement, objectives, operational definition, scoring key, and a video script for validation submitted to 15 experts. Modification of the items in terms of simplicity and order were made. Some items from demographic data were corrected. There was 100% agreement of content matter and the video assisted teaching program. The video assisted teaching program was finalized. All the experts gave opinion to make video brief and in simple language which could be understood by children. Accordingly, the areas were identified and simplification of the questionnaire and teaching were modified and the final draft was prepared.

Section A: Socio-demographic Data

It includes the identification data such as age, sex, religion, area of residence, previous knowledge about child sexual abuse.

Section B: Structured Questionnaire

It consisted of 30 questions

Reliability

The reliability was determined by administering knowledge questionnaire to school going children (4th and 5th class). Items of the tool were coded and the reliability coefficient of correlation was calculated using split- half method. The test is used to test internal consistency of the tool as well as correlation to the items with test as a whole. The correlation obtained by using Karl Pearson’s coefficient formula. This was found as $r = 0.60$ which showed positive correlation, hence the tool was reliable.

Result and Discussion

Table 1: Assessment of Pre-Test Knowledge Score of School Going Children regarding Child Sexual Abuse
N=100

S. No	Category	Frequency	Percentage%	Mean	SD
1.	Average	22	22		
2.	Good	28	28	13.93	6.736
3.	Poor	50	50		

Table-1 depicts that 28 students have good knowledge, 22 have average knowledge and 50 have poor knowledge regarding child sexual abuse. The mean (13.93) and SD (6.736) also justify the knowledge.

Table 2: Assessment of Post-Test Knowledge Score of School Going Children regarding Child Sexual Abuse
N=100

S. No	Category	Frequency	Percentage%	Mean	SD
1.	Average	70	70		
2.	Good	24	24	21.83	4.24
3.	Poor	06	06		

Table-2 depicts that 70 students have average knowledge and 24 have good knowledge regarding child sexual abuse. The mean (21.83) and SD (4.24) also justify the knowledge.

In this present study age and knowledge of school going children about child sexual abuse was found significant. The chi value is 9.403, < 0.05 . These findings are similar to the findings reported by Botswana, Gaborone 2006 that the respondents acknowledged the prevalence of child sexual abuse in Botswana and Swaziland and further demonstrated their knowledge of the predisposing factors, perpetrators of the problem, and effects of sexual abuse on children. Respondents of the study included 8 men and 10 women who were parents aged between 26 and 70 years, they were determined by way of purposive sampling.

Conclusion

The demographic characteristics conclude that out of 100 samples majority of the school going children were in the age group 8-9 years. Most of them were female 54%. Most of them belong to Hindu religion 67%. Majority of them were lived in urban area 92%, most of them had previous knowledge of child sexual abuse from family member 57%. The pre-test knowledge score of school going children regarding child sexual abuse was average. The mean pre-test score was 13.93 and mean post test score was 21.83. The mean difference between the pre-test knowledge score and post-test knowledge score is 7.9. This means that video assisted teaching programme was effective in order to increase the knowledge of school going children. The comparison between the pre-test & post-test knowledge score was done by applying the t-test and the result obtained was 1.932 at the level of 0.05%. Thus it is concluded that

the video assisted teaching programme was effective in order to increase the knowledge of school going children.

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