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Effectiveness of video assisted teaching on child abuse among school aged children

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Abstract

Child abuse is a global public health problem with serious consequences for victims and society. Every child has the right to enjoy a safe childhood and a life free from violence. Child abuse education for children is very important to promote healthy development of children. Therefore, the purpose of this research is to assess the level of knowledge and determine the effectiveness of video-assisted teaching for child abuse in school-age children. A quantitative approach with pre experimental one group pretest and posttest research design was adopted with purposive sampling technique, 100 school-age children were selected. Demographic data is collected, followed by a self-structured questionnaire that is used to assess the pre-test. Video-assisted teaching lasted 20 minutes on the same day. At the end of the fifth day of the intervention, the same questionnaire was used for the post-test. The results of the study show that school-age children have a moderate level of awareness of child abuse in the pre-test. After the implementation of video-assisted teaching, the post-test knowledge score is higher than the pre-test knowledge score, indicating a significant increase in the level of knowledge at $p < 0.001$. There is also a significant knowledge association between occupation and source of information at $p < 0.05$.

Keywords: Knowledge, child abuse, video assisted teaching, school aged children

Introduction

Childhood is an important stage in human life and the best time to develop spiritual, intellectual and emotional traits. Children must be treated well and properly fed, because they are the future assets of society and can give full play to the role of human beings. ^[1] School-age development describes the anticipated physical, emotional, and intellectual skills of kids among the age period of 6 and 12. ^[2] The behaviour of school-age children is an important indicator of adaptation at this stage of development; however, not all children are successful, and externalized or internalized behavioural problems may occur in the family and/or school. ^[3] children and adolescents who are victims of domestic violence have possible risk factors for psychopathology, namely family conflicts, mental health problems within the family, gender-based violence between parents, family links with drug trafficking and criminal behaviour, and abuse of consumption Alcohol from parents or legal guardians, etc. ^[4] Caregivers and other adults abuse children in their homes, schools, day-care centers, and workplaces. Not all children who have experienced similar experiences will be affected in the same way. For some children and adolescents, the effects of child abuse and neglect can be long-term and debilitating ^[5]. Physical abuse, intellectual abuse, neglect, sexual abuse, and the presence of home violence are the 5 simple varieties of abuse and neglect. ^[6] "Child abuse" is a contravention of the human rights of children. It constitutes various forms of physical, emotional abuse, sexual harm, neglect or negligent treatment, commercial or other exploitation, causing actual or potential harm to children. ^[7] A Common causes of child abuse include personal risks (childhood disability, single mothers, smoking mothers, or parental depression); risks at the family level (domestic violence, having two or more siblings in the family); community level risks (lack of recreational facilities) and social factors (poverty). Other risk factors include living with an unrelated adult and having been reported to Child Protective Services previously (CPS). All of these factors raise the possibility of child abuse ^[8]. In India, two out of three children are physically abused and every two children are reportedly emotionally abused. Approximately 53% of children report having faced one or more forms of sexual abuse, and almost 50% of abusers are people the child knows or are in a position of trust and responsibility ^[9]. Preventing child abuse requires a multispectral approach.

Ways to help prevent child abuse include being a caring parent, help a friend, neighbour or relative, Invite community leaders, clergy, libraries and schools to develop services to meet the needs of healthy children and families.^[10] It is also preventable through teaching or raising awareness about child abuse and its prevention to children itself for early identification. Therefore, the researcher selected the issue to determine the level of knowledge about child abuse among children and, as a result, to show a significant improvement in the level of knowledge about child abuse following the video assisted teaching.

Methods and Materials

Quantitative research approach is adopted by using pre experimental one group pretest and posttest research design for the present study. After obtaining an ethical clearance from the Institutional Ethical Committee (IEC) of Saveetha Institute of Medical And Technical Sciences and a formal permission from the Principal of school, the study was conducted. A total of 100 school age children who are studying 6th to 12th standard who met the inclusion criteria were selected as study participants by using purposive sampling technique. The inclusion criteria for the study participants were the school age children between the age group of 11-18years and who are available during the study period who were willing to participate and are able to read, write and understand Tamil and English. The exclusion

criteria for the study participants were school age children who are critically ill and with previous history of psychiatric disorders. Informed consent with written consent was obtained from the willing participants through individuals mails and were informed about the purpose of the study. Demographic data was collected followed by a Self-structured questionnaire using knowledge questionnaire which is used to assess the pretest. On the same day video assisted teaching was given for 20 minutes through Google meet app and their doubts were clarified at the end of the teaching. Post-test was conducted by using the same questionnaire at the end of 5th day of intervention. Using SPSS, the data was tabulated and analyzed by descriptive and inferential statistics.

Results and Discussion

Demographic Characteristics

Among the 100 study participants, most school-age children 41 (41%) were between 12-13 age, 56 (56%) were learning the sixth standard, 52 (52%) were Hindus, 39 (39%) is the second child, 52 (52%) father is the head of the family, 54 (54%) has parents, 44 (44%) father/guardian has secondary education, 48 (48%) parents/guardians are skilled workers, 39% have a family monthly income of 20,000, (52%) parents/guardians have no bad habits, 85% of children belong to nuclear families and 70% of children have the media as a source of information.

Table 1: Frequency and percentage distribution of pretest and posttest level of knowledge regarding child abuse among school age children. N = 100

Level of Knowledge	Pretest		Post Test	
	No.	%	No.	%
Inadequate (≤50%)	25	25.0	0	0
Moderate (51 – 75%)	68	68.0	24	24.0
Adequate (>75%)	7	7.0	76	76.0

The table 1 shows that of the 100 children’s in the pretest, 68 (68%) children had moderate knowledge, 25 (25%) had inadequate knowledge and 7 (7%) had adequate knowledge about child abuse. On the post-test, 76 (76%) had adequate knowledge and 24 (24%) had moderate knowledge, none of them had inadequate knowledge about child abuse by school-age children.

The results of the study are consistent with the study by Jha *et al.* (2020), which evaluated the effectiveness of video-assisted teaching of child sexual abuse among school students. The results show that the majority of high school

students (90%) have insufficient knowledge about child sexual abuse in Pre-test. After video-assisted teaching, 53.34% of people have sufficient knowledge about child sexual abuse.^[10] Similarly, in another study, survey results showed that among 30 school-age children, 20 (66.7%) had inadequate knowledge and 10 (33.3%) had moderate knowledge in pretest. After the intervention, the level of knowledge improved, in the post-test 13 children (43.3%) had intermediate knowledge and 17 people (56.7%) had adequate knowledge.

Table 2: Determine the effectiveness of video assisted teaching program on knowledge regarding child abuse among school age children. N = 100

Knowledge	Mean	S.D	Paired ‘t’ Test Value
Pretest	12.93	4.06	t = 49.021
Post Test	22.59	3.20	p = 0.000 S***

Pretest mean knowledge of child abuse among school-aged children was 12.93, with a standard deviation of 4.06, and posttest mean knowledge was 22.59, with a standard deviation of 3.20. The paired ‘t’ test value (t = 49.021) was found to be statistically significant at $p < 0.001$ shown in Table 2.

The results reported by Anju Bala Sahu and Steffy Mathew (2018) show that the mean knowledge score of 21.83 (SD = 4.24) in the post-test is higher than the pretest mean

knowledge score of 13.93 (SD = 6.736). Calculation of the paired "t" value showed a significant difference between the mean pre-test and post-test knowledge scores (t = 1,932). It is concluded that the video-assisted teaching program is effective among schoolchildren.^[11] Similarly, Uma and Thenmozhi (2018) revealed that paired "t" values have a statistically significant difference between pre-test and post-test child abuse knowledge scores, which is highly significant at 0.05 level^[7].

Table 3: Association between the post-test levels of knowledge on child abuse with the selected demographic variables

Demographic Variables	Inadequate		Moderate		Adequate		Chi-Square Value
	No.	%	No.	%	No.	%	
Occupation of Father/Guardian							$\chi^2=9.937$ d.f=4 p = 0.042 S*
Skilled	7	7.0	35	35.0	6	6.0	
Unskilled	11	11.0	15	15.0	1	1.0	
Professional	7	7.0	18	18.0	0	0	
Source of information							$\chi^2=9.684$ d.f=4 p = 0.046 S*
Parents	6	6.0	13	13.0	1	1.0	
Media	18	18.0	49	49.0	3	3.0	
Health care professionals	1	1.0	6	6.0	3	3.0	
None	-	-	-	-	-	-	

*p< 0.05, S- Significant, N.S-Not Significant

The current study found that the demographic variables occupation of father/guardian and source of information had statistically significant associations with posttest level of knowledge about child abuse among school-aged children at the $p < 0.05$ level, while the other demographic variables had no statistically significant associations with level of knowledge. Similarly, Thenmozhi & bhavani *et al.* (2020) revealed that there was a significant association between the posttest level of knowledge with their selected demographic variables i.e., source of information at $p < 0.05$ [1].

Conclusion

The results of this study show that after the implementation of video-assisted teaching, the awareness of school-age children about child abuse has increased significantly. To protect children from abuse, public information campaigns, parenting support to oppose child abuse should be taken as an important consideration.

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