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A Quasi Experimental Study To Evaluate the Effectiveness of Structured Educational Package on Level of Knowledge And Attitude Regarding Child Abuse And its Prevention Among Children in Selected Schools at Madurai

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ABSTRACT

The study was aimed to evaluate the effectiveness of planned teaching program on knowledge and attitude regarding child abuse and its prevention among children within the age group of 11 – 14 years in selected schools at Madurai. The pretest post test design was adopted. The non probability convenience sampling was used to collect the data from 60 samples using a structured questionnaire on knowledge and attitude regarding child abuse and its prevention, after getting consent a planned teaching program was given with the help of power point presentation and a post test was conducted. Descriptive and inferential statistics were used to analyze the data based on the objectives and hypothesis. In experimental group, with regard to effectiveness of Structured educational package, the knowledge of the children increased from mean pre test score 13.9 to mean post test score 17.1 .The difference between pre and post-test knowledge score was 3.2 and it was statistically significant at p<0.001 level. The attitude of the children improved from 23.2 to 39.1.The difference between pre and post test attitude score was 15.9 and it was statistically significant at p<0.001 level. It was observed that the Structured educational package plays a vital role in improving the knowledge and attitude of children regarding child abuse and its prevention. There was no significant association found between selected demographic variables such as age, occupation of father and mother, monthly income of the family, religion, type of family, habit of using media at 0.05 level.

Key Words: Child abuse, knowledge, attitude.

INTRODUCTION

Child abuse is a major public health crisis. Abuse has long been associated with psychopathology and maladjustment in children. Abused children learn that the world is unsafe and that people are not to be trusted. Child abuse is an important national issue for which health professional concerns seriously. So the safety of the abused child and any other potential victim of abuse in the household are paramount. Removal of the victim and placement in protective custody in group home or foster care is often necessary. Effective counselling for the child, family, and the abuser is essential to deal with the associated emotional and psychological stress and trauma. Children's school programs

regarding “good touch...bad touch” can provide children with a form in which to role-play and learn to avoid potentially harmful scenarios. Public-awareness programs regarding child abuse and neglect can be informative.

According to WHO (2019), 1 in 4 children were physically abused as children,12% of children were sexually abused in past year and 37 % of their member states report implementing child abuse prevention interventions on a larger scale.

The study will contribute to break the silence around child abuse and to inform about the nature and extent of child abuse in different setting and recommend immediate and appropriate responsive actions that can be undertaken by the children.

OBJECTIVES OF THE STUDY:

1. To assess the pre-test and post-test level of knowledge and attitude regarding child abuse and its prevention among children in the experimental and control group.
2. To evaluate the effectiveness of Structured Teaching Program on knowledge and attitude regarding child abuse and its prevention among children between post test scores in the experimental and control group.
3. To compare the pre-test and post-test level of knowledge and attitude regarding child abuse and its prevention among children in the experimental group and control group.
4. To associate the pre-test level of knowledge and attitude regarding the child abuse and its children with socio demographic variables in experimental and control group (Age, occupation of father and mother, monthly income of the family, religion, type of family, habit of using media).

MATERIALS AND METHOD

Data collected from the school going girl children were tabulated and analyzed with the statistical method with a descriptive and inferential statistics. Frequency and percentage of distribution was used to analyze the demographic variables. Frequency and percentage of distribution was used to assess the level of knowledge and attitude among children. Mean and standard deviation was used to assess the level of knowledge among children. Unpaired 't’ test was used to compare the post-test level of knowledge and attitude between experimental and control group of children. Paired ‘t’ test was used to compare the pre and post-test level of knowledge and attitude in experimental and control group of children. Chi-square test was used to find out the association of the pretest level of knowledge and attitude with their selected demographic variables in experimental and control group.

By using non probability convenience sampling technique 60 samples were selected, among them 30 samples were allotted for experimental group and another 30 was allotted for control group. Inclusion criteria: Children within the age group of 11 -14 years, who are studying in the selected school, those who understand Tamil and those who were available at the time of data collection. Exclusion criteria: Those who are not available at the time of data collection and those who are not willing to participate.

RESULT AND DISCUSSION

The analysis and interpretation of the data collected through structured questionnaire on knowledge and attitude regarding child abuse and its prevention from 60 school going girl children between the age of 11-14. The collected data was coded organized, tabulated, analyzed and interpreted using descriptive and inferential statistics.

COMPARISON ON THE EFFECTIVENESS OF STRUCTURED EDUCATIONAL PACKAGE ON LEVEL OF KNOWLEDGE AND ATTITUDE AMONG EXPERIMENTAL AND CONTROL GROUP OF CHILDREN.

Table-1: Post test level of knowledge among experimental group and control group of children.

S.NO	GROUP	POST-TEST		MEAN DIFFERENCE	t-TEST VALUE
		MEAN	SD		
1	EXPERIMENTAL GROUP	17.1	2.24	3.3	6.68 (HS)
2	CONTROL GROUP	13.8	2.03		

HS- Highly significant, P<0.001

Table-1 shows the mean and standard deviation of the post test level of knowledge among experimental group and control group of children. The Mean Difference was 3.3 and the calculated unpaired 't' test value was 6.68.The above findings showed that the mean post test level of knowledge in experimental group was significantly higher than the mean post test level of knowledge in control group.

Table-2: Mean and standard deviation of the post test level of attitude among experimental group and control group of children.

S.NO	GROUP	POST-TEST		MEAN DIFFERENCE	t-TEST VALUE
		MEAN	SD		
1	EXPERIMENTAL GROUP	39.1	4.46	14.1	12.7 (HS)
2	CONTROL GROUP	25	4.06		

H**S-Highly significant, P <0.001**

Table-2 shows the mean and standard deviation of the post-test level of attitude among experimental group and control group of children.

The Mean Difference was 14.1 and the calculated unpaired 't' test value was 12.7.The above findings showed that the mean post-test level of attitude in experimental group was significantly higher than the mean post-test level of attitude in control group.

Table-3: Mean and standard deviation of the pre and post test level of knowledge among experimental group and control group of children.

N=60

S.NO	GROUP	PRE-TEST		POST -TEST		MEAN DIFF	t-VALUE
		MEAN	SD	MEAN	SD		
1	EXPERIMENTAL GROUP	13.9	1.71	17.1	2.24	3.2	7.18 (HS)
2	CONTROL GROUP	13.3	1.84	13.4	2.03	0.1	1.18 (NS)

H**S-Highly significant, <0.001**

Table-3 reveals the mean and standard deviation of the pre and post-test level of knowledge among experimental group and control group of children. In experimental group, the Mean difference was 3.2 and the calculated paired 't' test value was 7.18. In control group, the Mean difference was 0.1 and the calculated paired 't' test value was 1.18. The findings showed that the mean post-test level of knowledge score (17.1±2.24) among the children was statistically higher than the mean pre-test level of knowledge score (13.9±1.71) in experimental group.

Table-4: Mean and standard deviation of the pre and post test level of attitude among experimental group and control group of children.

S.NO	GROUP	PRE-TEST		POST-TEST		MEAN DIFF	t-VALUE
		MEAN	SD	MEAN	SD		
1	EXPERIMENTAL GROUP	23.2	4.9	39.1	4.46	15.9	13.6 (HS)
2	CONTROL GROUP	25	4.36	25	4.06	0	2.06 (NS)

H**S-Highly significant, P<0.001** N=60

Table-4 reveals the mean and standard deviation of the pre and post test level of attitude among experimental group and control group of children.

In experimental group, the Mean difference was 15.9 and the calculated paired 't' test value was 13.6.

In control group, the Mean difference was 0 and the calculated paired 't' test value was 1.18. It showed that the difference found between pre-test and post-test attitude score was not statistically significant.

The findings showed that the mean post-test level of attitude score (39.1 ±4.46) among the children was statistically higher than the mean pre-test level of attitude score (23.2±4.9) in experimental group.

Discussion:

The findings of the study were discussed with reference to the objectives.

Objective 1: To assess the pre-test and post-test level of knowledge and attitude regarding child abuse and its prevention among children in the experimental and control group.

The data revealed that before the Structured educational package, in experimental group 7(23.3%) had inadequate knowledge, 23(76.7%) had moderate knowledge and none of them had adequate knowledge and while seeing the attitude, 17(56.7%) had negative attitude and only 13(43.3%) had positive attitude. In control group 16(53.3%) had inadequate knowledge,14(46.7%) had moderate knowledge and none of them had adequate knowledge, and while seeing the attitude 17(56.7%) had negative attitude and 13(43.3%) had positive attitude.

The data revealed that after the Structured educational package, in experimental group 1(3.3%) had inadequate knowledge, followed by 20(66.7%) had moderate knowledge and 9(30%) had adequate knowledge and while seeing the attitude, none of them had negative attitude and all the 30(100%) had positive attitude. In control group 13(43.3%) had inadequate knowledge,17(56.7%) had moderate knowledge and none of them had adequate knowledge and 15(50%) had negative attitude and 15(50%) had positive attitude.

Objective 2: To evaluate the effectiveness of Structured educational package on knowledge and attitude regarding child abuse and its prevention among children between post test scores between the experimental and control group.

The data revealed that there is difference in level of knowledge among children in experimental and control group after Structured educational package. In experimental group the post test mean value was 17.1 with the standard deviation of 2.24. In control group the post test mean value was 13.8 with the standard deviation of 2.03. The difference between post test knowledge scores of the two group was 13.3 and the calculated 't' test value was 6.68 which was statistically significant at $p<0.001$ level.

The data revealed that there is difference in level of attitude among children in experimental and control group after Structured educational package. In experimental group the post test mean value was 39.1 with the standard deviation of 4.46. In control group the post test mean value was 25 with the standard deviation of 4.06. The difference between post test attitude score was 14.1 and the calculated 't' test value was 12.7.($p<0.001$)

The mean post test knowledge and attitude score regarding child abuse and its prevention among experimental group was statistically higher than control group. Hence the researcher accepts the research hypothesis H_1, which states that there is a significant difference in effectiveness of Structured educational package on level of knowledge and attitude regarding child abuse and its prevention among children in the experimental and control group.

Objective 3: To compare the pre-test and post-test level of knowledge and attitude regarding child abuse and its prevention among children in the experimental group and control group.

The data revealed that, in experimental group the knowledge of the children improved from 13.9 to

17.1 after Structured educational package. The difference between pre and post test knowledge score was 3.2 and it was statistically significant at $p<0.001$ and while seeing the attitude of the children, it has been improved from 23.2 to 39.1 after Structured educational package. The difference between pre and post test attitude score was 15.9 and it was statistically significant at $p<0.001$.

The data revealed that on an average, in control group the knowledge of the children has not improved as there was no intervention (Structured educational package).The difference between pre and post test knowledge score was 0.1 and it was statistically non-significant at $p<0.001$ and while seeing the attitude of the children, it has not improved as there was no intervention (Structured educational package).The difference between pre and post test knowledge score was 2.06 and it was statistically non-significant at $p<0.001$.

In experimental group, the mean post test knowledge and attitude score regarding child abuse and its prevention was higher than mean pre test knowledge and attitude score. Whereas in control group there was no significant changes.

Objective 4: To associate the pre-test level of knowledge and attitude regarding the child abuse and its prevention among children with socio demographic variables (Age, occupation of father and mother, monthly income of the family, religion, type of family, habit of using media).

In experimental group, with regards to knowledge the data revealed that there was no significant association between the pre test level of knowledge and selected demographic variables such as age, occupation of father and mother, monthly income of the family, religion, type of family, habit of using media at 0.05 level. With regards to attitude the data revealed that there was no significant association between the pre test level of attitude and selected demographic variables such as age, occupation of father and mother, monthly income of the family, religion, type of family, habit of using media at 0.05 level.

In control group, with regards to knowledge the data revealed that there was no significant association between the pre test level of knowledge and selected demographic variables such as age, occupation of father and mother, monthly income of the family, religion, type of family, habit of using media at 0.05 level. With regards to attitude the data revealed that there was no significant association between the pre test level of attitude and selected demographic variables such as age, occupation of father and mother, monthly income of the family, religion, type of family, habit of using media at 0.05 level.

There was no association between the demographic variables and the pre test level of knowledge and attitude in both experimental and control group.

My study findings revealed that, demographic variables have no influence over the level of knowledge and attitude regarding child abuse and its prevention among children.

CONCLUSION

The study concludes that, the existing level of knowledge and attitude regarding child abuse among children was inadequate. Education plays fundamental role in bringing changes in knowledge and attitude. The investigator observed that, the Structured educational package has increased their knowledge and attitude regarding child abuse among children within the age group 11 – 14 years, which was statistically significant at $p<0.001$ level.

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