

## “A Study To Evaluate The Effectiveness Of Slideshow Assisted Teaching On Knowledge Regarding Child Abuse Among School Age Children At Selected School .”

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### Abstract

**Aim:** This study aims to assess existing knowledge of child abuse among school-aged children and evaluate the effectiveness of slideshow-assisted teaching on this topic.

**Context:** School-aged children can gain significant knowledge about child abuse through slideshow-assisted teaching.

**Participants and Method:** A quantitative approach was employed in this pre-experimental study, utilizing a one-group pretest-posttest design. The research was conducted at MSJM School, employing a systematic random sampling technique with a sample size of 200 participants. Data were collected using a self-administered questionnaire covering demographic variables. Pretest and posttest assessments were conducted, and the data were analyzed using descriptive and inferential statistics, including frequency, mean, standard deviation, paired t-test, and chi-square test.

**Statistical Analysis Used:** Data were analyzed through descriptive and inferential statistics, calculating frequency, mean, standard deviation, paired t-test, and chi-square test.

**Findings:** The study revealed that among school-age children, the pretest mean knowledge score was 9.38, while the posttest mean score increased to 17.12. This resulted in a mean difference of 7.74, indicating a significant improvement. The standard deviations were 2.59 for the pretest and 1.17 for the posttest. The calculated paired t-value was 38.31, confirming the effectiveness of slideshow-assisted teaching on child abuse in enhancing the knowledge of school-age children.

Additionally, the findings indicated a significant association between pretest knowledge levels and certain demographic variables, such as the education of the parents and the source of information. However, no significant association was found between pretest knowledge scores and demographic factors like age, religion, family living status, or type of family.

**Keywords** Evaluation, Effectiveness, Child Abuse, School-Age Children, Slideshow-Assisted Teaching, Knowledge

### Knowledge Classification

For the purpose of the study, total knowledge scores were classified as follows:

75% - Adequate Knowledge

51-74% - Moderately Adequate Knowledge

<50% - Inadequate Knowledge

### Introduction

Child abuse encompasses any harmful interaction—be it physical, psychological, or sexual—that threatens a child's well-being. This includes neglect, which involves withholding essential care, medical attention, and education. Both

sexual and physical abuse are forms of violence, alongside various types of emotional abuse. Practices such as forced marriage at a young age and female genital mutilation also constitute child abuse. Children have a fundamental right to protection from all forms of maltreatment.

According to the World Health Organization, around 20% of women have experienced sexual abuse. The consequences of such abuse are far-reaching, impacting victims' health and economic opportunities. Child abuse can be categorized into five subtypes: physical abuse, sexual abuse, neglect, emotional abuse, and exploitation, with neglect being a particularly common form.

A recent WHO report from January to June 2023 presents alarming statistics: 1,390 cases of child abuse were reported, with 69% (959 cases) involving boys and 31% (431 cases) involving girls. In these incidents, 55% of the abusers were neighbors, 13% were relatives, and 32% were strangers

## Study Design and Methodology

### Study Design

The study utilized a **one-group pre-test-post-test quasi-experimental design** (O1xO2). This design is particularly suitable for assessing the impact of an intervention—in this case, an educational program on child abuse awareness among students.

### Sample

The sample comprised students from the **4th and 5th grades** at **MSJM Matriculation School** in Chennai. The total population in these grades was **220 students**, from which **200 students** were randomly selected.

### Sampling Technique

A **non-probability purposive sampling technique** was employed for the study. This method allows researchers to select participants based on specific characteristics relevant to the research objectives, ensuring a focused sample.

### Data Collection Method

The study was conducted after obtaining written permission from the school's principal and informed consent from the participants. The purpose of the study was clearly explained to ensure understanding and cooperation.

1. **Pre-Test Administration:** A structured questionnaire assessing knowledge regarding child abuse was administered to the group. This pre-test lasted for **30 minutes**.
2. **Intervention:** Following the pre-test, a **slideshow-assisted teaching session** was conducted for **30 minutes**. This session aimed to enhance the students' understanding of child abuse, covering various aspects such as types, signs, and prevention strategies.
3. **Post-Test Administration:** After the teaching intervention, the same structured questionnaire was re-administered as a post-test to measure any changes in knowledge.

### Ethical Considerations

The study adhered to ethical guidelines, ensuring the confidentiality of participants' responses and the voluntary nature of participation.

### Conclusion

This study aimed to evaluate the effectiveness of an educational intervention on child abuse awareness among school students, providing valuable insights into the importance of early education on sensitive topics. The use of a quasi-experimental design allowed for the assessment of knowledge changes before and after the intervention, contributing to a better understanding of how targeted education can impact awareness and knowledge in young students.

### Questionnaire Structure:

The researcher developed the necessary tools for the present study based on expert opinions. The questionnaire consists of two parts:

**Part A:** A structured tool designed to collect the demographic profiles of 4th and 5th standard school students.

**Part B:** A structured knowledge assessment questionnaire on child abuse.

### Reliability of the Tool:

The reliability of the questionnaire was established using the test-retest method. The tool was administered to a sample of 200 participants representing the target population. Following a slideshow teaching session, a post-test was conducted. The reliability coefficient was calculated using the split-half method, resulting in a correlation score of knowledge ( $r = [0.8]$ ). This tool was found to be reliable.

**Part B Details:**

Part B features a structured, self-administered multiple-choice questionnaire with three options for each question. Participants were instructed to indicate whether their answers were correct or incorrect. A correct answer received a score of 1, while an incorrect answer received a score of 0. The questionnaire consisted of 20 items, with total scores classified as follows:

75%: Adequate knowledge

51-74%: Moderately adequate knowledge

<50%: Inadequate knowledge

**Statistical Analysis**

The data was systematically summarized and analyzed in line with the study's objectives. To evaluate the effectiveness of slideshow-assisted teaching on knowledge regarding child abuse, both descriptive and inferential statistics were employed.

**Ethical Considerations**

The research proposal received approval from the dissertation committee prior to initiation. Written permission was obtained from selected schools in Chennai, and the details of the study were communicated to both authorities and students. Data collection commenced only after securing consent from all participants. Confidentiality was assured and maintained throughout the research process.

**Results**

Results were analyzed using descriptive and inferential statistics to address the study's objectives.

**The study findings are presented in tables as follows**

**Table 1:** Frequency and percentage distribution of demographic variables of 4<sup>th</sup> & 5<sup>th</sup> standard students

**Table 2:** Frequency and percentage distribution of pretest and posttest level of knowledge among 4<sup>th</sup> & 5<sup>th</sup> standard students

**Table 3:** Mean and standard deviation of effectiveness of child abuse among 4<sup>th</sup> & 5<sup>th</sup> standard students

**Table 4:** Association of level of knowledge with selected demographic variables among 4<sup>th</sup> & 5<sup>th</sup> standard student

**Table 1:** Frequency and percentage distribution of demographic variables of 4<sup>th</sup> & 5<sup>th</sup> standard students

S.NO.	DEMOGRAPHIC VARIABLES	FREQUENCY	PERCENTAGE
1.	<b>Age</b>		
	8 – 10 years	125	62.5%
	10-12 years	75	37.5%
2.	<b>Class of studying</b>		
	IV standard	122	61%
	V standard	78	39%
3.	<b>Religion</b>		
	a) Hindu	130	65%
	b) Christian	52	26%
	c) Muslim	14	7%
	d) Others	4	2%
4.	<b>Family living status</b>		
	a) Both parents	150	75%
	b) Single parent	45	22.5%
	c) none (others)	5	2.5%
5.	<b>Education of the father /guardian</b>		
	a) Primary	81	40.5%
	b) Secondary	89	44.5%
	c) Graduate	30	15%
6.	<b>Family monthly income in rupees</b>		
	a) <10,000	56	28%
	b) 10,000-20,000	103	51.5%
	c) >20,000	41	20.5%
7.	<b>Type of family</b>		
	a) Nuclear	113	56.5%
	b) Joint	83	41.5%
	c) Extended	4	2%

Above table reveals that the sample consists of 125 (62.5%) where the age between 8-10 years. 75(37.5%) were the age between 10-12 years. Regarding the class of studying 78(39%) were from 4<sup>th</sup> standard and 122(61%) were from 5<sup>th</sup>

standard. In religion 130(65%) were from Hindu, 52(26%) were from Christian, 14(7%) were from Muslim, 2(7%) were from others. Regarding family living status 150(75%) were from both parents, 45(22.5%) were from single parent, 5(2.5%) were from others. Regarding education of the father/guardian 81(40.5%) were from primary, 89(44.5%) were from secondary, 30(15%) were from graduate. About family monthly income in rupees 56(28%) were from below 10000, 103(51.5%) were from 10000-20000, 41(20.5%) were from above 20000. Regarding type of family 113(56.5%) were from nuclear family, 83(41.5%) were from joint family, 4(2%) were from extended family. It is inferred that majority of them are falling between 8-10 years of age group, IV standard, Hindu, both parents, secondary, nuclear family.

**Table 2: Frequency and percentage distribution of pretest and posttest level of knowledge among 4<sup>th</sup> & 5<sup>th</sup> standard students**

n=200

Level of Knowledge	Pretest		Post Test	
	Frequency	Percentage	Frequency	Percentage
Inadequate knowledge	160	80%	0	0%
Moderately adequate	40	20%	15	8%
Adequate	0%	0%	185	92%

The data present in the table shows that out of 200 students 160(80%) had inadequate knowledge, 40(20%) had moderately adequate knowledge, in pretest. In post test 16(8%) had moderately adequate knowledge, 185(92%) had adequate knowledge. It is inferred that greater strength of 4<sup>th</sup> & 5<sup>th</sup> standard students had inadequate knowledge during the pretest and most of them had adequate knowledge during post test.

**Table 3: Mean and standard deviation of effectiveness of child abuse among 4<sup>th</sup> & 5<sup>th</sup> standard students.**

Knowledge	Pretest		Post Test		“t” Value
	Mean	S.D	Mean	S.D	
One group pretest post test	9.38	2.59	17.12	1.17	38.31

The above data reveals that posttest mean knowledge score 17.12 was higher than the pretest mean knowledge score 9.38 among 4<sup>th</sup> & 5<sup>th</sup> standard students. The obtained “t” value was 38.31 significant at 0.05 level. Hence the stated hypothesis was accepted. It is inferred that slideshow assisted teaching programme regarding knowledge on child abuse was highly effective for the participants to acquire more knowledge about child abuse.

**Table 4: Association of level of knowledge with selected demographic variables among 4<sup>th</sup> & 5<sup>th</sup> standard students**

N=200

Demographic Variables	Inadequate knowledge		Moderately Adequate knowledge		Adequate knowledge		Chi square
	No.	%	No.	%	No.	%	
<b>1. Age</b>							411.6
a) 8-10 years	0	0%	10	5%	115	57.5%	DF-2
b) 10-12 years	0	0%	6	3%	69	34.5%	S
<b>2. class of studying</b>							2094.5
a) IV standard	0	0%	6	3%	72	36%	DF-2
b) V standard	0	0%	9	4.5%	113	56.5%	S
<b>3. Religion</b>							5857.19
a) Hindu	0	0%	11	5.5%	119	59.9%	DF-6
b) Christian	0	0%	4	2%	48	24%	S
c) Muslim	0	0%	0	0%	14	7%	
d) Others	0	0%	0	0%	4	2%	
<b>4. Family living status</b>							1453.95
a) Both parents	0	0%	13	6.5%	137	68.5%	DF-4
b) Single parent	0	0%	3	1.5%	42	21%	S
c) none (others)	0	0%	0	0%	5	2.5%	

<b>5. Education of the father/guardian</b>	0	0%	6	3%	75	37.5%	146.38
a) Primary	0	0%	4	2%	85	42.5%	DF-4
b) Secondary	0	0%	6	3%	24	12%	S
c) Graduate							
<b>6. Family monthly income in rupees a)</b>		0%	4	2%	52	26%	2179.25
<10,000	0	0%	6	3%	97	48.5%	DF-4
b) 10,000-20,000	0	0%	5	2.5%	36	18%	S
c) >20,000	0	0%					
<b>7. Type of family</b>							
a) Nuclear	0	0%	12	6%	101	50.5%	501.76
b) Joint	0	0%	4	2%	79	39.5%	DF-4S
c) Extended	0	0%	0	0%	4	2%	

### Discussion:

The aim of the present study was to evaluate the effectiveness of slideshow assisted teaching on the knowledge regarding child abuse among school age children in selected school at Coimbatore. The self-administered questionnaire was used to evaluate the effectiveness of slideshow assisted teaching on child abuse. The response was analyzed through descriptive statistics and inferential statistics.

Discussion of the findings was arranged based on the objectives of the study.

#### ➤ The first objective of this study was to assess to assess the existing knowledge on child abuse among school age children.

The study shows that among the 200 school age children, 160 (80%) had inadequate knowledge, 40 (20%) had moderate knowledge and 0 (0%) had adequate knowledge in the pretest. The level of knowledge was improved after intervention and in the post test 16 (8%) had moderate knowledge, 185 (92%) had adequate knowledge and 0(0%) had inadequate knowledge.

#### ➤ The second objective of this study was to evaluate the effectiveness of slideshow assisted teaching regarding child abuse among the school age children.

The study revealed that, among the school age children the pretest mean was 9.38 and the posttest mean was 17.12, so the mean difference 7.74 was a true difference and the standard deviation of pretest was 2.59 and posttest was 1.17. The calculated

paired 't' value was 38.31. Hence the stated hypothesis was accepted. It was inferred that slideshow assisted teaching on child abuse was effective in improving the knowledge of the school age children.

#### ➤ The last objective of this study was to find out the association between the pretest knowledge level of the school age children with their selected demographic variables.

The study findings revealed that, there was a significant association between the pretest level of knowledge score with their selected demographic variables such as education of the parent and source of information. There was no significant association between pretest knowledge level scores with the selected demographic variables such as age, religion, family living status and type of family.

### Conclusion:

The study proved that slideshow assisted teaching on child abuse was effective in improving the knowledge of the school age children. The study findings revealed that knowledge was significantly improved by slideshow assisted teaching on child abuse.

### Notes:

Ethical approval and consent to participate : Institutional Review Board (IRB) approval obtained prior to the initiation of study (Panimalar Medical College Hospital and Research center (IRB). Informed consent obtained from participating students and from their parents.

### Permission For Publication:

All the author have given permission for the publication of the article.

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