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## **A Study to Evaluate the Effectiveness of Structured Teaching Program on Knowledge Regarding Child Abuse and its Prevention among Mothers at Selected Rural Area, Maharashtra**

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### **Abstract**

#### **Objectives**

1. To assess the level of knowledge regarding child abuse and its prevention among mothers in a selected rural area.
2. To evaluate the effectiveness of structured teaching program on knowledge regarding child abuse and its prevention among mothers in a selected rural area.
3. To find out the association between pre-test knowledge scores on child abuse and its prevention among mothers in selected rural area with the selected demographic variables.

#### **Material and methods**

Quantitative evaluative research approach was considered appropriate research approach for the present study. Pre-experimental one group pre-test post-test research designed is selected for present study.

The sampling technique used in this study was non-probability convenient sampling. sample size was 60.

#### **Results**

1. Assessment with the level of pre-test knowledge score depicts that 36.6% of the mothers had poor level of knowledge score, 50% had average, 8.3 % had good knowledge score, 3.3% of the mothers had very good level of knowledge score and 1.6% of the mothers had excellent level of knowledge score.  
Minimum knowledge score in pre-test was 03 and maximum knowledge score in pre-test was 18. Mean knowledge score in pre-test was 07 and mean percentage of knowledge score in pre-test was 11.6%.
2. Assessment with level of post-test knowledge score shows that 21.67 of the mother's good level of knowledge score, 65% had very good level of

knowledge score, 13.33% of the mothers had excellent. Minimum knowledge score in post-test was 12 and maximum knowledge score in post-test was 25.

3. Comparison of pre-test and post- test knowledge scores of mothers from selected rural area of Maharashtra. Mean, standard deviation and mean difference values are compared and student's paired 't' test is applied at 5% level of significance. The tabulated value for  $n=60-1$  i.e., 59 degrees of freedom was 59. The calculated 't' value i.e., 7.108 are much higher than the tabulated value at 5% level of significance for overall knowledge score of mothers which is statistically acceptable level of significance. Hence it is statistically interpreted that the Planned Teaching Program on overall knowledge regarding child abuse and its prevention among mothers from selected rural area of Maharashtra was effective. Thus, the  $H_1$  is accepted.
4. Demographic variable such as age, education, monthly family income, no. of children, any source of information had shown statistically non-significant association with pre- test level of knowledge regarding child abuse and its prevention at P whereas occupation, religion and previous knowledge regarding child abuse and its prevention are statistically significant association with pre- test level of knowledge regarding child abuse and its prevention at p.

#### **Conclusion**

From the findings of the study the investigator concluded that structured teaching program has an important role in increasing the level of the knowledge regarding child abuse and its prevention among mothers at selected rural area.

**Keywords:** Child Abuse, Prevention, WHO, Maharashtra

### **Introduction**

Child abuse or child maltreatment is physical, sexual or psychological maltreatment or neglect of a child or children, especially by a parent or a caregiver. It results in actual or potential harm to a child, and can occur in a child's home, or in the organizations, schools or communities<sup>[1]</sup>.

Child abuse has serious physical and psycho-social consequences which adversely affect the health and overall well-being of a child. According to WHO: "Child abuse or maltreatment constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power."<sup>[1]</sup>

One of the major problems in understanding the scope of the subject of 'child abuse' is that it is extremely difficult to get responses from children on such a sensitive subject because of their inability to fully understand the different dimensions of child abuse and to talk about their experiences. It is therefore difficult to gather data on abused children. Further, definitions of abuse are not yet consistent within countries, much less from country to country or region to region. Yet governments do estimate that the number of abused and neglected children is alarming, and unless governments get their act together and respond to the situation by way of both prevention and treatment, we will be doing a grave injustice to our children and would be denying them their basic rights.

This is so because it is recognized as a major social problem that occurs in all levels of social class, race, religion and ethnic groups. It is important to note that the practice of child abuse and neglect is supported by government indirectly when the individual is seen as a product of the society.

### Review of Literature

1. A survey was conducted by Australian Institute of Health and Welfare (AIHW) has compiled annual national figures for child protection activity. The statistics shown, in emotional abuse (38%- 21,310), physical neglect (29%- 15,916), physical abuse (23%- 12,403), sexual abuse (10%- 5,491). Some children who are found to have suffered abuse and neglect are removed from their homes by child protection authorities and placed in out-of-home care. Nationally, the number of children in out-of-home care has risen each year from 1998 to 2008. There were 31,166 children in out-of-home care. Almost one-third (31%) of children in out-of-home care were aged 10-14 years. A further 30% were aged 5-9 years, 25% were aged less than 5 years and 14% were aged 15-17 years<sup>[2]</sup>.
2. A descriptive study conducted to assess childhood damages genes in Canada. The researchers studied the brains of 24 suicide victims 12 who had suffered severe childhood abuse, which included physical abuse, neglect or sexual contact, and 12 who had not been abused. The study shows that the brains of 12 accident victims who had not been abused. The study found significant differences in stress related hormone receptors in abused suicide victims compared with others, and evidence that parts of the gene may be switched off by abuse, leading to abnormal stress responses in adulthood<sup>[3]</sup>.
3. A descriptive study conducted to assess awareness of child sexual abuse prevention education among parents of grade 3 elementary school pupils in Fuxin city, china. To fill the gap, knowledge, attitudes and practice of CSA prevention education were explored in 385 parents by self-administered anonymous questionnaires.

Among this sample, more than 80% of parents approved of school CSA prevention education. However, at the same time, 47.3% of parents expressed some concern that this education may induce the children to learn too much about sex. Only 4.2% of parents had provided books or other material about CSA prevention for their children. The parents' CSA prevention be useful in developing CSA prevention education programs in schools and communities, designed to improve parents' knowledge was inadequate. The findings from this research will and practice of CSA prevention<sup>[4]</sup>.

4. Quasi experimental, one group pre-test post-test design was used in the study. 40 mothers. The results showed that the mean post- test knowledge score ( $29.32 + 2.86$ ) was significantly higher than the mean pre-test knowledge score ( $17.50 + 4.56$ ) with p value 0.001. Significant association was found between socio-demographic and data variables such as occupation ( $p = 0.011$ ), area of living ( $p = 0.019$ ), type of family ( $p = 0.049$ ), monthly family income ( $p = 0.001$ ), source of information ( $p = 0.028$ ) and previous knowledge regarding child abuse ( $p = 0.008$ ) study Concluded as the structured teaching program is an effective method for educating mothers on selected mothers about child neglect and abuse<sup>[5]</sup>.
5. A Quasi-Experimental study was conducted to effectiveness of the structured teaching program regarding child abuse and neglect in Dehradun, Uttarakhand. Simple random sampling technique was used to selected 100 mothers of Jolly grant, Dehradun. Structured knowledge questionnaire was used to collect the data and followed by administrating the structured teaching program (STP). The study showed that the mean post test score ( $25.80 \pm 3.0$ ) was higher than pre-test mean score ( $13.18 \pm 3.3$ ). Arbitrary score revealed that, in pre-test majority had (60.65%) Average knowledge, most of the mothers had (36.06%) poor knowledge, only (3.27%) had the good level of knowledge. Where in post-test, maximum mothers had very good knowledge (62.92%), most mothers had 36.06% good knowledge and only 1.63% had average knowledge which showed that the knowledge had increased after administration of (STP), Calculated t value was 19.327 and found highly significant at  $p < 0.001$ . The findings of the study revealed that STP was an effective method to enhance the knowledge among mothers regarding child abuse and neglect. So, the study concluded that structured teaching program had a great potential for improving the knowledge of mothers<sup>[6]</sup>.

### Material and Methods

In this present study aimed to evaluate the effectiveness of structured teaching program on knowledge regarding child abuse and prevention among mothers at selected rural area. This study was intended to evaluate the effectiveness of structured teaching programmed on knowledge regarding child abuse and its prevention among mothers. Research design is the plan, structure and strategy of the investigation of answering the research questions, it is the overall plan or blue print the researcher selects to carry out the study. Pre-experimental one group pre-test post-test research designed is selected for present study. A one group pre-test and post-

test design was chosen for the study. The research settings selected for the present study were selected rural area, Maharashtra. For this study the population is all mothers in a selected rural area. 60 mothers in a selected rural area were involved for the study. The study was conducted in selected rural area, Maharashtra.

In this study, the sampling technique used was non-probability convenient sampling, the selection of sample depended upon the ready availability and fulfillment of the inclusion criteria until a designed size of sixty population was reached. The investigator preferred to choose this sampling technique because of the constraint of time in

order to complete the data collection within the stipulated time.

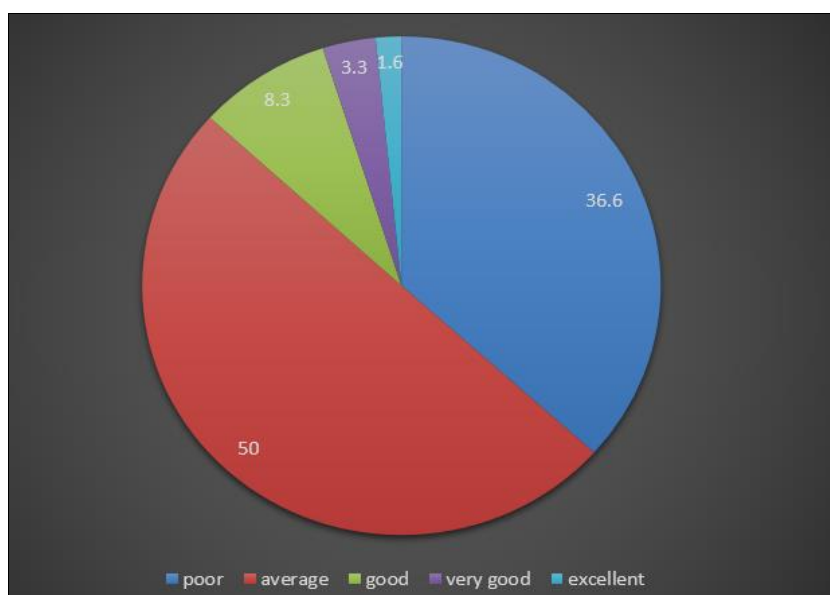
**Results**

**Assessment of Level of Knowledge Regarding Child Abuse and its Prevention among Mothers in a Selected Rural Area of Maharashtra**

This section deals with the assessment of level of knowledge regarding child abuse and its prevention among mothers in a selected rural area of Maharashtra. The level of knowledge score is divided under following heading of poor, average, good, very good and excellent.

**Table 1:** Assessment with Level of Pre -Test Knowledge Score n=60

Level of Pre- Test Knowledge Score	Score Range	Level of Pre -Test Knowledge Score	
		No of Mothers	Percentage
Poor	0-5(0-20%)	22	36.6
Average	6-10(21-40%)	30	50
Good	11-15(41-60%)	05	8.3
Very Good	16-20(61-80%)	02	3.3
Excellent	21-25(81-100%)	1	1.6
Minimum Score		03	
Maximum Score		18	
Mean Knowledge Score		07	
Mean % Knowledge Score		11.6%	
Median		07	
Mode		03	
Standard Deviation (SD)		04	



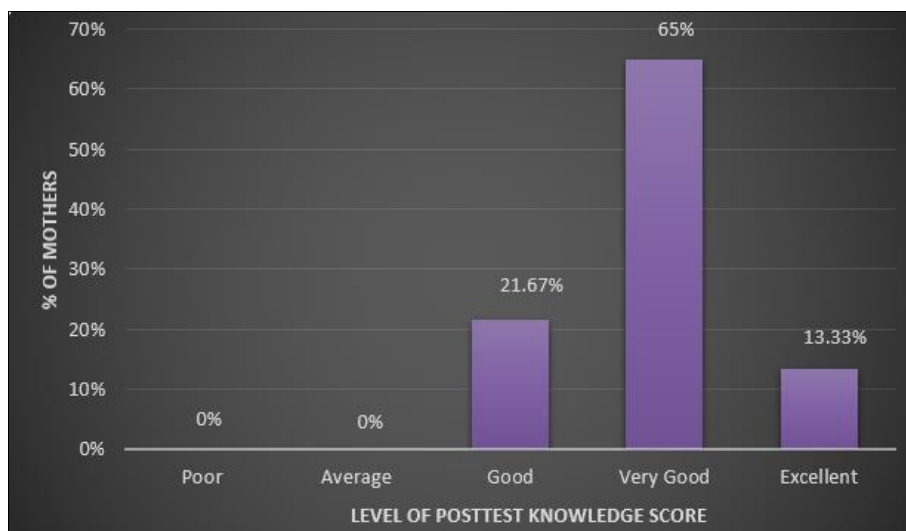
**Graph 1:** Assessment with Pre- Test Knowledge Score

The Table 1 and pie diagram of assessment with the level of pre-test knowledge score depicts that 36.6% of the mothers had poor level of knowledge score, 50% had average, 8.3 % had good knowledge score, 3.3% of the mothers had very good level of knowledge score and 1.6% of the mothers had excellent level of knowledge score.

Minimum knowledge score in pre-test was 03 and maximum knowledge score in pre-test was 18. The mean level pre-test of mothers regarding child abuse and its prevention was 07±04.

**Table 2:** Assessment with Level of Post -Test Knowledge Score n=60

Level of Post- Test Knowledge Score	Score Range	Level of Post-Test Knowledge Score	
		No of Mothers	Percentage
Poor	0-5(0-20%)	0	0
Average	6-10(21-40%)	0	0
Good	11-15(41-60%)	13	21.67
Very Good	16-20(61-80%)	39	65
Excellent	21-25(81-100%)	08	13.33
Minimum Score		12	
Maximum Score		24	
Mean Knowledge Score		17.56	
Mean % Knowledge Score		70.26	
Median		17	
Mode		17	
Standard Deviation(SD)		2.72	



**Graph 2:** Assessment with Post -Test Knowledge Score

The above Table shows that 21.67 of the mother’s good level of knowledge score, 65% had very good level of knowledge score, 13.33% of the mothers had excellent. Minimum knowledge score in posttest was 12 and maximum knowledge score in posttest was 25. The Mean level of knowledge score in post-test among mothers regarding child abuse and its prevention was  $17.56 \pm 2.72$ .

**Evaluation of Effectiveness of Structured Teaching Programme on Knowledge Regarding Child Abuse and its Prevention Among Mothers at Selected Rural Area of Maharashtra**

This section deals with the effectiveness of Structured Teaching Program on knowledge regarding child abuse and its prevention among mothers in selected rural area of Maharashtra. The hypothesis is tested statistically with distribution of pretest and posttest mean and standard deviation and mean percentage knowledge score. The levels of knowledge during the pretest and post -test are compared to prove the effectiveness of Structured Teaching Program. Significance of difference at 5% level of significance is tested with student’s paired ‘t’ test and tabulated ‘t’ value is compared with calculated ‘t’ value. Also, the calculated ‘p’ values are compared with acceptable ‘p’ value i.e., 0.05.

**Table 3:** Significance of Difference between Knowledge Score in Pre and Post Test of Mothers n=60

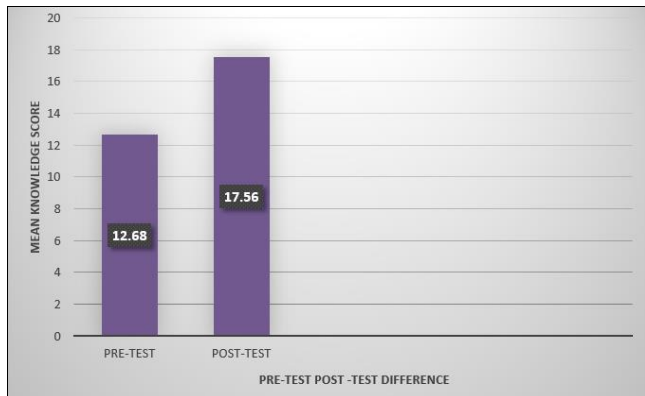
Overall	Mean	SD	Mean Difference	t-Value	P-Value
Pre-Test	07	04	10.56±1.28	7.108	P=0.0001, df=59 p>0.05
Post-Test	17.56	2.72			

S: Significant; N.S: Not Significant

The table 3 shows that in the pre- test the mean was 07 with SD of 04 and in the post test mean was 17.56 with SD of 2.72. The mean difference of knowledge score was 10.56 with SD of 1.28. The paired t test was used to assess effectiveness of structured teaching program on knowledge regarding awareness of cancer among mothers of under five children. The calculated t value  $t = 7.108$ ,  $df = 59$ ,  $P > 0.05$  found structured teaching program was effective for mothers of under five children.

This table shows the comparison of pretest and post- test knowledge scores of mothers from selected rural area of Maharashtra. Mean, standard deviation and mean difference values are compared and student’s paired ‘t’ test is applied at 5% level of significance. The tabulated value for  $n=60-1$  i.e., 59 degrees of freedom was 59. The calculated ‘t’ value i.e., 7.108 are much higher than the tabulated value at 5% level of significance for overall knowledge score of mothers

which is statistically acceptable level of significance. Hence it is statistically interpreted that the Planned Teaching Program on overall knowledge regarding child abuse and its prevention among mothers from selected rural area of Maharashtra was effective. Thus, the  $H_1$  is accepted.



**Graph 3:** Significance of difference between knowledge score in pre and post-test of mothers regarding child abuse and its prevention

### Testing of hypothesis

**H<sub>0</sub>:** There is no significant difference between mean pre-test and post-test knowledge scores regarding child abuse and its prevention among mothers at selected rural area.

**VS**

**H<sub>1</sub>:** There is significant difference between mean pre-test and post-test knowledge scores regarding child abuse and its prevention among mothers at selected rural area.

For knowledge, the calculated t value  $t = 7.108$ ,  $df = 59$ ,  $P < 0.05$  found structure teaching program was effective for the mothers.  $H_0$  is rejected hence research hypothesis  $H_1$  is accepted.

### Objectives

#### Assessment of level of knowledge regarding child abuse and its prevention among mothers in a selected rural area of Maharashtra

This section deals with the assessment of level of knowledge regarding child abuse and its prevention among mothers in a selected rural area of Maharashtra. The level of knowledge score is divided under following heading of poor, average, good, very good and excellent.

#### Assessment with Level of Pre- Test Knowledge Score

Assessment with the level of pre-test knowledge score shows that 36.6% of the mothers had poor level of knowledge score, 50% had average, 8.3 % had good knowledge score, 3.3% of the mothers had very good level of knowledge score and 1.6% of the mothers had excellent level of knowledge score.

Minimum knowledge score in pre-test was 03 and maximum knowledge score in pre-test was 18. Mean knowledge score in pre-test was 07 and mean percentage of knowledge score in pre-test was 11.6%.

#### Assessment with Level of Post- Test Knowledge Score

Assessment with level of post-test knowledge score shows that 21.67 of the mother's good level of knowledge score, 65% had very good level of knowledge score, 13.33% of the mothers had excellent. Minimum knowledge score in post-

test was 12 and maximum knowledge score in post-test was 25.

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