Original Research Paper

Nursing

EFFICACY OF DEVELOPING PARENT-TEACHER LEADERS ON PREVENTION OF CHILD SEXUAL ABUSE LITERACY AMONG PARENTS OF CHILDREN 2-12 YEARS.

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KEYWORDS :

INTRODUCTION

Child Sexual Abuse is serious, tragic, real and a social problem which can have lasting harmful effects on its victims. According to news sexual assault on children in society is making regular headlines. Children of either sex are vulnerable targets.

Therefore to learn one's child has been sexually abused is for almost all parents, a traumatic experience. The victim and relatives are forced not to disclose the incidence due to social stigma. Hence some of the practices that are followed by the families are neglect; sit quiet, abandonment and separation of the child.

There is a strong law in place – the Protection of Children from Sexual Offences (POCSO) Act, then also fifty three percent of children in India face some form of child sexual abuse.

Considering this situation of CSA there is a strong evidence to say that "Prevention is better than cure." Hence parents need to be educated as leaders in the community along with teachers for timely and better results of prevention. The more the parents are educated on prevention of child sexual abuse, the fewer victims there will be.

AIM

The study aims at evaluating the effect of developing Parent-Teacher Leaders on parents literacy related to prevention of Child Sexual Abuse with a view to empower parents and teachers to identify and engage in prevention of child sexual abuse in Wardha district.

OBJECTIVES

1. To asses literacy level of parents and teachers regarding prevention of CSA.
2. To identify and empower the parent-teacher leaders for training in prevention of CSA.
3. To assess the effectiveness of training on the literacy level of parent-teacher leaders and targeted parents regarding prevention CSA.

METHODOLOGY

Research approach: Interventional analytical study.

Research Design: One group pre test - post test design.

Setting of the study: 01 village (Adarsh nagar, Sevagram) in Wardha district.

Target Population: Parents of children of 2-12 years.

Sampling Technique:
1. 01 village selected by simple random sample method.
2. Teachers and parent leaders selected by convenient sampling.
3. Target Parents selected by convenient sampling.
4. 10 T-P Leaders trained and selected (Passing Criteria 50% marks).

Sample size:(Total =50)
Teacher leaders -05, Parent leaders – 05 = 10

1 leader to contact 5 target parents. (1:5)
Contact Parents for assessing literacy – (50)

Interventions:
Videos, handouts, self reported questionnaire.
Phase 1 – (Method of data collection)
Parents - teachers were tapped in the PTA meetings of the schools.

05 teachers and 05 parents were developed as leaders for Prevention of CSA literacy from each selected school.

The names and addresses of these parents were collected from leaders. These parents were then be administered with the self report questionnaire regarding prevention of CSA.

In addition incidence of reported sexual abuse shall also be collected before and after the intervention.

Phase 2
Post test
The data was collected at 3 months, 6months and 12 months interval in order to assess the retention level of the knowledge imparted for parents as well as the parent-teacher leaders.

RESULTS

In this chapter the researcher dealt with the analysis and interpretation of the collected from the 50 parents in selected areas of Wardha. The present study represents the findings regarding the efficacy of developing parent-teacher leaders on prevention of child sexual abuse literacy among parents of children 2-12 years.

The collected data was cross-checked for its completeness and consistency, and then the data sheet was prepared by coding information with assigned codes and assured for its stability during final data entry using Microsoft excel sheet and for further analysis the data sheet was imported in statistical package SPS.

Principal investigator entered the data in data sheet as and when the data was collected. Further the data were analyzed and calculated by using the frequency, percentage to determine the descriptive data of the demographic characteristics of the participants.

The descriptive statistics like frequency, percentage to describe the findings related to demographic characteristics of the participants. The inferential statistics such as't' test and was used to measure the finding related to baseline (pre-test) and follow up (post-test) data on knowledge regarding child sexual abuse among parents of children 2-12 years.

Organization Of The Findings:
For in depth understanding of the study sample; analysis was further fragmented into 6 sections as follows-

Section I: Analysis Of Demographic Characteristics
Frequency and percentage distribution of parents of children

2-12 years according to their age, gender, educational status, occupational status, Monthly family income (In rupees), type of family.

Section II: Assessment Of Literacy Level Of Parents And Teacher Regarding Identification And Prevention Of CSA
Distribution of pre-test scores in literacy level of parents and teacher regarding identification and prevention of CSA.

Section III: Assessment of literacy level of parents and teacher regarding identification and prevention of CSA after the training program.
Distribution of pre-test scores in literacy level of parents and teacher regarding identification and prevention of CSA.

Section IV: Determine the effectiveness of training program.

Section V: Assessment of prevention of child sexual abuse literacy among the parents who are contacted and taught by the parent-teacher leaders.

Section VI: Assessment of impact of literacy on the incidence of identified child sexual abuse.

Section I: Analysis of demographic characteristics
This section dealt with frequency and percentage distribution of demographic characteristics of parent-teacher leaders on prevention of child sexual abuse literacy.

Table– 1: Frequency And Percentage Distribution Of Respondents   N=50

Characteristics	Category	Respondents	
		Frequency	Percentage (%)
Age Group (years)	18-22 years	7	14
	23-27 years	11	22
	28-32 years	18	36
	33 years and above	14	28
Gender	Male	32	64
	Female	18	36
Educational Qualification	Primary	3	6
	Secondary	12	24
	Higher Secondary	16	32
	Graduation	12	24
	Post-Graduation	7	14
Occupation	Professional	3	6
	Business	13	26
	Employed	22	44
	Unemployed	12	24

Table no 1 Depicts That:

Characteristics	Category	Respondents	
		Frequency	Percentage (%)
Monthly family income (In Rupees)	Less than 10,000 Rs.	6	12
	Rs. 10,001-20,000 Rs.	11	22
	Rs. 20,001-30,000 Rs.	21	42
	Rs. 30,001-40,000 Rs.	9	18
	More than 40,000 Rs.	3	6
Type of family	Nuclear Family	28	56
	Joint Family	13	26
	Extended Family	9	18
	Blended Family	00	00

Age Group (in Years)
The majority of respondents 18(36%) belongs to 28-32 years followed by 14(28%) belong to 33 years and above age group, 11(22%) belongs to 23-27 years of age group and 7(14%) belongs to 18-22 years of age group.

Gender
The majority of respondents 32(64%) were male and 18(36%) were female.

Educational Qualification:
The majority of respondents 16(32%) were completed their higher secondary education followed by 12(24%) completed secondary and Graduation respectively, 7(14%) completed their post-graduation and 3(6%) completed their primary education.

Occupation
The majority of respondents 22(44%) were employee followed by 13(26%) were doing business, 12(24%) were unemployed and 3(6%) were doing professional work.

Monthly Family Income (in Rupees)
The majority of respondents 21(42%) having income between 20,001-30,000 Rs. Followed by 11(22%) having income between 10,001-20,000 Rs., 9(18%) having between 30,001-40,000 Rs., 6(12%) having less than 10,000 Rs., and 3(6%) having more than 40,000 Rs., monthly family income.

Type Of Family
The majority of respondents 28 (56%) belongs to nuclear family followed by 13(26%) belongs to joint family and 9(18%) belongs to extended family.
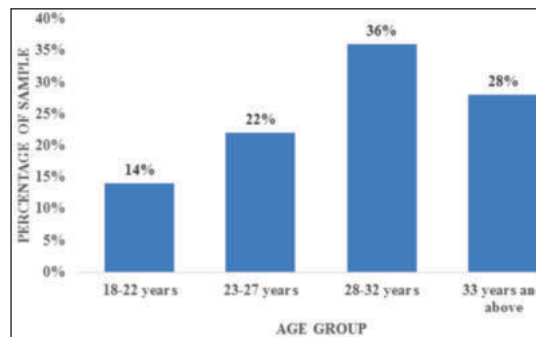

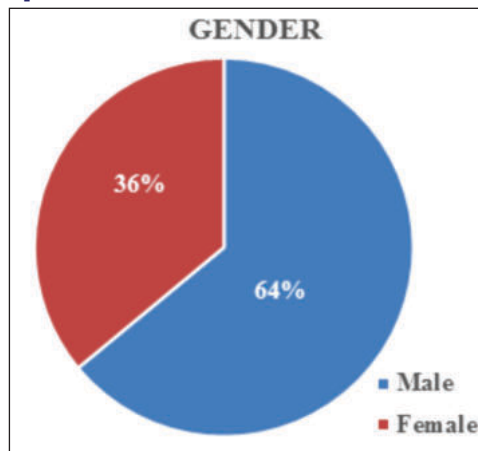Figure No. 1 Distribution Of Respondents According To Age Group.

Figure No. 2 Distribution Of Respondents According To Gender.
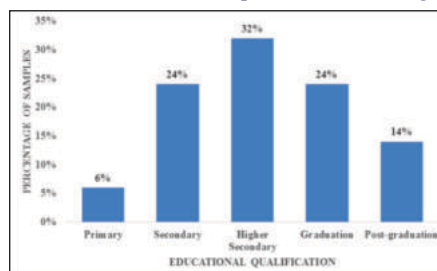

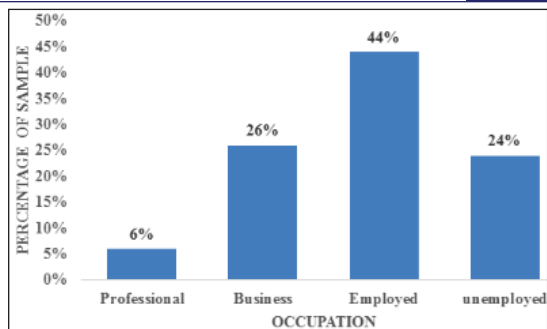Figure No. 3 Distribution Of Respondents According To Educational Qualification.

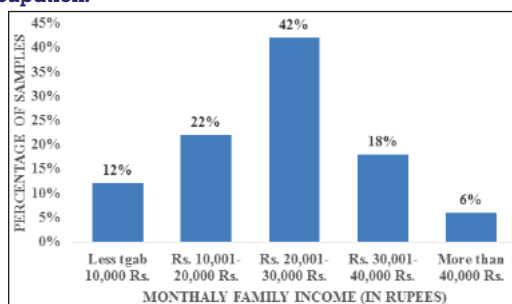**Figure No. 4 Distribution Of Respondents According To Occupation.**

Figure No. 5 Distribution Of Respondents According To Monthly Family Income.
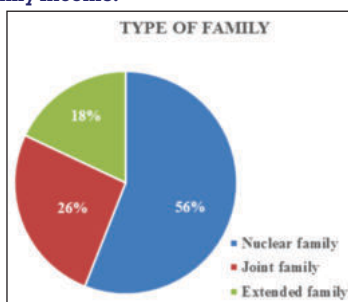

Figure No. 6 Distribution Of Respondents According To Type Of Family.

SECTION II: Assessment of literacy level of parents and teacher regarding identification and prevention of CSA (pre-test).

This section deals with the analysis and interpretation of literacy level being summated using frequency, percentage, mean and SD.

Table No. 2: Assessment Of Leteracy Level Of Parent-teacher Regarding Identification Ad Prevention Of Csa (pre-test). N=50

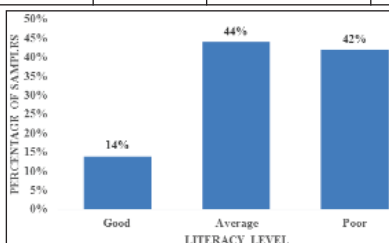| LITERACY LEVEL	Frequency	Percentage (%)	Mean	SD
21-33(Good)	7	14	24.28	2.28
11-20(Average)	22	44	13.90	2.65
0-10(Poor)	21	42	7.23	2.04

Figure No. 7: Assessment Of Leteracy Level Of Parent-teacher.

Table no 2 and figure no 7 depicts that literacy level of parent-teacher in the pre test majority of respondents 44% having average literacy level followed by 42% having poor literacy level and 14% having good literacy level regarding identification and prevention of CSA.

Section III: Assessment Of Literacy Level Of Parents And Teacher Regarding Identification And Prevention Of Csa After Training Program (post-test).

This section deals with the analysis and interpretation of literacy level being summated using frequency, percentage, mean and SD.

Table No. 3: Assessment Of Leteracy Level Of Parent-teacher Regarding Identification Ad Prevention Of Csa (post-test). N=50

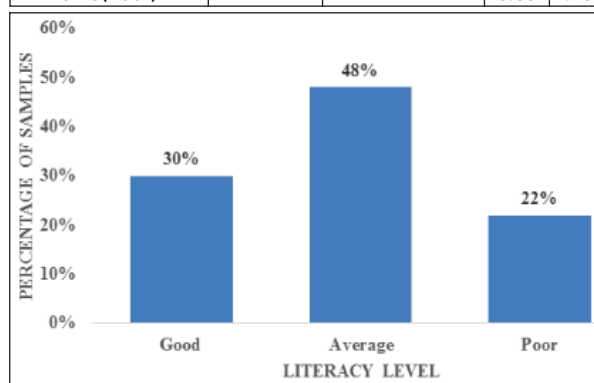| LITERACY LEVEL	Frequency	Percentage (%)	Mean	SD
21-33(Good)	15	30	26.13	2.87
11-20(Average)	24	48	17.95	2.03
0-10(Poor)	11	22	8.63	1.28

Figure No. 8: Assessment Of Leteracy Level Of Parent-teacher.

Table no 2 and figure no 8 depicts that literacy level of parent-teacher in the post-test majority of respondents 48% having average literacy level followed by 30% having good literacy level and 22% having poor literacy level regarding identification and prevention of CSA.

Section IV: Determine The Effectiveness Of Training Program.

Table No 4: Determining The Effectiveness Of Training Program. N=50

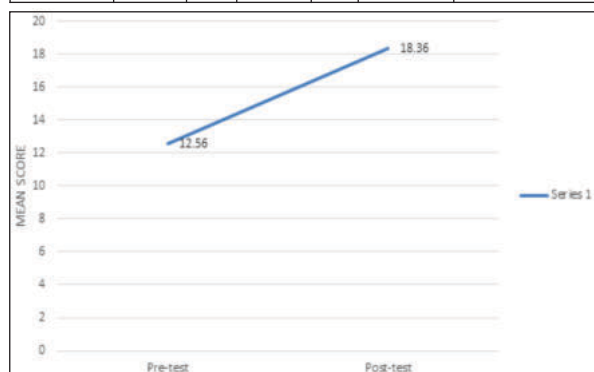| Test	Mean	SD	T Test	DF	P-value	Result
Pre test	12.56	6.16	4.5179	49	0.00001	p < .05 S
Post test	18.36	6.66				

Figure No 9: Line Graph Shows That Pre And Post-test Mean Knowledge Score

The table no. 4 and figure no 9 depicts the effectiveness of training program on identification and prevention of CSA

among the parents-teacher were showing pre-test mean12.56 and SD 6.16, Whereas post-test shows mean 18.36 and SD 6.66 respectively. 't' test value was 4.5179 with df was 49 and P-value was 0.00001. The result shows significant association (p<.05).

DISCUSSION

Empowerment of Parents and teachers as leaders through training programs will be effective for identification and prevention of CSA in the community.

It will also help to find out the prevention of child sexual abuse literacy and its impact among the parents who are contacted and taught by the parent-teacher leaders.

Effective parent training and family interventions can change parents' attitudes and behaviours, promote protective factors, and lead to positive outcomes for both parents and children. This study will serve as a module for newly married couples regarding literacy on prevention of child sexual abuse. Sexual Abuse Prevention Mobile Application (SAP MobAPP) for Primary School Children in India can also be made available There can be innovation of parent teacher leaders for CSA. Referral system will be built for families and children in need. Ripples of knowledge in the community – through transfer of knowledge from parents to parents. Parents and Teachers have been empowered by training on CSA.

CONCLUSION

Parental self-efficacy and child abuse recognition knowledge was increased with child abuse education and time. This information provides valuable knowledge that can be useful in the prevention of child abuse. Providing child abuse recognition education to parents will increase the individual's self-efficacy, which will help them to feel more confident in their own ability to recognize and handle the signs of child abuse. This study provided much-needed information about how child abuse recognition education will impact parental self-efficacy and child abuse recognition knowledge. Equipping our community with the knowledge of recognizing the signs of child abuse and bringing community awareness is the first step towards preventing child abuse.