

A Study to Evaluate the Effectiveness of Video Assisted Teaching on the Knowledge Regarding Child Abuse Among School Age Children in Selected School Coimbatore

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Abstract—Aim and objectives:To evaluate the effectiveness of video assisted teaching regarding child abuse among the school age children in selected school coimbatore.**Materials & methods:** It was an evaluative study. Pre experimental one group pretest post test design was used in this study. Non probability purposive sampling technique was used. The sample size was 30. Self administered questionnaire regarding assessment of knowledge on child abuse among school age children was used to evaluate the effectiveness of video assisted teaching on the knowledge regarding child abuse among school age children.**Results:** The findings revealed that, among the school age children the pretest mean was 9.7 and the posttest mean was 21, so mean difference 10.3 was a true difference and the standard deviation of pretest was 3.4 and posttest was 2.9. The calculated paired 't' value was 26 was highly significant than the table value (2.6) at 0.05 level. Hence the stated hypothesis was accepted. It was inferred that video assisted teaching on child abuse was effective in improving the knowledge of the school age children. The findings suggested 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.

Index Terms—Effectiveness, Video Teaching Programme, Knowledge, child abuse, school age

I. INTRODUCTION

Child abuse is a deeply rooted societal issue that affects millions of children worldwide, often with long-lasting consequences. It encompasses physical, emotional, sexual abuse, and neglect, each of which can severely hinder a child's normal growth and development. According to the World Health Organization (WHO), a significant proportion of children experience abuse before reaching adulthood, yet many cases go unrecognized and unreported, particularly due to the children's limited awareness and fear of disclosure. School-age children, typically between the ages of 6 and 12, are at a critical stage of cognitive and emotional development. At this age, children begin to interact more with their environment, develop social relationships, and learn to communicate their thoughts and feelings. However, their understanding of concepts such as personal safety, boundaries, and abuse is often limited. Therefore, it becomes essential to educate children about child abuse in a manner that is age-appropriate, engaging, and effective. Traditional classroom teaching methods may not always be sufficient to convey sensitive information. In this context, video-assisted teaching has gained recognition as an effective educational strategy. It integrates visual and auditory stimuli to enhance learning, increase attention span, and improve

retention of information. When used to teach about child abuse, videos can depict realistic scenarios, model appropriate responses, and deliver messages in a non-threatening and comprehensible manner.

In many regions, including our local communities, awareness about child abuse among school-age children remains inadequate. Despite various government and non-governmental initiatives aimed at child protection, children often lack the necessary knowledge to identify abuse, understand their rights, and seek help. Educators and health professionals have a responsibility to equip children with life skills and knowledge that can protect them from harm.

This study is undertaken to explore the effectiveness of video-assisted teaching as a method to enhance knowledge regarding child abuse among school-age children. By evaluating the impact of this method, the study aims to provide evidence-based recommendations for incorporating such educational tools into school health programs and curricula.

Statement of the problem:

A study to evaluate the effectiveness of video assisted teaching on the knowledge regarding child abuse among school age children in selected school Coimbatore.

Objectives

- To assess the existing knowledge on child abuse among school age children
- To evaluate the effectiveness of video assisted teaching regarding child abuse among the school age children
- To find out the association between the pretest knowledge level of the school age children with their selected demographic variables.

Hypothesis:

H1: The mean posttest knowledge level will be significantly higher than mean pretest knowledge level of the school age children.

H2: There will be significant association between the

pretest knowledge level of the school age children with their selected demographic variables.

II. MATERIALS & METHODS

It was an evaluative study. Pre experimental one group pretest post test design was used in this study. Non probability purposive sampling technique was used. The sample size was 30. Self administered questionnaire regarding assessment of knowledge on child abuse among school age children was used to evaluate the effectiveness of video assisted teaching on the knowledge regarding child abuse among school age children. The samples were selected by using non probability purposive sampling technique on the basis of selection criteria. Informed consent was taken from the respondent. On the same day by using self administered knowledge questionnaire, the pretest knowledge was assessed. The second day intervention was given by the researcher in which the investigator developed interventional strategy like video assisted teaching on the knowledge regarding child abuse among school age children which will be given for 45 minutes for one day. Post test was done on 7th day by using same tool to assess the knowledge level of the subjects. According to the objectives, the data were represented under the following section.

Section I: Data on Frequency and percentage distribution of samples with their selected demographic variables.

Section II: Data on distribution of the samples according to their level of knowledge in pretest and posttest

Section III: Data on association of the pretest knowledge level of school children with their selected demographic variables

Section IV: Data on effectiveness of video assisted teaching on child abuse among school age children

Section V: Data on association of the pretest knowledge level of school children with their selected demographic variables

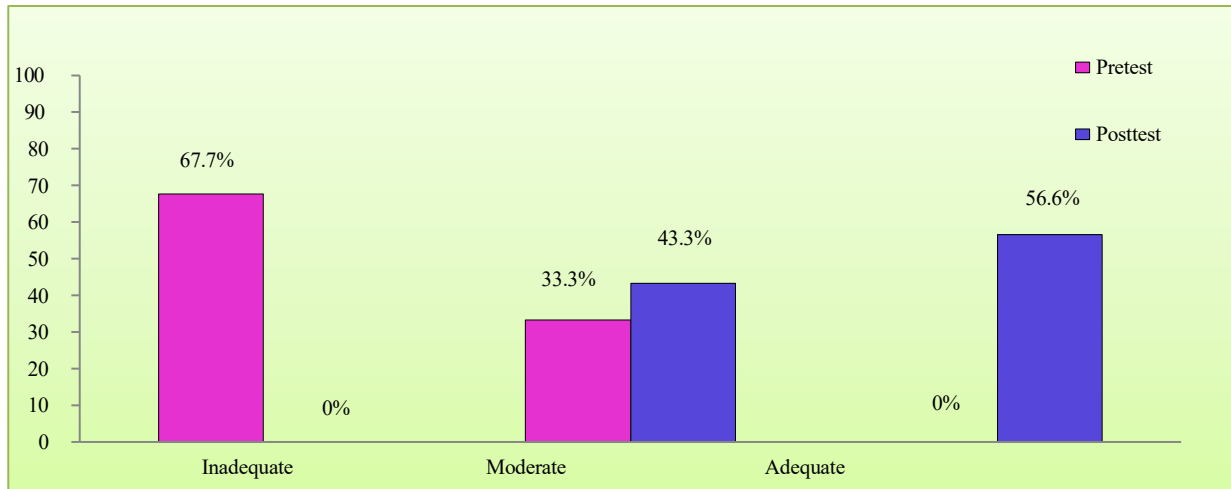


Fig-1: A Bar diagram showing the percentage distribution of samples in terms of pretest and posttest knowledge score.

Mean, standard deviation and t' Value of pre-test and post-test knowledge scores on effectiveness of video assisted teaching on child abuse among school age children (n=30)

S.No	Variable	Mean	Mean difference	Standard deviation	Paired 't' test
1.	Pre test Post test	9.7	10.3	3.4	26
2.		21		2.9	

The findings revealed that, among the school age children the pretest mean was 9.7 and the posttest mean was 21, so mean difference 10.3 was a true difference and the standard deviation of pretest was 3.4 and posttest was 2.9. The calculated paired 't' value was 26 was highly significant than the table value (2.6) at 0.05 level. Hence the stated hypothesis was accepted. It was inferred that video assisted teaching on child abuse was effective in improving the knowledge of the school age children. The findings suggested 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.

Ethical consideration

Research was conducted after the approval of research committee and school. The nature and purpose of the study was explained to the authorities of school, Coimbatore. Oral consent was obtained from the participants. Assurance was given to the study samples

that the anonymity of each individual would be maintained strictly.

Statistical analysis

Frequency and percentage will be used for the distribution of samples based on their knowledge regarding child abuse among school age children. Mean and standard derivation will be used to assess pre and post-test knowledge regarding child abuse among school age children. Chi-square test will be used to find an association between pre-test on knowledge regarding knowledge and attitude regarding child abuse among school age children with their selected demographic variables.

Results

The association of attitude with demographic variables by χ^2 test. It reveals that the age, sex, religion, number of siblings, ordinal position, head of the family, family living status, body built, with a pretest attitude score of subjects. So there is no

association between attitude and selected demographic variables.

Discussion

This study revealed that the pre-test means score for the knowledge was 9.7 and post-test mean score Was 21. Thereby the 't' value of knowledge was 26. Both the 't' value obtained from knowledge were higher than the table value at 0.05 level of significance. This reveals that there was a significant improvement in knowledge about child abuse among school age children. This, in turn, reveals that the video assisted teaching programme was effective.

Limitations

This study was conducted only in a selected school which imposed limitations in generalization of findings.

No follow-up was done after the test due to time constraint of the participants.

conclusion

The study highlights the need for targeted educational interventions to improve child abuse awareness among children. The study proved that video 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 video assisted teaching on child abuse.

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Contributors

RA: Conceptualization of the study, collection, analysis of the data, writing the manuscript, finalized the manuscript and will act as the guarantor of the paper, KD: Conceptualization of the study, collection, analysis of the data, writing the manuscript, finalized the manuscript, edited and critically evaluated the manuscript; Edited and critically evaluated the manuscript.