

Impact of Child Sexual Abuse Prevention Education (CSAPE) Training Module on Enhancing the Self-Protection Skills Among High School Students

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ARTICLE INFO ABSTRACT

A high school student's ability to defend themselves is essential, particularly in the modern world. Even before they reach adolescence, students struggle with a variety of issues and are limited in their activities. This study set out to determine how a child sexual abuse prevention education (CSAPE) training module affected high school students' ability to defend themselves. A pretest/posttest, quasi-experimental approach was used. There were 168 participants from two schools. The control group (n = 84) received instruction through a lecture in a classroom setting, whereas the intervention group (n = 84) got six sessions of the Child Sexual Abuse Prevention Education (CSAPE) Training Module through the hybrid app. The study's conclusions show that, between the pre- and post-tests, high school students in the experimental group did not have substantially different self-protection abilities or knowledge from the Child Sexual Abuse Prevention Education (CSAPE) training module. Between the pre- and post-tests, there is not a significant distinction in the self-protection skills and child sexual abuse prevention education (CSAPE) training module among high school students in the control group.

Keywords: Child Sexual Abuse, Impact, Prevention Education, Training Module, Self-Protection Skills, High School Students

INTRODUCTION

In the world, child sexual abuse (CSA) is an issue that affects an estimated 20% of children worldwide (Senn, Braksmajer, Urban, Coury-Doniger, & Carey, 2017; WHO, 2016). The issue of child sexual abuse, when combined with emotional and physical abuse, is complex and multifaceted, encompassing social, moral, cultural, and legal aspects (Baccino and Martrille, 2016; Mc Killop 2019). There is no single, accepted definition of child sexual abuse while it is a complicated phenomenon that can occur in a variety of contexts, for a variety of causes, and in a range of relationships (American Psychological Association, 2014). Child sexual abuse is defined by the World Health Organization (2006) as when a child participates in sexual activity that they do not fully understand, cannot give informed consent for, are not developmentally ready for, or that otherwise transgresses legal requirements or social norms.

The ability to defend oneself, one's belongings, or one's group in self-defense is known as self-protection. Maintained a bat beneath the bed for self-defense discovered that groups impacted by war frequently create complex self-defense plans. Adolescent females face a variety of issues that cause them to feel insecure and depressed. For a variety of causes, girls have experienced bullying, which can lead to substance usage at times (Li Z, Veeraraghavan VP, Mohan SK, 2020). Their low self-esteem as a result of this sadness can have growth-inhibiting effects on melanoma cells. Self-defense is a countermeasure that we use from home to ensure our health and safety. Teenage females are frequently sexually assaulted on the street, at school, and occasionally even at home.

REVIEW OF LITERATURE

The purpose of Suchismita Pahantasingh, Krishnakumari, et al.'s (2023) study was to ascertain the relationship between mothers of school-age children's knowledge and attitudes on the prevention of child sexual abuse in Shyampur and Khordha, Odisha. Purposive sampling was used to choose 100 moms in total for the study. There was a descriptive design applied. Information about knowledge and attitude among mothers of school-age children was gathered through the use of an attitude scale and a self-administered structured tool.

According to the outcomes, 52%, 27%, 19%, and 2% of mothers had a negative, positive, strongly positive, and strongly negative attitude toward child sexual abuse prevention, respectively. Similarly, 54%, 34%, and 12% of mothers had good, average, and poor knowledge of sexual abuse prevention. Parents in a few rural Rajasthani villages were asked to rate their knowledge on how to prevent child abuse by Nisha Yadav, Nirmala Kumar, et al. in 2021. Using a non-probability purposive sample technique, a total of 60 parents with children under the age of 18 were selected. Parents were asked to complete a standardized, self-administered questionnaire about child abuse in order to provide data. According to the findings, 39% of parents had good knowledge, 1.6% had excellent knowledge, and 60% of parents had low knowledge.

Rhyanne Hartwig and Rhyanne Hartwig (2023) investigated the subject of instructing disabled students in self-defense. Students will learn four topics of knowledge in a self-defense unit: awareness, prevention, escape, and recovery. This study aims to inform physical education teachers about the prevalence of sexual assault and abuse against people with disabilities, as well as how to teach self-defense skills to students with disabilities in the classroom.

In a survey carried out in South India, Keerthana, Gayathri, Gayatri Devi, and Vishnupriya (2020) examined teenage girls' awareness of self-defense and self-protection. The purpose of the study is to find out how aware South Indian teenage females are of self-defense and self-protection. A Google form link was used to deliver a 10-item questionnaire to around 125 young girls within the ages of 13 and 19. The outcomes were gathered and examined. The majority of people, or roughly 78.4% of teenage girls, concurred that self-defense is crucial and that everyone knows why. This survey increased knowledge of protection and self-defense among teenage girls.

Objectives

- ❖ To find out whether there are any significant variations between the pre- and post-test results for the high school students in the control and experimental groups regarding their training in child sexual abuse prevention education (CSAPE) on improving self-defense abilities.
- ❖ Examining the pre- and post-test demographic factors is related to the high school students in the control and experimental groups' completion of the Child Sexual Abuse Prevention Education (CSAPE) training module.

Research Method

This study used a pretest-posttest quasi-experimental design. Eighty-four high school students from two schools in the Salem district participated in this study. Male and female participants in the experimental groups range in age from 10 to 14 years.

Instruments

The researcher created to impart knowledge of high school students about self-defense techniques and to help them develop the necessary information and attitude to stop child abuse. Using a lecture-and-discussion format, a structured education program, 45 minutes of information on preventing child abuse were given. It contained broad details about the frequency of child abuse, the types of abuse, and the consequences of child abuse. The experimental group of study participants received one hour of hands-on instruction over two days from the demonstration approach regarding the steps of self-protection measures. The following are the several forms of abuse prevention that are all practiced as self-defense methods.

Procedure

The headmasters of the rural government middle schools in the Salem District granted permission for the research to be conducted there. Parents of research participants in the experimental and control groups provided written informed consent. Parents and study participants were given an explanation of the study's purpose. 84 pupils from Fairland and Asthampatty government middle schools participated in the study. Schools were chosen at random for the experimental and control groups using the lottery technique. The experimental group consisted of the government middle schools at Asthampatty Middle School, while the control group was made up of the middle schools of Fairland Government Middle School. There were 168 pupils enrolled in the eighth grade. A stratified random sample method was used to choose the students. There were 84 pupils in the experimental group and 84 in the control group overall.

The knowledge, attitude, and self-protection skills pertaining to child abuse and its prevention were assessed using a practice check list and a structured questionnaire. Both the experimental and control groups completed a pretest. While the control group simply received their regular schedule, the experimental group also received a Child Sexual Abuse Prevention Education (CSAPE) Training Module. The control group participants followed a typical academic program but received no structured information about child abuse and how to prevent it.

The researcher used a structured teaching approach that included a one-hour demonstration on self-defense techniques over the course of two days, as well as a 45-minute lecture using power point slides to impart knowledge and attitudes toward general information, causes, effects, and self-protection actions to prevent child abuse. The same structured instrument was used to administer a post-test to the experimental and control groups after seven days in order to evaluate their knowledge, attitudes, and self-defense techniques. Data was coded and entered into a database for statistical analysis.

Validity and Reliability

The level to which an instrument's item appropriately reflects the universal content is referred to as its validity. Three clinical psychologists who specialize in child abuse were consulted in order to determine the tool's validity. The tool was refined after taking into account the advice and recommendations of specialists. The accuracy rate of the instrument is referred to as reliability. The tool's reliability was examined using the test-retest methodology. Reliability of the tool was determined to be $r = (0.812)$. Karl Pearson's correlation coefficient method was used to estimate reliability and assess internal consistency and stability.

Findings

H₀₁: The self-defense abilities and child sexual abuse prevention education (CSAPE) training module of high school students in the experimental group do not alter substantially between the pre- and post-tests. The experimental group's post-test scores in the self-protection skills ($t=8.174$, $p<.001$) and child sexual abuse prevention education (CSAPE) training module ($t=36.718$, $p<.001$) were considerably higher than the pretest scores, according to the results of the paired-sample t-test.

Table 1: Pre-test and Post test comparison of mean scores of the Experimental group

Category	N	Pre Test		Post Test		r value	t value	Sig
		Mean	SD	Mean	SD			
child sexual abuse prevention education (CSAPE) training module	84	18.87	6.313	49.71	5.197	0.104	36.718	0.000
self-protection skills	84	97.12	14.786	114.21	9.646	-.093	8.174	0.000

Table 1 t test analysis shows that, at the 0.01 level of significance, students in the experimental group (N=84) differ substantially from pre- and post-test results in their child sexual abuse prevention education (CSAPE) training module. The post-test mean score (M=49.71) is higher than the pre-test mean score (M= 18.87). Given that the respondents are high school students, it should be highlighted that the experimental approach of the child sexual abuse prevention education (CSAPE) training module greatly improves self-protection abilities. Additionally, at the 0.01 level of significance, there is a significant difference in the self-protection skills of the experimental group's students between the pre- and post-tests. These findings also suggest that there is a noteworthy distinction in self-defense abilities between the pre- and post-tests.

H₀₂: There is no discernible difference between the pre- and post-test scores of high school students in the control group regarding their knowledge of the child sexual abuse prevention education (CSAPE) training module and their self-defense abilities.

The control group's post-test scores on the self-protection skills ($t=1.295$, $p>.001$) and child sexual abuse prevention education (CSAPE) training module ($t=1.654$, $p>.001$) pretests were not substantially higher than those of the control group, according to the results of the paired-sample t-test.

Table 2: Pre-test and Post test comparison of mean scores of the Control group

Category	N	Pre Test		Post Test		r value	t value	Sig
		Mean	SD	Mean	SD			
child sexual abuse prevention education (CSAPE) training module	84	8.152	1.217	9.121	1.197	0.524	1.654	0.542
self-protection skills	84	9.163	1.536	9.361	1.768	-.128	1.295	0.729

Table 2 "t" test analysis shows that, at the 0.01 level of significance, there are no significant differences between the pre- and post-test results for the CSAPE (child sexual abuse prevention education) training module among the 84 kids in the control group. The post-test mean score (M=9.121) is marginally higher than the pre-test mean score (M= 8.152). It should be highlighted that the high school students' self-protection skills were not altered by the control group approach of the child sexual abuse prevention education (CSAPE) training module. At the 0.01 level of significance, there is no significant difference observed in the self-protection skills of the control group's other pupils between the pre- and post-tests. These findings also show that there is no discernible variation in the control group students' self-protection abilities between the pre- and post-tests.

Discussion

Major finding

- ❖ The self-protection skills and child sexual abuse prevention education (CSAPE) training module of high school students in the experimental group do differ significantly between the pre- and post-tests.
- ❖ The self-protection skills and child sexual abuse prevention education (CSAPE) training module of high school students in the control group do not show a significant difference between the pre- and post-tests.

There was a statistically significant difference between the experimental and control group in the post test on knowledge at level $p < 0.05$ with paired t value 26.72, according to another study by Vinutha et al. (2023) on the efficacy of structured teaching program on knowledge regarding sexual abuse among adolescent girls. The study by Geetha Chaudry et al. (2019), which found a statistically significant difference between the mean pre and post test knowledge score with paired t value 12.88 that was statistically significant at level $p < 0.05$, supports the findings of the above study.

Additional research showed that attitudes toward sexual harassment and how to prevent it differed statistically significantly between the pre- and post-test among teenage girls at a level $p < 0.05$, with a paired t value of 14.69. Further research findings corroborated by a different study by Nisha Yadav, Nirmala Kumara et al. (2021) evaluated parents' awareness of child abuse prevention in a few rural Rajasthan locations. The effectiveness of the sexual healthcare education on nursing students' knowledge, attitudes, and self-efficacy in relation to sexual healthcare was assessed in this study using a quasi-experimental method.

Educational Implications

- ❖ **Integration with the Standard Curriculum:** Successful CSAPE initiatives emphasize how crucial it is to make self-defense instruction a required component of the high school curriculum. This can ensure that every student receives a thorough and consistent education on this important subject.
- ❖ **Age-Appropriate Content:** The curriculum may be modified to accommodate a range of age groups, ensuring that all students can comprehend the material and that it is developmentally appropriate.
- ❖ **Clear Reporting Procedures:** For students who report abuse, schools may need to create or improve clear, private, and easily available reporting procedures.
- ❖ **Protection Policies:** To ensure the safety and security of every student, policies should be reinforced, covering both preventive and corrective measures.
- ❖ **Prevention of Abuse:** Schools can make a significant contribution to lowering the incidence of child sexual abuse in society by educating children at a young age.
- ❖ **Informed Future Adults:** Students who complete CSAPE training are likely to retain this information as adults, perhaps going on to advocate for child safety and build a more knowledgeable and protective community.

Conclusion

High school students' ability to defend themselves is significantly and favorably improved by participation in Child Sexual Abuse Prevention Education (CSAPE) programs. CSAPE programs prepare students with the essential knowledge, abilities, and tools to identify, prevent, and report possible abuse scenarios. To sum up, CSAPE training is an essential educational program that gives high school students the skills they require to protect others from sexual assault as well as themselves. The beneficial effects of these efforts highlight how important it is to train teachers, create a conducive learning environment, and include comprehensive abuse prevention education in school curricula. We can help create a safer and better-informed society for next generations by maintaining our efforts and making improvements to CSAPE programs.

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