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A study to assess the effectiveness of structured teaching programme on knowledge regarding sexual abuse and its prevention among the adolescents in selected school in Nagpur city

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Abstract
Introduction: A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include lecture, demonstration, video assisted teaching or combinations of these. The choice of teaching method to be largely depends on the information or skills that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students.
Objectives: 1.To assess the existing knowledge regarding sexual abuse among the adolescents of selected schools in Nagpur city. 2. To assess the effectiveness of structured teaching program on knowledge regarding sexual abuse among the adolescents of a selected school in Nagpur city. 3. To associate the post test knowledge scores with selected demographic variables.
Methods: The investigators developed a conceptual framework which was based on cognitive learning theory. An evaluatory research approach was used quasi experimental research design [one group pre-test post-test research design] was used. The tool used for the data collection was structured questionnaire which comprised of 25 multiple choice questions on sexual abuse and its prevention. The sample size was 30 and samples were girls from adolescents age group simple random sampling technique was used. The data collected was analyzed by using descriptive and inferential statistics in terms of frequency, mean, standard deviation, chi square and paired 't' test. Results: The level of knowledge was categorized into 5 : excellent, good, average, poor, very poor. 12 (40%) adolescents had very poor knowledge, 08 (26%) had poor knowledge and 10 (34%) had average knowledge, 0(0%)had good knowledge, 0(0%) had excellent knowledge score in pre-test. 0(0%) adolescent girls had very poor knowledge, 0(%) had poor knowledge and 04(13.33%) had average knowledge, 06(20%)had good knowledge, 20(66.66%) had excellent knowledge in post-test. There is no association between knowledge score with demographic variables.
Conclusion: The study reveals that there is a deficit knowledge regarding sexual abuse and its prevention in pre-test. The post-test knowledge score were increased which reveals that structured teaching programme was effective on knowledge regarding sexual abuse and its prevention.

Keywords: sexual abuse and its prevention, structured teaching programme, effectiveness

Introduction
"The time has changed from reciting poems and fairy tales to teaching about sex education."
The status of girls throughout world history is closely related to the status of women in any culture .where women enjoy a more equal status with men, girls benefit from greater attention to their needs. Femininity is a set of attributes, behaviour, and rules generally associated with girls and women [1].
In India, girls are considered to spend their time and attention in house making. As it is their primary job to do. They are even treated submissive, sensitive, emotional, delicate and vulnerable. Therefore girls have to undergo social humiliation which crucially involves sexual abuse.
We have become increasingly aware of sexual abuse in our society, and yet the majority of teens who were sexually abused as children enter adolescence carrying the secret of their abuse. Such hidden abuse may have devastating effects on the development of personal identity, self-esteem, attitude, behaviour and interpersonal relationships that may persist and set a pattern for a troubled adulthood [2].

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Objectives
1. To assess the existing knowledge regarding sexual abuse among the adolescen**t**s of selected school in Nagpur city.
2. To assess the effectiveness of structured teaching program on knowledge regarding sexual abuse among the adolescents of the selected school in Nagpur city.
3. To associate the post test knowledge scores with selected demographic variables.

Material and Method
The investigators developed a conceptual framework which was based on cognitive learning theory. An evaluatory research approach was used quasi experimental research design [one group pre-test post-test research design] was used. The tool used for the data collection was structured questionnaire which comprised of 25 multiple choice on sexual abuse and its prevention. The sample size was 30 adolescents and sampling technique was simple random sampling technique and data collected was analyzed by using descriptive and inferential statistics in terms of frequency, mean, standard deviation, chi square and paired 't' test.
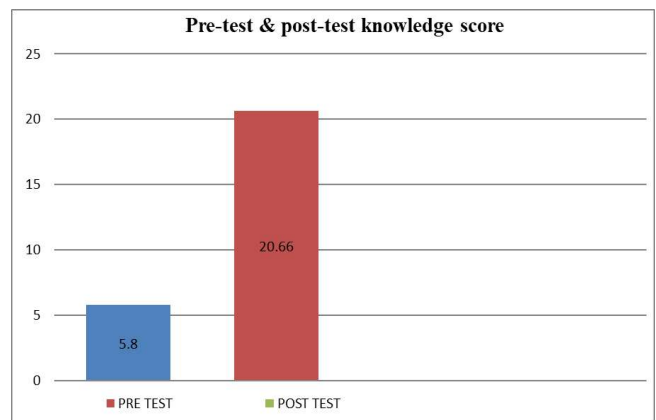
Result
Majority 10 (33.33%) adolescents' of the age group between 11-12 years.
Majority 30 (100%) adolescents' were females.
Majority 30 (100%) adolescents' were from urban area.
Majority 08 (26.66%) adolescents' were studying in 7th and 8th class.
Majority 15 (50%) adolescents' were from nuclear family type.
Majority 14 (46.66%) adolescents' parents were having income above 30,000 and 10(33.33%) having income between 20,000 to 30,000.
Majority 21 (70%) adolescents' fathers were graduate and 12(40%) adolescent's mothers were graduate.
Majority 13 (43.33%) adolescent's parents were self employed (business).

Majority 14 (46.66%) adolescents' belong to Buddhist religion.

Table 1: Significance of difference between knowledge score in pre and post-test of adolescents regarding sexual abuse and its prevention.

Overall	Mean	SD	Mean percentage	t-value	p-value
Pre-test	5.8	10.62	23.2%	15.688	$P<0.05$
Post- test	20.66	4.095	82.64%		

Table no. 1: depicts the overall mean knowledge scores of pre test and post test adolescent girls which reveals the mean post test knowledge score was higher 20.66 with SD of +4.095 when compared with pre test mean knowledge score value which was 5.8 with SD of +10.62. The statistical paired t test implies that the difference in the pre test and post test knowledge score found to be 15.688 which is statistically significant at 0.05% level of significance ($p<0.05$). Hence, it is statistically interpreted that structured teaching programme on knowledge regarding sexual abuse and its prevention was effective. Thus H1 is accepted and H0 is rejected.

Fig 1: Bar graph representing the of difference between mean knowledge score in pre-test and post-test of adolescents.

Table 1: An analysis of data to find association between post-test knowledge scores with the selected demographic variables

Sr.no	Demographic variable	Chi-square value	Degree of freedom	Table value	Level of significance	Significance
1	Age	4.35	12	21.03	0.05	Not significant
2	Gender	0	4	9.49	0.05	Not significant
3	Area of residence	0	8	15.51	0.05	Not significant
4	Class	4.14	16	26.03	0.05	Not significant
5	Family type	7.64	8	15.51	0.05	Not significant
6	Monthly income	10.5	12	21.03	0.05	Not significant
7	Education of mother	4.42	12	21.03	0.05	Not significant
8	Education of father	3.89	12	21.03	0.05	Not significant
9	Occupation of father	8.34	12	21.03	0.05	Not significant
10	Religion	9.27	12	21.03	0.05	Not significant

Analysis reveals that there is significant association between knowledge score with Age, Gender, Area of residence, Class, Family type, Monthly income, Education of mother, Education of father, Occupation of father, Religion

Discussion
The overall mean knowledge scores of pre test and post test adolescent girls which reveals the post test mean knowledge score was higher 20.66 with SD of +4.095 when compared with pre test mean knowledge score value which was 5.8

with SD of +10.62. The paired 't' test implies that the difference in the pre test and post test knowledge score found to be 15.688 which is statistically significant at 0.05% level of significance ($p<0.05$). Hence, it is statistically interpreted that structured teaching programme on knowledge regarding sexual abuse and its prevention was effective. Thus H1 is accepted and H0 is rejected.

Conclusion
After the detailed analysis, the study leads to following conclusion: The research concluded that pre-test and post-test knowledge mean score regarding sexual abuse and its prevention among adolescent girls was 5.8 and 20.66 respectively. Therefore the study reveals that there is a deficit knowledge regarding sexual abuse and its prevention in pre-test and post-test knowledge was increased which reveals that structured teaching programme was effective on knowledge regarding sexual abuse and its prevention.

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Conflict of Interests
This statement is to certify that all authors have been and approved the manuscript being submitted. We warrant that the article has not received prior publication and is not under consideration for publication elsewhere. We have no conflict to declare.

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