

## ASSESSING EFFICACY OF CHILD SEXUAL ABUSE PREVENTION PROGRAM IN SCHOOL; A COMPARATIVE STUDY

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### ABSTRACT

Child sexual abuse talks about any non-consensual, inappropriate, coercive sexual behavior, activity involving a child. Several cases of children being exposed to sexual abuse has been reported in Pakistan over the past few years (Sahill, 2020). It has been reported that 90% children including both female and male encounter child sexual abuse as presented by Lauren's Kids (2020) in US. (McGibbin, Humphreys, and Hamilton 2017) proclaim that prevention programs are beneficial to teach children about sexually coercive behaviors that are improper. This experimental research aims to build awareness in children and will help them create a personal safety as effective educational approach for sexual abuse prevention. The study consisted of 100 students of grade 4 and 5 students of three different socioeconomic status including government, middle class, and upper class, each session of 1 hour 30 minutes including pre and post-test. The students will be filling the pre-test children knowledge of abuse questionnaire (CKAQ), then video literacy program will be introduced including videos which will enhance the knowledge about sexual abuse and students will get engaged in the activities like body safety map by drawing, space bubble which will help them know how to maintain distance from strangers and emotions charades for awareness regarding emotions so that there could be an effective improvement in children level of awareness. Then a post-test will be conducted through providing questionnaire (CKAQ). The data will be analyzed by ANOVA test.

**Keywords:** Child sexual abuse, Personal Safety, pre- and post- test, video literacy programs, sexual awareness.

### 1. INTRODUCTION

Child sexual abuse is an endemic worldwide concern for children, necessitating proactive measures for prevention. Schools play a crucial role in implementing prevention programs to safeguard students (Topping and Barron, 2009). This literature assesses efficacy of various child sexual abuse prevention programs in schools, comparing their effect on knowledge acquisition, skill development, and overall effectiveness Rudolph, J. I, et al (2022). The research aims to analysis the efficacy of child sexual abuse prevention program in school and how it benefits the school age children.

The term child sexual abuse (CSA) refers towards abusive along with traumatic exposure

noted among juveniles and teenagers including sexual assault, or any act which is inconsequential lesser to forced contrarily engaging or persuaded in any sort of sexual activity (Finkelhor, D. (2017). CSA also include the acts done without any involvement, encompassing exhibitionism and exposure to vulgar displays, sexual communication via phone or digital devices. CSA involves a wide range of perpetrators, including male, female, unfamiliar person, reliable family members, companions, buddies, close family acquaintance, along with individuals of various sexual preferences spanning all social class, economic statuses and society diversities. Thus, involving

a younger to a sexual act (directly or indirectly) disregarding the child's consent or readiness to provide consent can be defined as child sexual abuse (Kendall-Tacke, K., & Hsu, H. (2020).

The Child sexual Abuse CSA has impacted mental health of many individuals compromising many psychosocial and health related concerns including self-harm, obesity and psychiatric disorders as evidenced by many studies including; Hyman, S. M., & Garcia, A. R. (2018). Moreover, the children who are vulnerable of CSA are commonly endure other forms of sexual abuse, ignorance, inadequate close one's support, household pressure (due to poor condition), caregivers drug misuse, limited psychological aid and affection from peers which cause such younger ones to face difficulty in regulating their emotions efficiently and for developing a cognitive, motor, sensory impairments, mental health challenges and potential alcohol misuse (Dube, S. R. et.al., (2017). The CSA prevention programs are effectively increasing children's knowledge and proactive skills as well which is extremely profitable for them. The WHO World Health Organization has also considered CSA as the most significant public health concerns affecting 8% and 20% of youth individuals worldwide.

The CSA prevention programs aim to groom children understanding, competence and dexterity by group based personal safety instructions which are displayed in educational settings. CSA education is a beginning in some of the countries and in several the process has already been started. It is a sensitive topic for many of the people and also some societies avoid such topics to be discussed or to speak about it. This should not be stigmatized instead people should volunteer to control the CSA cases in Pakistan. It has been very difficult to promote Child sexual education CSE in Pakistan but some organizations came forward to raise their Voice against Child sexual abuse and took step in helping the children to get aware about CSA. Deficit of precedence, paucity of knowledge, misapprehension are the challenges faced by many to implement CSE in practice. According to United Nations Educational, Scientific, and Cultural Organization's (UNESCO) the globe is at stage of succession to provide education on

child sexual abuse. Past research showed three elements of child sexual abuse which are psychological factors, social factors and economic factors and also revealed that children experiencing child sexual abuse are either belongs to low socioeconomic class, parents involved in substance use or doesn't have a biological parent. However, several concerns about child sexual abuse emanate due to early marriage of children (Sorsoli, et.al., (2016).

Moreover, online platforms also played an essential part in boosting cases of child sexual abuse CSA as ECPAT international claimed that many online technologies facilitated in the increase ratio of child sexual abuse resulting in adverse consequences. In prevention, many strategies are implemented by the schools which include information-based training IBT in which only information is conveyed to the children through videos, role-plays and different activities by the instructor and behavioral skill training BST which is taught through modeling methods and scenarios (Wurtele, S. K., & Kenny, M. C. (2017).

The importance of CSA demands comprehensive interventions that go beyond immediate incidence management. Children spend most of their time in a school setting, so providing prevention programs in this learning environment would allow children to get early interventions and education, making them empowered with knowledge and skills to recognize as well as address such inappropriate behaviors. (Tobin, K., & Kline, A. (2019). Moreover, schools do not only serve as an educational institution, rather it also serves its purpose as an important community space where children learn social skills and develop healthy relationships. So, creating a safe and supportive environment among school students encourages disclosure among children and reduces the stigma that attached with reporting abuse (Holland, C., & Ivey, M. (2016).

### **1.1 Operational Definition**

The term child sexual abuse refers to the abusive and traumatic exposure among youngsters including sexual assault, or any act where a juvenile is compelled or pressured to engage in any form of sexual activity.

### 1.2 Purpose

The research aims to analysis the efficacy of CSA prevention programs pertaining to enhancing the knowledge among children about good/bad touch, personal boundaries, consent and addressing or recognizing inappropriate behaviors. Also to assess self-efficacy of a student in resisting and reporting the inappropriate behaviors of potential abuse. Moreover, to address the differences in program outcomes among different school settings, demographic criteria's/characteristics, and socioeconomic context.

### 1.3 Rationale

The findings from this research pledge for contributing valuable insights to the field of child protection, to create safer school environments which encourage youngsters with the valuable competence to safeguard independently from the risk of child abuse.

### 1.4 Significance

The study's significance lies in it's contribution of understanding child sexual abuse awareness and prevention training.

## 2. Literature Review

### 2.1 Hypotheses

After thorough literature research, the following hypotheses were drafted for this current study:

**H1:** Children's Knowledge related to child sexual abuse prevention will significantly increase the post test score of CKAQ questionnaire.

**H2:** Child sexual abuse prevention program will cause difference in pre and post test knowledge.

**H3:** Students from school catering to upper socioeconomic status will have more knowledge in pretest as compared to students in other socioeconomic status.

Child abuse is a manmade activity that ceases the natural potential of children which includes all patterns of emotional, physical and sexual abuse that causes potential harm to a child growth and dignity (JalilFaraz, 2022). Child sexual abuse refers to any non-consensual, inappropriate, or coercive sexual behavior or activity involving a child. It encompasses a range of harmful actions that can cause both immediate and long-term

physical, emotional, and psychological consequences for the victim. According to human rights World report, 2021: rights trends in Pakistan; 2021, child sexual abuse in Pakistan stays prominent and approximately 25% of children have been subjected to it. An Islamabad based-NGO reported 2,227 cases of child sexual abuse (CSA) between the months of January and June (2023). Which makes an average of 12 children being sexually abused per day- or one child every two hours? One of the main reasons reported for CSA was lack of awareness at households and schools. Talking about this issue can be a taboo for most of the people/parents which make it even more vulnerable.

Most of the cases go unreported because of the social stigma attached to it and thus the child remains unaided. The lack of awareness through interventions in schools and colleges is considered to be one of the major causes of CSA. A sum of 2,210 understudies across five regions in a Mid-Atlantic state got the Safe Touches workshop between September 2019 and March 2020 during COVID-19 pandemic from which they concluded that safe touches essentially expanded CSA- related information and overall facilitators upheld further investigation and improvement of a virtual Safe Touches workshop. The change of observationally upheld school-based CSA counteraction projects to a virtual conveyance methodology is important to keep a compelling method for essential counteraction and a chance for divulgence (stacey et al, 2023). A pilot studies deciding the possibility of the essentially conveyed CSA counteraction program was led and it was counseled that virtual mode has high understudy commitment and interest in virtual methods of conveyance would guarantee all students to approach CSA prevention programs. (Kate Guastaferrero et al, 2022).

The study conducted by (Kate Guastaferrero et al , 2023) shows that a solitary meeting, all-inclusive school-based CSA counteraction program can really build youngsters information when executed and spread on a wide scale and information gains can be held a year post mediation. The risk factors of CSA are more vulnerable in the developing countries; one of the major root causes of CSA is poverty and is closely related to acts of sexual violence in

poorer families as compared to more financially stable families (Naseem, Sadia, & Waraich). The culprits/child abusers; abuse for various reasons including: mental illness, illiteracy behind this practice, and parent's inability to guide or teach their children about this issue to increase their help seeking or self-protecting behaviors (Usman Shaukat Tarar et al., 2020). The variables that are positively correlated with CSA are; co-occurring mal treatment at home, emotional dysregulation, inattentive parents, and maladaptive coping strategies (Scoglio et al., 2021).

A study reveals that victims after the episode of CSA report being afraid in 35.7% episodes but not at all afraid in 19.8%. Among the children aged 10-17-year-olds, 66.3% of episodes go unreported to parents or any adult figure (Gewirtz-Meydan & Finkelhor, 2020). CSA victimization can be divided into 4 categories (biological parents, parental figure, relative, unrelated). A study revealed that most (91.7%) children get victimized by males (21.7%) get abused by females by physical and/or nonphysical contact and goes unreported (Negriff et al., 2014). A study revealed that the disclosure of CSA depends upon the factors including informal (i.e., social support) and formal (i.e., law enforcement) and the victims self-reported experiences of telling others about their own abuse and their perception of advantages and disadvantages of disclosure (Winters et al., 2020). Nearly 73% of children report receiving a negative reaction to disclosure which include; distracting, dismissing the victim 33%, not believing the victim 29%, responding violently to the disclosure 10%. Making children lose the will of not disclosing the abuse to anyone or discloses the abuse to non-offending family members 66%, friends 17%, and formal support providers 12%, which is unproductive and potentially harmful for some children (Elliott et al., 2022). Other factors for not reporting CSA includes; barriers from within (internalized victim blaming, mechanisms to protect oneself, and immature development at the time of abuse), barriers in relation to others (violence/ dysfunction in family, power dynamics, awareness about impact of telling, fragile social network) and barriers in relation to social world (labeling, taboo, lack of services

provided, cultural background) all these factors inhibit the disclosure of CSA (Collin-Vézina et al., 2015).

CSA being unreported or unaided can result in major risk factors including psychological and sexual exploitations in the life of a young adult. A child can suffer from low self-esteem, anxiety, depression, PTSD, having multiple sexual partners, unhealthy sexual desires, in adulthood can be linked with being sexually abused as a child (Lalor & McElvaney, 2010). In some cases, child abuse can cause severe injury or may result in n (Aeron, 2019).

However, if interventions against sexual abuse are provided to pre-school and primary aged children to enhance their knowledge on help seeking and self-protection behaviors and the consistency between the interventions remain constant; it reduces the prevalence of CSA (Russell, Higgins, & Posso, 2020). School based intervention programs for the prevention of CSA than any alternative intervention programs or no programs at all to enhance the knowledge of CSA prevention techniques and children protective or help seeking behaviors should be considered as being valid (Walsh, Zwi, Woolfenden, & Shlonsky, 2015). Another study, provided the evidence of school-based programs for the interventions of CSA and reported that the self-protective behaviors in children can be increased by participating in school based sexual abuse prevention programs (Walsh, Zwi, Woolfenden, & Shlonsky, 2018). The interventions to increase awareness among children can include media campaigns, school-based prevention programs and psychological therapies to avoid the risks of being sexually abused as a child and to avoid the risks of CSA that include in the later life being an adult (Lalor & McElvaney, 2010).

The school-based prevention programs have been developed worldwide including several countries (Bustamante et al., 2019). A study has been conducted Finkelhor, Vanderminden, Turner, Shattuc, and Hamby (2014) on youth participating in violence prevention program which concluded that only less percent of people is involved in sexual assault prevention and children aged 5 to 9 are less likely to experience such exposure. McGibbin, Humphreys, and Hamilton (2017) proclaim that these prevention

programs are beneficial to teach children about sexually coercive behaviors that are improper. Nowadays, in this innovative generation there are technologies that develop online web based games and apps to teach CSA concepts (Moon et al, 2017). A novel targeting adolescent with a hope to prevent CSA perpetration has been generated which is beneficial for the youth (Letourneau, Schaeffer, Bradshaw, & Feder, 2017). There are some external programs developed especially collaborating with the community agencies to prevent the core prevention concepts including Safe touches (Holloway & Polido, 2018), Keeping Me Safe, and Good Touch or Bad Touch.

The systematic reviews and meta-analysis also denote that self-protective knowledge, skills and disclosures were acquired by CSA programs. A recent meta-analysis was conducted on child focused CSA programs which greatly increase children self-protective skills and knowledge and those gains were also maintained for six months (Walsh, Zwi, Woolfenden, & Shlonsky, 2015) However, a concern has been raised due to CSA prevention programs are that it could cause anxiety or other negative side effects in children (Rudolph & Zimmer-Gembeck, 2018) as evidenced by a meta-analysis conducted which shows anxiety and fears associated with prevention program participation.

Program fidelity is important to know how honestly and authentic the program has been delivered with full right program protocols. Without this it is impossible to know what factors impacted the program effectiveness and what has been analyzed. Assessing program fidelity includes the program design, training of providers, delivery of the program and how the program is received (Lynas & Hawkins, 2017). Child personal safety concepts and theories were also examined by several studies. (Noll, 2021) stated that children experiencing sexual abuse are at high lifelong risk of injurious psychosocial outcomes involving sexual behaviors (Skinner et al., 2016), teenage motherhood Noll et al., 2019) and health concerns including depression, anxiety, substance use.

Universal psychoeducational programs are becoming extremely essential nowadays to

create child awareness about sexual abuse and to teach them about it. Several safe touch workshops have been conducted for students in grade 3 consisting of role plays on the difference between safe and unsafe touch (Holloway & Pulido, 2018) which also includes parent focused programs for caregivers and parents (Guastaferrero et al., 2020). Researches declare that CSA prevention programs have greater impact on not only children but parents and community members as well (Guastaferrero et al., 2019; Rudolph et al., 2018).

To make CSA prevention programs more beneficial for the children it is necessary to accommodate educational materials through information to them therefore, authors are deliberating on how to do it effectively (Rudolph & Zimmer-Gembeck, 2018). Some of the strategies needed to fruitfully accomplish it are parent education (Guastaferrero, Zadzora, Reader, Shanley, & Noll, 2019; Nickerson, Livingston, & Kamper-DeMarco, 2018) public awareness campaigns, and school-based programs. To promote CSA some public health initiatives have come about with such campaigns like “Stop it Now! and “Enough Abuse!”. Parent focused CSA programs are very necessary in today’s world to help them teach their children about how to prevent from sexual abuse and for that parents focused orientations and workshops should be conducted educate them about such sensitive topics.

A recent qualitative study interrogates the successfulness of the CSA for children in China indicating the demands to explore how the factors and mechanisms impact the intervention (Lu et al., 2020). Walsh et al 2019 reported that there are nine programs grounded on protective behavior model and seven programs with other programs combined with (PB) including “Keeping Ourselves Safe”, “Let Prevent Ourselves”, “Safe Child Programs” and the “Block Parent Program” comprehending “Good Touch & Bad Touch” as well and these programs were also accessible across all primary school grades. A short number of these prevention programs direct the use of harmful sexual behaviors by children and young people themselves (Tener et al., 2021). (Walsh et al., 2018, p. 35) reported that it has been proposed that school-based CSA programs helped children

recognize and avoid sexually abusive situations. Research by Fix et al. (2021) suggested that public awareness campaigns have emphasized the prevalence of CSA.

It has been reported that 90% of children in U.S.A including both male and female encounter child sexual abuse as presented by Lauren's Kids (2020) and 8.0% of victims are of age 8 or under the age (UNICEF, 2020). Moreover, nowadays online sexual abuse has been introduced as "Virtual Sex Tourism" and mostly girls are the victim of such thing however boys were also reported to be under the online sexual abuse. (Quayle, 2020) examined the association between child sexual abuse and online media and concluded that internet plays as a prominent role for objectifying the children. Gaming also has a role in CSA as the predators' hunt for children and showing emotional support to them as a result children started sharing their personal stuff to them which made them the victims of CSA. In today's world where gaming is the most Essential part of children's lives, the prevention programs in schools should only educate parents and children about the gaming trap as well.

An effective child sexual abuse prevention program should not only address immediate concerns but also have a lasting impact on children safety. Longitudinal studies, such as the evaluation of the Child help Speak Up Be Safe program (Larimer et al., 2017), provide insights into the sustainability of prevention efforts. Comparisons of short-term and long-term outcomes can help determine the lasting efficacy of different programs. Moreover, The Good Touch Bad Touch program is designed to educate children about appropriate and inappropriate touching. Studies (Johnson & Berdahl, 2017) indicate that this program enhances children understanding of boundaries and their ability to communicate about potential abuse. Safe Touch programs, emphasizing personal boundaries and safe touches, have been implemented in various schools. Research (Davis et al., 2020) suggests that such programs contribute to improved self protective behaviors among children. The Fourth R program, focusing on healthy relationships, has been implemented in schools for various forms of abuse prevention, including sexual abuse.

Evaluations (Crooks et al., 2019) demonstrate its efficacy in enhancing students' knowledge and skills related to healthy relationships. Erin Law mandates sexual abuse prevention education in schools. Evaluations (Fowler, L., & Vallett, J. 2021) show that implementing Erin Law curriculum contributes to increased reporting of abuse cases, indicating heightened awareness and empowerment among students. One prominent program is Darkness to Light Stewards of Children, which focuses on educating adults, including teachers, about recognizing and preventing child sexual abuse. Studies (e.g., Alexander et al., 2018) indicate positive outcomes in terms of increased knowledge and improved attitudes among participants.

In Pakistan speaking up about child sexual abuse is immoral (Avais et al., 2020) as it is a taboo subject for society. The children are exposed to sexual abuse in Pakistan almost everywhere as several cases were also presented by Sahill (2020), and 3,832 cases were reported in 2020 (Tahir, 2021) yet it contained to exist as a very diplomatic matter for much of society (Tahir, 2021) hence it is suggested that multiple evidence-based approaches should be implemented by targeting the audience and further longitudinal research is necessary to assess the long-term impact of these programs on reducing the incidence of child sexual abuse. Through media platforms people in Pakistan are becoming more aware of the ongoing cases of CSA (Jabeen, 2020). In 2014, half of the adults reported that they have had traumatic child molestation at Early age. Literature reviews revealed that children who received CSA prevention interventions showed higher knowledge of child sexual abuse concepts and prevention strategies than children who doesn't received the intervention. To help children prevent CSA teachers plays an extremely pivotal role in trust building, to make children comfortable for open discussions on CSA, to implement strategies, to shape their minds after being the victims. After teachers, parents should be held responsible to overlook their child's rather than display as dominant or strict parents.

### **3. Methodology**

### **3.1 Research Design**

The study is devised as an interventional research, as we aimed to assess the efficacy of CSA prevention programs among school children in improving knowledge of good/bad touch, personal boundaries, consent, and recognizing inappropriate behaviors, as well as evaluating student self-efficacy in resisting and reporting potential abuse.

### **3.2 Sample**

The study consisted of 100 total students of grade 4 and 5 of three different socioeconomic status's schools including lower class (government), middle class and upper class. A random sampling procedure was utilized with the implementation of Pretest and a Posttest as well.

### **3.3 Measures**

The following tools were used for measurements in this study conducted:

#### **3.3.1 CKAQ- Short: Two Brief Twelve-Item Measures of Knowledge about Child Sexual Abuse Questionnaire**

The Children's Knowledge of Abuse Questionnaire (CKAQ) purpose was to examine primary school child's knowledge of the main learnings instructed about sexual abuse (Leslie M. Tutty, 2019). The questionnaire including 40-items was validated in a sample of students aged between six and twelve (N =332). It was suggested by the authors who conducted a new factor analysis that the 24-item questionnaire would be more sufficient to measure knowledge of abuse prevention concepts. The statements tested in the CKAQ represented critical beliefs and facts about child sexual abuse (e.g., "strangers can look like regular people" or "people we know but don't live with might touch me on my private body parts even if I tell them to stop"). The twelve item (CKAQ) Questionnaire about Child Sexual Abuse Concepts was used in pre-test to gauge their initial understanding and post-test to evaluate the efficiency of the intervention as well.

#### **3.3.2 Body Safety Map and Emotional Charades**

The program also contained a video literacy feature and concluded with interactive activities reinforce key lessons. Some of these activities included drawing a body safety map, playing emotions charades to name a feeling. A body safety map can help a child clearly see and label the areas of their bodies that are safe, respect boundaries or should not be touched by others. In "The Safe Child Book: A Commonsense Approach to Protecting Children and Teaching Children to Protect Themselves" by Sherryll Kraizer (2011), concluded that process of creating and using a body safety map is detailed as part of a comprehensive approach to teach children about personal safety. Drawing also helps children reinforce learning with more clarity, these are easy for them to remember and apply in their lives. The emotional charades activity help children understand each other's emotions by acting out and discussing emotions. In the research by Brassard and Fiorvanti (2015), "School-based child abuse prevention programs," published in **Psychology in the Schools**, the process for activities like emotion charades is designed to enhance children's emotional literacy and their ability to recognize and express feelings. It also fosters a supportive environment while discussing sensitive topic like child sexual abuse.

#### **3.3.3 Space Bubble**

In addition to physical-activity, children also learn about the concept of personal boundaries namely PERSONAL SPACE through an activity called space bubble. This helps our children understand what it means to put in invisible "bubble" around themselves and respect their own boundaries as well as the personal space of others. Practicing a space bubble helps children to be aware of what is appropriate and inappropriate physical distance. This teaches them when someone is too close for comfort and how to assertively tell that person to create distance which is important in preventing unwanted physical contact (Christensen, T. M 2003).

Instruction given to the students



3.4 Procedure

To build awareness in children we helped them to create a personal safety to prevent of child sexual abuse with an experimental design of 1 hour 30 minutes including pre-test and post-test. The questionnaire (CKAQ) was filled in pre-test then a video literacy program was introduced, after that the students engaged in the activities like body safety map (by drawing), emotions charades (to validate emotions), and space bubble (to teach maintaining distance) to ensure the effective improvement in students level of knowledge about sexual offense and then by filling the same questionnaire (CKAQ) again in post-test, the efficacy of child safeguarding program was assessed. At last of the workshop, a feedback form was distributed to be filled to know about the efficacy of the provided workshop.

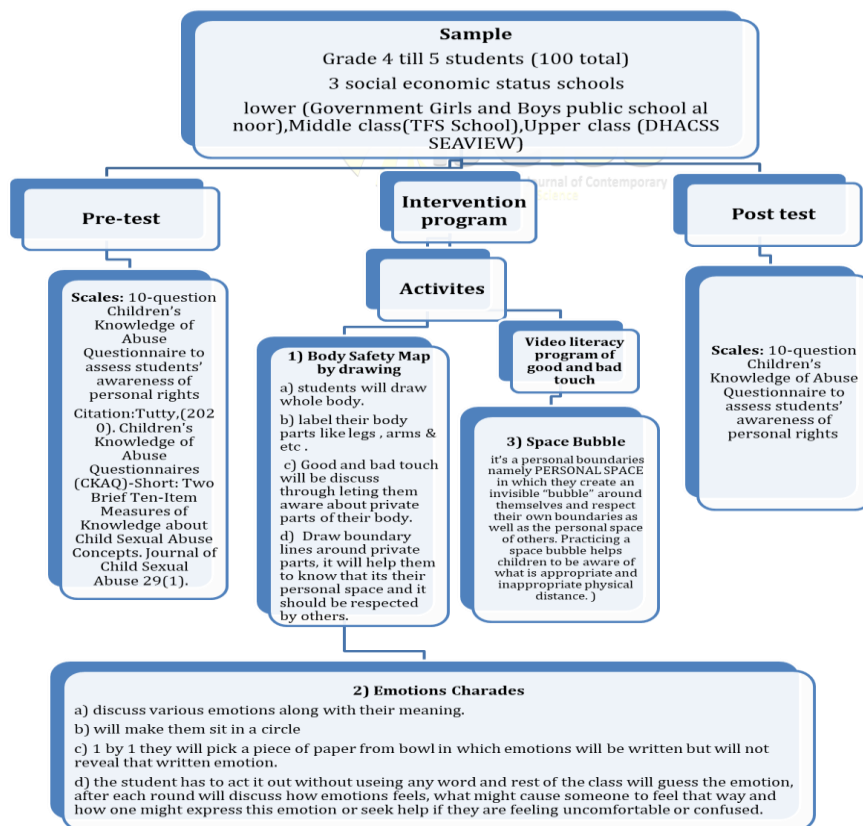


Figure 1. Methodology



4. Results

Table 1. Descriptive for Social Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Government School	20	20.0	20.0	20.0
	Middle Class School	39	39.0	39.0	59.0
	Elite Class School	41	41.0	41.0	100.0
	Total	100	100.0	100.0	

The table shows that the sample includes 20% of students from Government School, 39 % from Middle Class School and 41% from Elite Class School. Since there is no missing value, the valid percent would be equal to the percentage. Which is confirmed that all 100 students are spread evenly over the three types of schools and are categorized in a way that keeps a running total

and cumulative percentage, ensuring that all social classes are fairly represented. This approach is used to measure the effectiveness and impact of the Video Literacy Program across different social strata, providing a comprehensive evaluation of how well the program works for students from various backgrounds.

Table 2. ANOVA of Pre- Video Literacy Program

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	63.979	2	31.989	8.948	.000
Within Groups	346.781	97	3.575		
Total	410.760	99			

A One-Way ANOVA is conducted to find out if the changes are statistically significant. This ANOVA table concludes that the Pre-Video Literacy among the three groups (Government, Middle and Elite) are significantly different (p-value < 0.05). The mean pre-test results contradict H3, indicating children attending

government schools have the highest knowledge followed by those attending middle-class and elite-class institutions. This suggests that compared to students from middle-class and elite-class schools, students from government schools had greater awareness about preventing child abuse prior to the intervention.

Table 3. ANOVA of Post- video Literacy Program

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	37.776	2	18.888	5.718	.004
Within Groups	320.414	97	3.303		
Total	358.190	99			

The ANOVA table for the Post Video Literacy Program scores indicates that there's a significant difference in post-test scores between the different school groups. The between-group sum of squares is 37.776 resulting in a mean square of 18.888. The within-group sum of squares is 320.414 leading to a mean square of 3.303. The F-value is 5.718 with a significance

level (p-value) of 0.004, which is less than the conventional alpha level of 0.05. This significant p-value suggests that there are statistically significant differences in the post-test scores among the school groups, indicating that the video literacy program had a varying impact on students from different socioeconomic backgrounds.

**Table 4.** Paired Sample Statistics for Government School

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post Video Literacy Program	9.1000	20	1.48324	.33166
	Pre Video Literacy Program	7.3500	20	1.89945	.42473

As shown in the table, the results of paired samples statistics demonstrate the children’s knowledge about child abuse prevention program (CKAQ), mean score of the pre-video literacy program is 7.3500 and after the video literacy program mean scores raised to which indicates the increase of awareness and

knowledge in children regarding child abuse prevention through the educational program. The standard deviation for pre and post-test are 1.89 & 1.48 respectively, with a standard error mean for pre-test; 0.42473 and post-test; 0.33166.

**Table 5.** Paired Sample Tests for Government School

	Paired Differences		Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
	Mean	Std. Deviation		Lower	Upper			
Post Video Literacy Program - Pre Video Literacy Program	1.75000	1.11803	.25000	1.22674	2.27326	7.000	19	.000



The paired samples test in this table demonstrates a mean difference of 1.7500 amongst the scores of pre and post-test, with the standard deviation of 1.11803 and standard error mean (SEM) of 0.25000. The 95% confidence interval for difference with the range of 1.22674

to 2.27326 highlights a significant progress in scores. The t. value is 7.00 with 19 degrees of freedom and the value of sig. (2-tailed) is .000, which indicates that the children’s knowledge after the video literacy program is statistically significant.

**Table 6.** Paired Sample Statistics for Middle School

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post Video Literacy Program	7.4359	39	1.84669	.29571
	Pre Video Literacy Program	6.5128	39	1.95841	.31360

The data indicates that the mean score of the children’s knowledge about child abuse prevention (CKAQ) increased from 6.5128 to 7.4359 in the middle-class group which suggests that there’s a significant improvement after in children’s knowledge after participating in the

video literacy program. The std. deviation scores for pre and post-test are 1.84669 and 1.95841 with the std. error mean scores of 0.29571 in post video literacy program and 0.31360 in pre video literacy program.

**Table 7.** Paired Sample Test for Middle School

	Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Post Video Literacy Program - Pre Video Literacy Program	.92308	1.45791	.23345	.45048	1.39568	3.954	38	.000

The paired sample test in the above table indicates, a mean difference of 0.9230 between post and pre-test, which is statistically significant with the standard deviation of 1.45791 and standard error of 0.23345. The confidence interval for the difference (0.45084

to 1.39568) and the t-value of 3.95 with 38 degrees of freedom and sig. value (2-tailed) of .000, confirms the effectiveness of the program, supporting the idea that the video literacy program successfully expanded the children’s knowledge as anticipated.

**Table 8.** Paired Sample Statistic for Elite School

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Post Video Literacy Program	7.7805	4	1.93018	.30144
Pre Video Literacy Program	5.2927	4	1.81994	.28423

Statistic for the Elite-class Group in this table demonstrates that there is a significant progress in the mean scores of Child’s Knowledge on child abuse prevention (CKAQ) from 5.2927 Pre-video literacy program to Post-Video

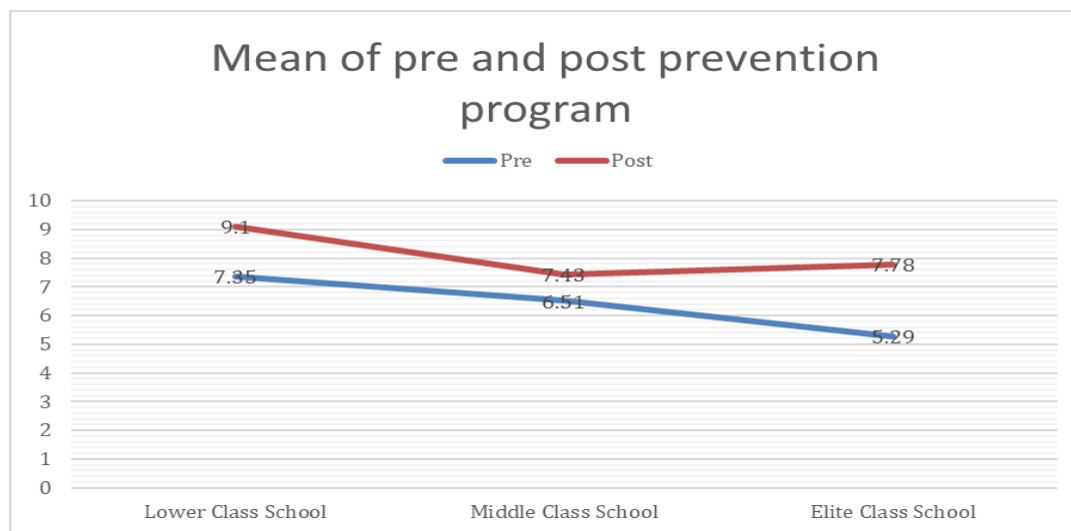
Literacy Program Mean of 7.7805. This suggests a large increase in awareness after the Intervention. Std. deviation of pre: 1.81994 and post test: 1.93018 with the standard error mean of .28423 for pretest, and .30144 for posttest.

**Table 9.** Paired Sample Test for Elite Class

	Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair1 Post Video Literacy Program - Pre Video Literacy Program	2.48780	1.89897	.29657	1.88842	3.08719	8.389	40	.000

The paired sample test shows that child’s knowledge of child abuse prevention increased significantly following their participation in the video literacy program. The average score increased by 2.48780 points from pre to the post-test, along with a standard deviation of 1.89897 and a standard error mean of 0.29657. The 95% confidence interval for this improvement is

between 1.88842 and 3.08719, indicating statistical significance. The t-value is 8.389 with 40 degrees of freedom, and the p-value is less than 0.001, confirming that the progress in Children’s knowledge is highly significant. These findings suggest that children in the elite class gained substantial knowledge from the video literacy program.



**Figure 2.** Graph showing the mean of Pre and Post Prevention Program

**5. Discussion**

Sexual Harassment has become so common nowadays that even younger children are not safe anywhere. One of the main things that stops a child’s potential from developing fully is child sexual abuse. It is crucial that kids understand child abuse and know how to protect themselves from all forms of maltreatment, including physical abuse, sexual abuse, emotional abuse, neglect, and commercial or other forms of ill treatment towards children that harm a child’s development, well-being, or survival. Throughout the three workshops, it became evident how crucial it was that kids understand how to protect themselves. Research by Daro (1994) concludes that prevention programs generally have beneficial effects, particularly for children aged 7 to 12.

**Increase in knowledge after prevention program**

It was hypothesized that there would be a significant increase in children knowledge about child abuse prevention after receiving interventional training. In our study, the awareness sessions were conducted with students aged 9 to 12, aligning well with Daro’s findings about the efficacy of prevention programs in schools for this age group. According to research the school-based prevention programs not only indicates progress in child’s knowledge on CSA but also increase their ability to apply protective behaviors (Walsh K, Zwi K, Woolfenden S, Shlonsky A, 2019), which was also seen during the workshop that children immediately started to implement body security map and safety bubble with their peers in the activities conducted during the workshop. Another study by (Journal of child psychology and psychiatry, 2018), demonstrated that children who underwent CSA prevention training gain more knowledge and use more

protective behaviors over time without increased anxiety or fear and a meta-analysis by a journal of (Solehati, T., Fikri, A. R., Kosasih, C. E., Hermayanti, Y., & Mediani, H. S. (2023) demonstrated that child sexual abuse prevention programs in school settings not only increases child's understanding about abuse but also improve their ability to resist and report inappropriate behaviors. More studies about child sexual abuse discuss that significant improvements can be found in child's awareness and self-defence behaviors (Journal of child sexual abuse, 2021) and a study from (International Journal of Environmental Research and Public Health in, 2019) demonstrated that child who participate in children sexual abuse prevention programs attain greater understanding and proactive responses to potential abuse scenarios, reinforcing the importance of such programs in school settings. The findings of the study demonstrated how strongly information sources influenced children's knowledge growth after the intervention program. Moreover, according to the results; the CSA prevention program had a positive effect on children as their understanding about abuse and self-protection increased and the children became more aware about their rights of protection and privacy, this supports the hypothesis two of this study which states that; child sexual abuse prevention program will have positive affect on children. Further reinforcing these conclusions, a study by Gubbels et al. (2021) highlights that the prevention programs that are school-based have positive impact on both; the child's awareness and self-defense skills. Furthermore, Gubbels and colleagues recommend that the efficacy of these programs can be further enhanced by incorporating certain elements and practices tailored to the students' needs. This aligns with the idea that a more nuanced and targeted approach can lead to better outcomes in child abuse prevention education. The results also revealed that the students from upper class exhibited lower knowledge on child sexual abuse whereas the government class students showed greater amount of knowledge of CSA which rejects the hypothesis three of the study. According to the research's findings, students at government schools are fairly aware of this problem. Government school students

reported that **“Our teachers have already taught us a little about this topic so whenever we're faced with a scenario like this, instead of being afraid we run and tell our teachers about it”**. This statement fully supports the result that government class students has higher knowledge as compared to elite class students. During the workshop's interaction session, one of the students talked about her own experience of being sexually abused, by a family member, that horrific experience completely changed her life and caused her to continue to feel anxious around men. After a year, she told her friends about it, making them well-known. She also reported her escape narrative, detailing how she was able to flee the predicament. Moreover, another student from government school shared her experience about similar situation that happened with her where she experienced sexual harassment and later on, she ran from the scene and shared it with someone close to her which was taught to all of the students during the intervention program to go and tell the adult one about the incident that has happened to them. Although there was a dearth of knowledge on sexual abuse, the students at the elite school were often quite talkative. The findings imply that although the government sector was aware of sexual assault, there was a lack in awareness of elite class.

Additionally, research conducted in China by Jin, Chen, and Yu (2016) indicates a significant need for Chinese school-aged children to gain awareness and expertise for the prevention of child sexual abuse. This study underscores the urgent necessity of developing and implementing education programs specifically designed to address this issue. The findings suggest that there is a critical gap in the current educational framework, which must be filled to ensure the safety and well-being of these children. Collectively, these studies underline the importance of prevention programs in increasing awareness and protective behaviors among children. They also emphasize that the effectiveness of these programs can be maximized by incorporating well-researched components and techniques. As such, it is imperative to develop and implement comprehensive educational initiatives that address the specific needs of children,

particularly those in vulnerable age groups, to effectively combat child abuse and ensure their safety and well-being.

### **5.1 Limitations and Recommendations**

Although the intervention program was successful and impacted the students' level of knowledge regarding CSA, there are some potential limitations in the study as well. In the government and middle-class school, we were not provided with boy students because these schools consider this as an extremely sensitive topic and didn't prefer this topic to be shared with boy students. Moreover, the sample size in this study was limited therefore it only focused few students from each group of schools.

For future studies it is recommended to conduct with larger sample size, to make the results more significant. And in order to make the study more reliable it shall be preferred to have equal sample size; students both male and female in all the three socioeconomic status's schools.

### **5.2 Conclusion**

The significance of this study relies on evaluating the efficacy of child sexual abuse prevention programs for enhancing the knowledge among children about good/bad touch, personal boundaries, consent and addressing or recognizing inappropriate behaviors. Additionally, to assess self-efficacy of a student in resisting and reporting the inappropriate behaviors of potential abuse. Moreover, to address the differences in program outcomes among different school settings, demographic criteria's /characteristics, and socioeconomic context. The training was conducted for 1 hour and 30 minutes and the educational program was employed to build children personal safety awareness and to prevent them falling into sexual abuse using an experimental design which had pre- and post-tests. The students filled out the CKAQ pretest questionnaire first. They then had video literacy session, and completed activities like making a body safety map, played emotions charades and learnt about personal space with the help of an exercise called space bubble. All these were designed to make them understand

sexual harassment. Subsequently, students then performed CKAQ post-test to show if they have learned from this program. A feedback form was also distributed to gain more perspective on the efficiency of the workshop. The results were analyzed using One-way ANOVA and paired sample test. The findings of this research concluded that children of government school exhibited higher degree of knowledge on child sexual abuse as compared to middle class school and elite class school in the pretest. Moreover, in posttest there is significant progress in the level of knowledge amongst middle and elite class students' as well which demonstrates that the intervention program was productive and successful for all three of the different socioeconomic status schools. These results may facilitate future studies regarding children sexual abuse prevention programs to enhance child safety and well-being. Future studies may utilize further evidence-based interventions in schools and communities and provide enhanced training for educators and caregivers along with continuously addressing the evaluation and adaptation of the CSA prevention programs to ensure their effectiveness in safeguarding children.

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