


Research Article

Effectiveness of Structured Teaching Programme on Knowledge Regarding Prevention of Child Abuse among Parents of School-Going Children in India: A Pre-Experimental Study

Priyanka Pal ^{1*}, Nisha Singh ², Velangini Pingula ³

¹ Assistant Professor, Madhavi Skills University, Sikkim, India

² Associate Professor, Hind Medical Nursing College, Sitapur, Uttar Pradesh, India

³ Associate Professor, Yashoda Nursing College, Hyderabad, Telangana, India

Corresponding Author: * Priyanka Pal

DOI: <https://doi.org/10.5281/zenodo.20080333>

Abstract

Child abuse is a serious public health issue that affects the physical, emotional, and psychological well-being of children across the world. It includes physical abuse, emotional abuse, sexual abuse, and neglect, all of which can have long-term harmful effects on a child's growth and development. Parents play an important role in protecting children and identifying early warning signs of abuse. However, many parents do not have enough knowledge about child abuse prevention.

The present study was conducted to assess the effectiveness of a structured teaching programme on knowledge regarding the prevention of child abuse among parents of school-going children.

A quantitative pre-experimental one-group pretest–post-test research design was used for the study. The research was conducted among 60 parents selected through simple random sampling from a selected school in Hyderabad. A structured questionnaire was used to assess knowledge before and after the intervention. The teaching programme included information regarding types, causes, risk factors, preventive measures, and legal aspects of child abuse.

The findings showed a significant improvement in the knowledge scores after the teaching programme. In the pretest, most parents had below-average knowledge, whereas in the post-test, the majority had above-average knowledge. The paired t-test showed a statistically significant difference between pretest and post-test scores.

The study concluded that structured teaching programmes are effective in improving parental knowledge regarding the prevention of child abuse and can be useful in paediatric nursing practice.

Manuscript Information

- ISSN No: 2583-7397
- Received: 01-04-2026
- Accepted: 25-04-2026
- Published: 08-05-2026
- IJCRM:5(3); 2026: 90-94
- ©2026, All Rights Reserved
- Plagiarism Checked: Yes
- Peer Review Process: Yes

How to Cite this Article

Pal P, Singh N, Pingula V. Effectiveness of Structured Teaching Programme on Knowledge Regarding Prevention of Child Abuse among Parents of School-Going Children in India: A Pre-Experimental Study. Int J Contemp Res Multidiscip. 2026;5(3):90-94.

Access this Article Online


www.multiarticlesjournal.com

KEYWORDS: Child abuse, Structured teaching programme, Parents, Paediatric nursing, Knowledge

1. INTRODUCTION

Children are the future of every nation, and ensuring their safety and well-being is one of the most important responsibilities of families and healthcare professionals. Child abuse remains a major global problem and affects millions of children every year. It includes physical abuse, emotional abuse, sexual abuse, and neglect, which can seriously affect a child's health, education, behaviour, and emotional development.

Even though laws and child protection policies exist, child abuse continues to occur due to poverty, lack of awareness, family stress, substance abuse, domestic violence, and poor parenting practices. Many children suffer silently because parents and caregivers fail to recognize the warning signs early. Parents are the first line of protection for children. Their awareness and understanding can help in early identification and prevention of abuse. However, many studies have shown that parents often have limited knowledge about the causes, signs, risk factors, and prevention strategies related to child abuse.

A structured teaching programme is an organized educational method used to improve knowledge and awareness through planned content and systematic teaching. It helps participants understand important health-related topics in a simple and effective way.

Although several studies have focused on child abuse prevention, only limited research has been conducted on educating parents in school settings. Therefore, this study was undertaken to evaluate the effectiveness of a structured teaching programme on knowledge regarding prevention of child abuse among parents of school-going children.

2. METHODS

RESEARCH DESIGN

A quantitative pre-experimental one-group pretest-post-test design was adopted for the study to assess the effectiveness of the structured teaching programme.

Setting of the Study

The study was conducted in a selected school in Hyderabad.

Population and Sample

- **Target population:** Parents of school-going children
- **Accessible population:** Parents available during data collection
- **Sample Size:** 60 parents
- **Sampling technique:** Simple random sampling

INCLUSION CRITERIA

- Parents of children aged 6–12 years
- Parents who were willing to participate
- Parents who were available during the period of data collection

EXCLUSION CRITERIA

- Parents who were not willing to participate
- Parents of children above 12 years of age

Variables

- **Independent variable:** Structured teaching programme
- **Dependent variable:** Knowledge regarding prevention of child abuse

Tool and Instrumentation

A self-structured questionnaire was used for data collection.

Section I: Demographic Variables

This section included 10 items related to age, gender, occupation, religion, education, and family type.

Section II: Knowledge Questionnaire

This section included 30 multiple-choice questions regarding:

- Meaning and types of child abuse
- Causes and risk factors
- Signs and symptoms
- Prevention strategies
- Legal protection and reporting systems

Scoring Procedure

- Correct answer = 1 mark
- Incorrect answer = 0 mark
- Total score = 40

Interpretation of Knowledge Scores

- **Below Average:** 0–49%
- **Average:** 50–74%
- **Above Average:** 75–100%

Validity and Reliability

The content validity of the tool was established by 8 experts from the fields of paediatric nursing, community health nursing, and child psychology.

Reliability was tested using the test-retest method, and the reliability coefficient was found to be $r = 0.98$, indicating that the tool was highly reliable.

Data Collection Procedure

- Pretest was conducted using the structured questionnaire
- Structured teaching programme was administered on the same day
- Post-test was conducted after 7 days using the same questionnaire

3. DATA ANALYSIS

The collected data were analysed using:

- **Descriptive statistics:** Frequency, percentage, mean, and standard deviation
- **Inferential statistics:** Paired t-test and Chi-square test

4. RESULTS

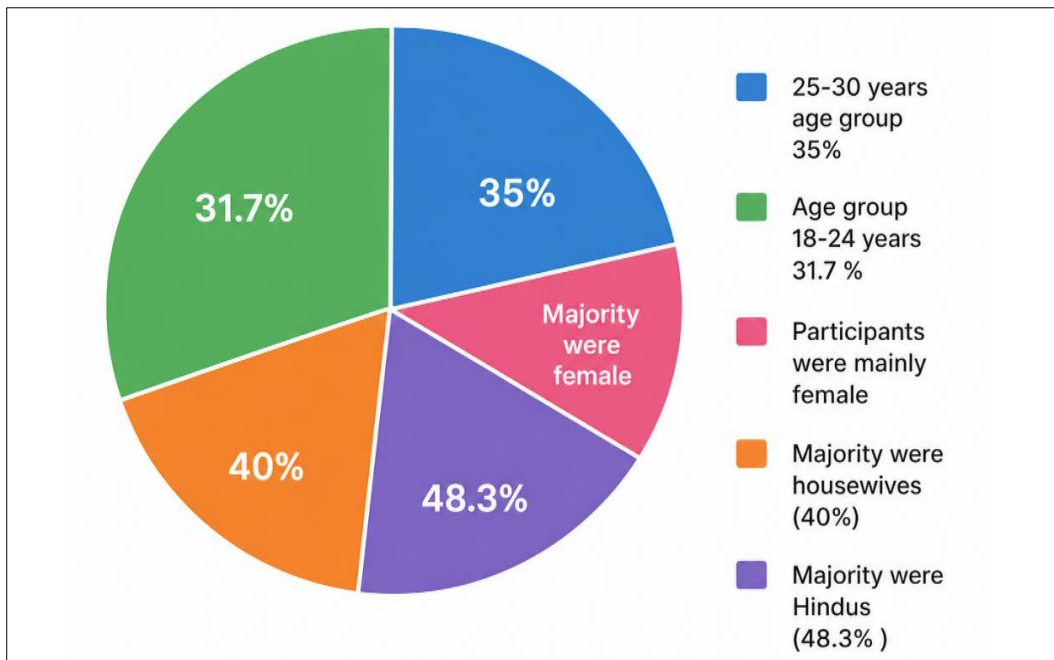


Fig 1: Demographic characteristics of the parents (n = 60)

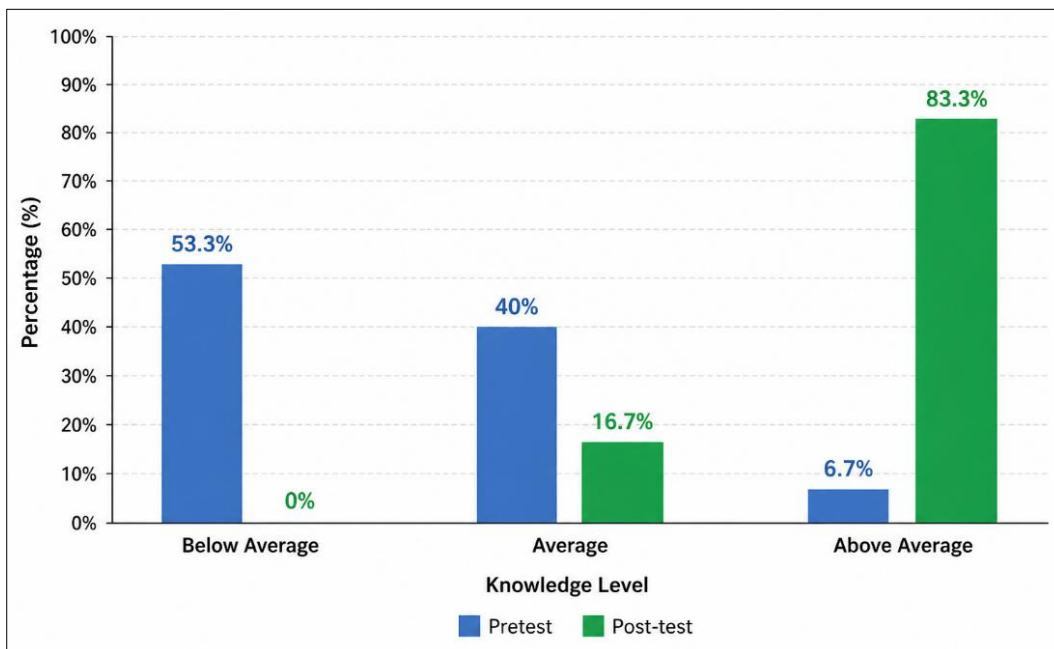


Fig 2: Knowledge levels in pre-test and post-test

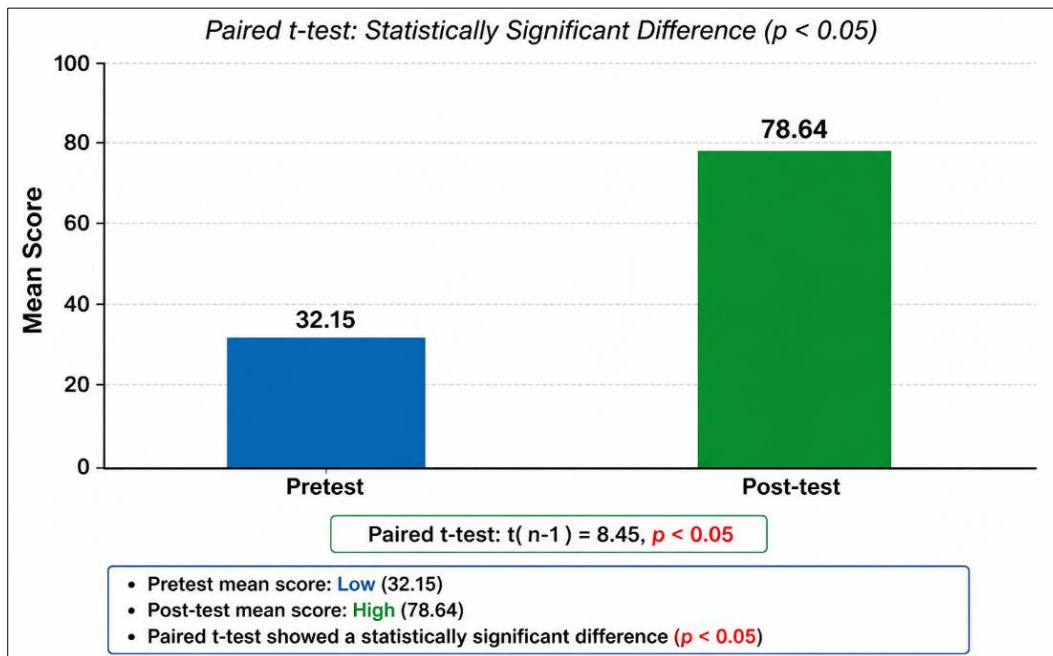


Fig 3: Pre-test and post-test mean score

5. DISCUSSION

The findings of the study clearly showed that the structured teaching programme was effective in improving parents' knowledge regarding prevention of child abuse.

Before the intervention, most parents had either below-average or average knowledge, indicating a lack of awareness regarding child abuse prevention. This suggests the need for educational interventions at the community and school level.

After the teaching programme, a major improvement was seen in the post-test scores. Most participants achieved above-average knowledge, which proves that structured teaching can be an effective nursing intervention for increasing awareness among parents.

These findings are supported by previous studies, which also reported that educational programmes significantly improve parental understanding and preventive practices related to child abuse. When parents are better informed, they are more likely to identify warning signs early and take protective action.

The success of the programme may be due to the use of simple language, relevant content, and systematic teaching methods. The validation of the tool by experts also strengthened the quality of the study.

However, the study had certain limitations. It was conducted with a small sample size and only in one school setting, which may limit the generalization of the findings. Future studies can be carried out with larger samples and in different settings.

6. CONCLUSION

The study concluded that the structured teaching programme was highly effective in improving knowledge regarding the prevention of child abuse among parents of school-going children.

The findings highlight the importance of parental education in paediatric nursing practice. Improving awareness among parents can help in early identification and prevention of child

abuse, ultimately contributing to safer childhood experiences and better health outcomes for children.

ACKNOWLEDGEMENTS

The researcher expresses sincere gratitude to all the parents of school-going children who willingly participated in this study and provided valuable responses during the data collection process. Special thanks are extended to the school authorities of the selected school in Hyderabad for granting permission and providing full cooperation during the study.

The researcher also expresses heartfelt thanks to the research guide, subject experts, and faculty members for their continuous guidance, valuable suggestions, and encouragement throughout the study. Appreciation is also extended to family members and friends for their constant support and motivation during the completion of this research work.

AUTHOR'S CONTRIBUTIONS

Ms. Priyanka Pal contributed to the concept development, research design, data collection, data analysis, interpretation of findings, manuscript preparation, and final drafting of the study.

Ms. Nisha Singh contributed to research supervision, methodology guidance, validation of the tool, critical review of the manuscript, and academic support throughout the study.

Ms. Velangini Pingula contributed to literature review support, expert suggestions, manuscript editing, and final review of the research paper.

All authors read and approved the final manuscript.

FUNDING SOURCE

This research study was self-funded by the researcher. No external financial support or grant was received from any government, private, or institutional funding agency for conducting this study.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this research study. The study was conducted independently without any financial, personal, professional, or institutional influence that could affect the research process, data analysis, interpretation of findings, or reporting of results. No external funding was received for this study, and the authors confirm that the manuscript is original and has not been submitted to any other journal for publication simultaneously.

REFERENCES

- Euser S, Alink LR, Stoltenberg M, Bakermans-Kranenburg MJ, van IJzendoorn MH. A meta-analysis of child maltreatment prevention programs. *BMC Public Health*. 2015;15:1068.
- Lundahl BW, Nimer J, Parsons B. Preventing child abuse: A meta-analysis of parent training programs. *Research on Social Work Practice*. 2006;16(3):251-262.
- Babat Sikos G. Parents' knowledge, attitudes, and practices about preventing child sexual abuse. *Child Abuse Review*. 2010;19(2):107-129.
- Russell DH, Trew S, Harris L, Dickson J, Walsh K, Higgins D, *et al.* Parent-focused child abuse prevention education: A systematic review. *Trauma, Violence, and Abuse*. 2024;25(4):3082-3098.
- Rudolph JI, van Berkel SR, Zimmer-Gembeck MJ, Walsh K, Straker D, Campbell T. Parental involvement in child sexual abuse prevention. *Trauma, Violence, and Abuse*. 2023;25(1).
- Guggisberg M, Botha T, Barr J. Child sexual abuse prevention strategies: A systematic review. *Journal of Family Studies*. 2023;29(2):927-945.
- Livny KA, Katz C. Schools and families in preventing child maltreatment. *Trauma, Violence, and Abuse*. 2018;19(2):148-158.
- Walsh K, Zwi K, Woolfenden S, Sonosky A. School-based education programmes for prevention of child sexual abuse. *Cochrane Database of Systematic Reviews*. 2015;(4).
- MacMillan HL, Wathen CN, Barlow J, Fergusson DM, Leventhal JM, Taussig HN. Interventions to prevent child maltreatment. *The Lancet*. 2009;373(9659):250-266.
- Dubowitz H. Preventing child neglect and physical abuse. *Paediatrics in Review*. 2007;28(10):351-358.
- Kenny MC. Teachers' attitudes toward and knowledge of child maltreatment. *Child Abuse and Neglect*. 2004;28(12):1311-1319.
- Mathews B, Walsh K. Teachers reporting suspected child sexual abuse. *Child Abuse and Neglect*. 2014;38(3):531-540.
- Indian Academy of Paediatrics. Guidelines for child protection and reporting abuse. New Delhi: Indian Academy of Paediatrics; 2020.
- Sidebotham P, Heron J. Child maltreatment in the "Children of the Nineties". *Child Abuse and Neglect*. 2006;30(5):497-522.
- Gilbert R, Kemp A, Thoburn J, Sidebotham P, Radford L, Glaser D, *s.* Recognising and responding to child maltreatment. *The Lancet*. 2009;373(9658):167-180.
- Higgins DJ, McCabe MP. Multiple forms of child abuse and neglect. *Clinical Psychology Review*. 2001;21(5):713-728.
- Al Dayani A, Watson WJ, Watson L. Behavioural consequences of child abuse. *Canadian Family Physician*. 2013;59(8):831-836.
- Save the Children. Child protection policy and abuse prevention framework. London: Save the Children; 2021.
- Hornor G. Child sexual abuse: Consequences and implications. *Journal of Pediatric Health Care*. 2010;24(6):358-364.
- Putnam FW. Ten-year research update review: Child sexual abuse. *Journal of the American Academy of Child and Adolescent Psychiatry*. 2003;42(3):269-278.

Creative Commons (CC) License

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-Non-Commercial-No Derivatives 4.0 International (CC BY-NC-ND 4.0) license. This license permits sharing and redistribution of the article in any medium or format for non-commercial purposes only, provided that appropriate credit is given to the original author(s) and source. No modifications, adaptations, or derivative works are permitted under this license.

About the Corresponding Author



Priyanka Pal is an Assistant Professor at Madhavi Skills University. She is actively involved in teaching, academic research, and student development. Her academic interests include higher education, skill development, and interdisciplinary studies, contributing to innovative learning practices and academic excellence in her field.