



## “EMPOWERMENT OF RURAL HIGHER PRIMARY SCHOOL STUDENTS AGAINST CHILD SEXUAL ABUSE”

Lavanya C. E.<sup>1</sup> and Dr. S.S.Patil<sup>2</sup>

<sup>1</sup>Research Scholar, Department of Education, Kuvempu University, Shankarghatta, Shimoga.

<sup>2</sup>Professor and Dean, Department of Education, Kuvempu University, Shankarghatta, Shimoga.

### ABSTRACT

*In the present scenario, there is a major concern in all societies against sex and sexuality related issues which are happening to children. Child sexual abuse is recognized as a global issue needs a great sociological concern. The expression of sexuality becomes a point of grave concern during childhood because it is a period where a child is completely unaware of his/her physical and emotional development. There is a need to educate such a vulnerable child against child sexual abuse. In the present study researcher has developed an intervention programme to empower higher primary school girls against child sexual abuse.*

**KEY WORD:** Child sexual abuse , intervention programme , long term emotional.

### INTRODUCTION:-

One of the major problems of the present scenario is child sexual abuse. Children of different age group are facing the problem of sexual abuses that to by the known persons. Children are so vulnerable that they experience several serious initial and long term emotional and behavioral effects as a result of sexual abuse (Browne & Finkelhor, 1986). Many of the field's pioneers included explicit references to the importance of preventing child abuse in their early writings (Kempe, C., and Helfer, R. 1968). Despite the wide range of psychological and behavioral outcomes, protective services and legal actions to be provided by the government to reduce sexual abuse. Today there is a wide range of prevention programmes that typically vary in their content, key messages, duration and skills developed (Sanderson 2004; Tomison and Poole 2000). Government of India has launched several programs to educate the children against sexual abuses. POSCO act has been implemented by the Government of India to protect the children from sexual abuses.

### NEED AND IMPORTANCE OF THE STUDY:

School is the place where a child spends most his time and it is the miniature society where in child learns the necessary skills which are needed to get ready oneself to the future life. Child sexual abuse is one of the prevailing problems and need immediate solution. There is a need to develop certain skills among children against sexual abuse. Children have to develop some self assertive skills to protest against sexual abuses. In the present study, grade sixth students are considered because they are the students who are physically mature but emotionally immature. They are totally unaware of their bodily changing features and they easily undergo such mishappenings. The focus of CSA prevention programme is to alter the knowledge and skills of children through school-based instruction pertaining to personal safety and self assertiveness and is to be conducted in educational settings. So, in this study researcher has developed an intervention programme to educate and empower the children against sexual abuses.



**STATEMENT OF THE PROBLEM:**

“Empowerment of rural higher primary school students against child sexual abuse”

**OBJECTIVES OF THE STUDY:**

1. To study the effectiveness of intervention programme in developing self safety against child sexual abuse among rural higher primary girl students.
2. To study the effectiveness of intervention programme in developing self assertiveness against child sexual abuse among rural higher primary girl students.

**HYPOTHESES OF THE STUDY:**

1. There is a no significant difference in the pre test and post test mean scores of rural higher primary school girls in developing self safety against child sexual abuse.
2. There is a no significant difference in the pre test and post test mean scores of rural higher primary school girls in developing self assertiveness against child sexual abuse.

**VARIABLES OF THE STUDY:**

In the present study researcher has identified the following variables;

Independent variable: Intervention programme

Dependent variable: Self safety, Self assertiveness

**DESIGN OF THE STUDY:**

The study was experimental in nature. Single group pre test post test experimental design was followed in the present study. A single group pre-test, post test experimental design was found to be most appropriate after review of literature in experimental designs.

**Design of the study**

	<b>Pre test</b>	<b>Treatment</b>	<b>Post-test</b>	<b>Delayed Post test</b>
Experimental group	Child Sexual Abuse Empowerment Measurement Scale(CSAEMS)	Child Sexual Abuse Intervention Package(CSAIP)	Child Sexual Abuse Empowerment Measurement Scale(CSAEMS)	Child Sexual Abuse Empowerment Measurement Scale(CSAEMS)

**SAMPLING:**

In the present study purposive sampling technique was used for selecting sample of forty students of grade six, Chikkamagaluru Taluk (Karnataka state).

**INSTRUMENTATION:**

The Researcher has developed an intervention programme by name “CSA Intervention Programme” to empower children against sexual abuse. The intervention package consists of different topics are prepared on the basis of the ADDIE model of instruction. The researcher finalized the package as per the suggestions given by the research experts and child psychiatrists. A questionnaire is prepared by the researcher which is developed to measure the self safety and self assertiveness of children against sexual abuse. The reliability of the questionnaire was checked and was found to be 0.82 which is considered to be highly reliable. The validity of the questionnaire was obtained by giving it to the research experts and child psychiatrists.

**ANALYSIS AND INTERPRETATION:**

**Objective 1:** To study the effectiveness of intervention programme in developing self safety against child sexual abuse among rural higher primary girl students.

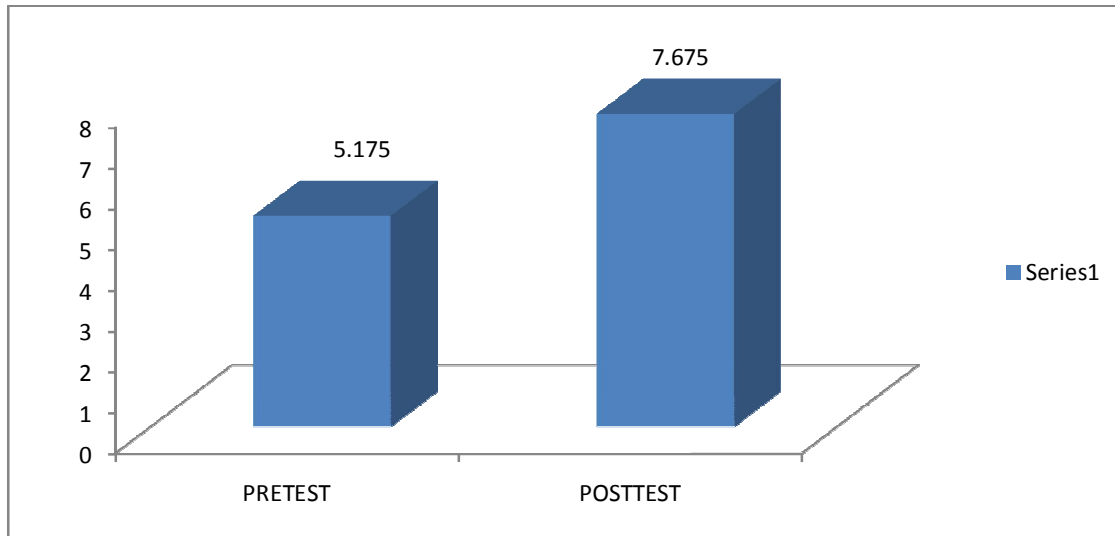
**Hypothesis:** There is a no significant difference in the pre test and post test mean scores of rural higher primary school girls in developing self safety against child sexual abuse.

**Table 1: mean, N , SD and t-value of self safety of rural higher primary girl students against child sexual abuse between pre test and post test.**

Self Safety(Rural)	Mean	N	Std. Deviation	t value	Sig
PRETEST	5.1750	40	1.50021	11.479	Significant at 0.01 level
POSTTEST	7.6750	40	0.57233		

Above hypothesis was tested and the mean differences in the scores obtained by the pre and post test were identified. The results are tabulated in table 4.1. The obtained t-value of 11.479 was found to be significant at 0.01 level of significance. This clearly shows that there is a significant difference between the mean pre test and post test scores, i.e., there is a significant difference in the self safety of rural higher primary girl students against child sexual abuse. Hence, the null hypothesis framed was rejected and the alternate hypothesis that is “There is a significant difference in the self safety of rural higher primary girl students against child sexual abuse” has been accepted.

It means that the post test scores (M=7.67) were found to be higher than the pre test scores (M=5.17) of self-safety of CSA among rural higher primary girls. Hence, it can be interpreted that, the ‘CSA intervention package’ is found to be effective in developing self safety among rural higher primary school girls. This is graphically represented in the figure



**Objective 2:** To study the effectiveness of intervention programme in developing self assertiveness against child sexual abuse among rural higher primary girl students.

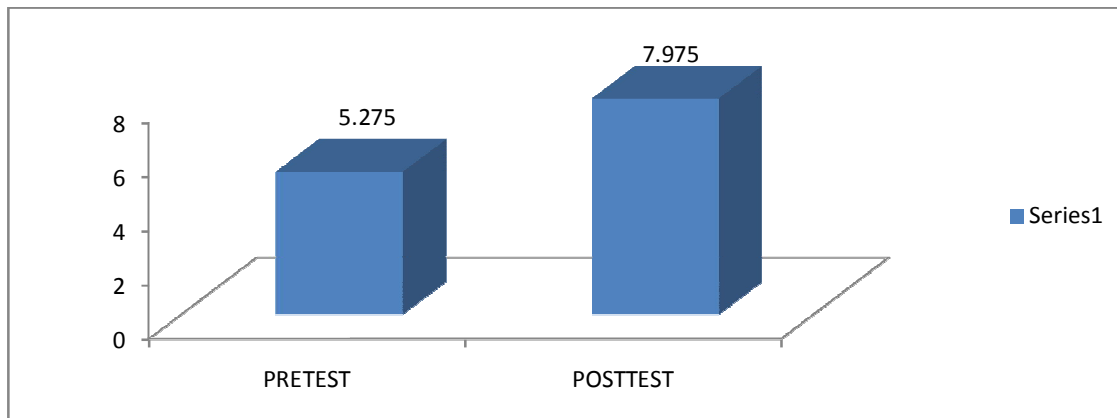
**Hypothesis:** There is a no significant difference in the pre test and post test mean scores of rural higher primary school girls in developing self assertiveness against child sexual abuse.

**Table 2: mean, N, SD and t-value of self assertiveness of rural higher primary girl students against child sexual abuse between pre test and post test.**

Self Assertiveness(Rural)	Mean	N	Std. Deviation	t value	Sig
PRETEST	5.2750	40	1.33949	-13.289	Significant at 0.01 level
POSTTEST	7.9750	40	0.15811		

Above hypothesis was tested and the mean differences in the scores obtained by the pre and post test were identified. The results are tabulated in table 4.4. The obtained t-value of 13.289 was found to be significant at 0.01 level of significance. This clearly shows that there is a significant difference between the mean pre test and post test scores i.e., there is a significant difference in the self assertiveness of rural higher primary girl students against child sexual abuse. Hence, the null hypothesis framed was rejected and the alternate hypothesis that is “There is a significant difference in the self assertiveness of rural higher primary girl students against child sexual abuse” has been accepted.

It means that the post test scores(M=7.9750) was found to be higher than the pre test scores(M=5.2750) of coping with emotion of CSA among rural higher primary girls. Hence, it can be interpreted that, the ‘CSA intervention package’ is found to be effective in developing self assertiveness among rural higher primary school girls. This is graphically represented in the figure



**MAJOR FINDINGS OF THE STUDY:**

The study reveals the following findings:

1. Intervention programme is effective in developing self safety among rural higher primary school girls against child sexual abuse.
2. Intervention programme is effective in developing self assertiveness among rural higher primary school girls against child sexual abuse.

**CONCLUSION:**

Child sexual abuse has consequences and is a serious problem which affect the physically and emotionally. The pre-test results demonstrated that the children had difficulty in protecting and protesting against sexual abuses. Post-test findings demonstrated that the higher primary girls have empowered themselves to protect and protest against child sexual abuse by developing self safety and self assertive skills.

---

**REFERENCES:**

- **Alicia Hurtado, MD, Craig L. Katz, MD, Dianne Ciro, LCSW, Daniel Gutfreund, PhD, and Digna Nosike, BA(2014):** "Children's Knowledge of Sexual Abuse Prevention in El Salvador", Icahn School of Medicine at Mount Sinai. *Annals of Global Health* 2014;80:103-107
- **Browne, A. B., & Finkelhor, D. (1986):** "Impact of child sexual abuse: A review of the research". *Psychological Bulletin*,
- **Kempe, C., and Helfer, R. 1968:** "The battered child". 1st ed. Chicago: University of Chicago Press,.
- **Sanderson, J. 2004.** Child-Focused Sexual Abuse Prevention Programs. Crime and Misconduct Commission: Research and Issues paper Series. No 50, June, 1–8. Brisbane: Crime and Misconduct Commission.



**Lavanya C. E.**

**Research Scholar, Department of Education, Kuvempu University, Shankarghatta, Shimoga.**