

Effect of Whats App Reminder Teaching Program regarding Prevention of Child Abuse on Primary School Teachers' Knowledge

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Abstract

There's more to child abuse than bruises and broken bones. While physical abuse is alarming because of the scars it leaves, not all forms of child abuse are. Child abuse includes ignoring a youngster's needs, placing them in unsupervised, risky circumstances, or making a child feel worthless. **Aim:** To evaluate the effect of the Whats App reminder teaching program regarding the prevention of child abuse on primary school teachers' knowledge. **Subjects and method: Design:** A quasi-experimental group pre-test post-test research design was utilized to achieve this study aim. **Setting:** The study was conducted in two primary schools in Mansoura City in October 2021. **Subjects:** A convenient sample of 100 teachers was included in the study from the previously mentioned setting. **Tools for data collection:** It included: **Tool I:** Structured interviewing questionnaire which consisted of two parts; **Part I:** Demographic data of the teachers and **Part II:** Teachers' knowledge regarding child abuse and its prevention. **Results:** The study results revealed that the majority of teachers had unsatisfactory knowledge regarding child abuse and its prevention. There were statistically significant differences with improvement in the knowledge level pre-and post- WhatsApp reminder teaching program regarding child abuse and its prevention. **Conclusion:** There was a satisfactory level of knowledge post-Whats App reminder teaching program among primary school teachers. The study results revealed that the Whats App reminder teaching program regarding child abuse and its prevention was effective in improving the knowledge among primary school teachers. **Recommendations:** Frequently Whats App reminder teaching program should be conducted for primary school teachers regarding the prevention of child abuse.

Keywords: Child abuse, Prevention, Primary school teachers, Whats App reminder teaching program.

Introduction:

Child abuse is a major issue that affects children all over the world. Whatever type of child abuse occurs, the result is a severe emotional injury that interferes with a child's normal growth and development (Bimal et al., 2019).

According to the World Health Organization's consultation on child abuse prevention (2020) "child abuse or maltreatment" is defined as "all forms of physical/emotional ill-treatment, such as sexual abuse, neglect, negligent treatment, commercial exploitation, or other exploitation, resulting in actual or potential harm to a child's health, survival, development, or dignity, in the context of a relationship of responsibility, trust, or power." Neglect is defined as the failure to

meet a child's basic needs, such as housing, clothing, food, and medical care (World health organization, 2020).

Physical, sexual, emotional, and neglect are all forms of child abuse, but the emotional impact on the child is the common thread that runs through them all. Children value predictability, structure, clear boundaries, and the assurance that their parents are concerned about their safety. Children who have been abused have no idea how their parents will respond. Their world is chaotic, frightening, and devoid of rules. Whether the abuse takes the form of a slap, a harsh remark, stone silence, or not knowing if dinner will be served tonight, the result is a child who feels unsafe, uncared for, and alone (Help Guide, 2019).

While child abuse and neglect can occur in any family, including those that appear to be happy on the outside, children are at far greater risk in situations such as domestic violence, alcohol, and drug addiction, untreated mental illness, a lack of parenting skills, stress, and a lack of support. Regardless of the form of abuse, child abuse causes significant emotional suffering. Child maltreatment and neglect all leave permanent scars. Although some of these scars are physical, emotional scarring has long-term consequences, affecting a child's sense of self, ability to form healthy relationships, and performance at home, work, and school (**Child Welfare Information Gateway, 2020**).

Talking with the victimized child, as well as providing calm reassurance and unconditional support, are all critical steps in preventing abuse. If you can't think of anything to say, let your actions speak for themselves. Keep in mind that the child may find it difficult to talk about the abuse. It is your responsibility to reassure the child and offer whatever assistance you can. Child abuse isn't just a problem for one person or a family. Abused children are more likely to cause harm to society in a variety of ways, including violence, criminality, drug use, and disease. Child abuse is a community problem, and more children, families, and communities will suffer unless the community is aware of the problem, its scope, and its involvement in preventing and stopping it (**Bimal et al., 2019**).

Children are suffering from a hidden epidemic of child abuse and neglect. Every year, approximately 3 million child abuse allegations are filed. A total of 3.3 million child abuse reports and allegations were filed, involving approximately 6 million minors. According to the World Health Organization, one in every four girls and one in every seven boys worldwide is sexually abused (**World health organization, 2019**).

Instructors must be aware of the history of child abuse, the causes of child abuse, how to prevent child abuse and when to report it, as well as the long-term consequences of child abuse. Teachers interact with their students daily. Teachers can be one of a child's most effective advocates. One of the reasons instructors are required to be reporters is for

this reason. It is our moral responsibility to keep children safe. What options do children have when they are unable to develop and learn? (**Nair et al., 2019**).

We would be one step closer to ending child abuse and its devastating effects on children worldwide if every teacher was more knowledgeable about child abuse and its history, causes, prevention, reporting, and effects. We may be able to reduce these alarming rates with the help of instructors who serve as advocates for abused children. In this study, the researcher developed a structured training program to raise teachers' awareness of abused children and assist them. As advocates, we can hopefully help to reduce these troubling statistics (**Nanthini & Kokila, 2017**).

There is a need to restructure health education programmes relating to care through primary health care providers and social media to improve people's knowledge and reduce related problems (**Sabry et al., 2021**). Social media platforms such as Facebook, Instagram, WhatsApp, Snapchat, and Twitter can be used to provide ongoing support and effective communication while overcoming barriers associated with face-to-face communication. Knowledge can be increased by providing a teaching program via WhatsApp media. People see social media as a resource for disease-specific information, interacting with others in a timely and efficient manner, and sharing medical information with a community of patients experiencing similar issues (**Omar et al., 2020**).

The role of the community health nurse is critical in the prevention and detection of child abuse among at-risk children. Various preventative measures, ranging from primary to secondary to tertiary prevention, can be employed to lower the occurrence of child abuse and its associated costs and human suffering. While preventing child abuse is a national and international responsibility, nurses are well-positioned to intervene in cases of child abuse and neglect at the primary, secondary, and tertiary levels as they engage with children in a variety of hospital and community settings (**Poreddi et al., 2016**).

Nurses must be aware of and accept their obligations. Nurses have a moral and legal

obligation to help maltreated children, whom they cannot avoid; this is at the heart of nursing ethics. All stakeholders, particularly those who have frequent contact with the kid (e.g., teachers and doctors) must be thoroughly trained to detect, handle, and report any occurrences of maltreatment. A teacher can discover abuse by observing a youngster if the child does not disclose the abuse. Because of the stigma associated with child abuse, this is the most likely scenario (Skarsaune et al., 2015).

Significance of the study:

Around the world abused or neglected children are 59 % more likely to be arrested as juveniles, 28% more likely to be arrested as adults, and 30% more likely to commit violent crimes as adults. Abused children are 25% more likely than teenagers to become pregnant. Abused adolescents are less likely to participate in healthy sexual conduct, putting them at risk for further abuse (Wisconsin Department of Public Instruction, 2018).

More than five children die every day as a result of child maltreatment. Around 80% of children under the age of four who die as a result of abuse are under the age of four. It is estimated that between 50 and 60 percent of child deaths due to abuse go unrecorded on death certificates. Child abuse occurs at all educational levels, across ethnic and cultural lines, within all religions, and across all socioeconomic levels. Approximately 30% of abused and neglected children would later abuse their children, perpetuating the cycle of abuse. Around 80% of children who were abused as children met the criteria for at least one psychological condition when they reached adulthood (Goebbels et al., 2018).

According to WHO (2018), innovative approaches to improving health behavior do not have to be limited to face-to-face interactions; the model can also make use of mobile health services. Smartphones have a variety of applications based on the user's needs, such as WhatsApp, Instagram, email, short message service (SMS), and others. SMS can be used for health education as a low-cost reminder, but SMS and MMS have been replaced by Whats App media, which is popular and facilitates communication. As a

result, the researchers sought to assess the impact of a Whats App reminder teaching program regarding the prevention of child abuse on primary school teachers' knowledge.

Operational definition:

Child abuse: Refers to physical, sexual, emotional mistreatment, or neglect of a child.

Primary school teachers: Refers to teachers who are teaching in governmental primary schools.

Aim of the study:

The study aimed to evaluate the effect of Whats App reminder teaching program regarding prevention of child abuse on primary school teachers' knowledge through:

- Assessing teachers' knowledge level regarding child abuse and its prevention after a structured teaching program.
- Evaluating the effect of the Whats App reminder teaching program on teachers' knowledge regarding child abuse and its prevention.
- Finding out the association between demographic characteristics of teachers and their knowledge regarding child abuse and its prevention.

Research hypothesis:

- H1:** Primary school teachers' mean post-test knowledge scores on child abuse will be significantly higher than their mean pre-test knowledge scores.
- H2:** Whats App reminder teaching program will have a positive effect on teachers' knowledge regarding child abuse and its prevention.
- H3:** There will be a significant relationship between primary school teachers' knowledge scores and their demographic data.

Subjects and Methods:

Research design:

A quasi-experimental one-group pre-test post-test research design was utilized to achieve this study aim. A quasi-experimental design is an empirical study as it estimates the causal impact of an intervention on its target population.

Setting:

The study was conducted in two governmental primary schools in Mansoura City. These included Ali Mahmoud Taha and Khalid Eltokhy primary schools. Mansoura City contains 10 primary schools. The researchers selected 20% of the total number of schools by stratified random sample, which were two schools.

Subjects:

A convenient sample of 100 teachers from the previously mentioned settings was included in the study.

Inclusion criteria included:

Primary school teachers who agree to participate in the study must have a smartphone and access to the WhatsApp programme, as well as internet connectivity.

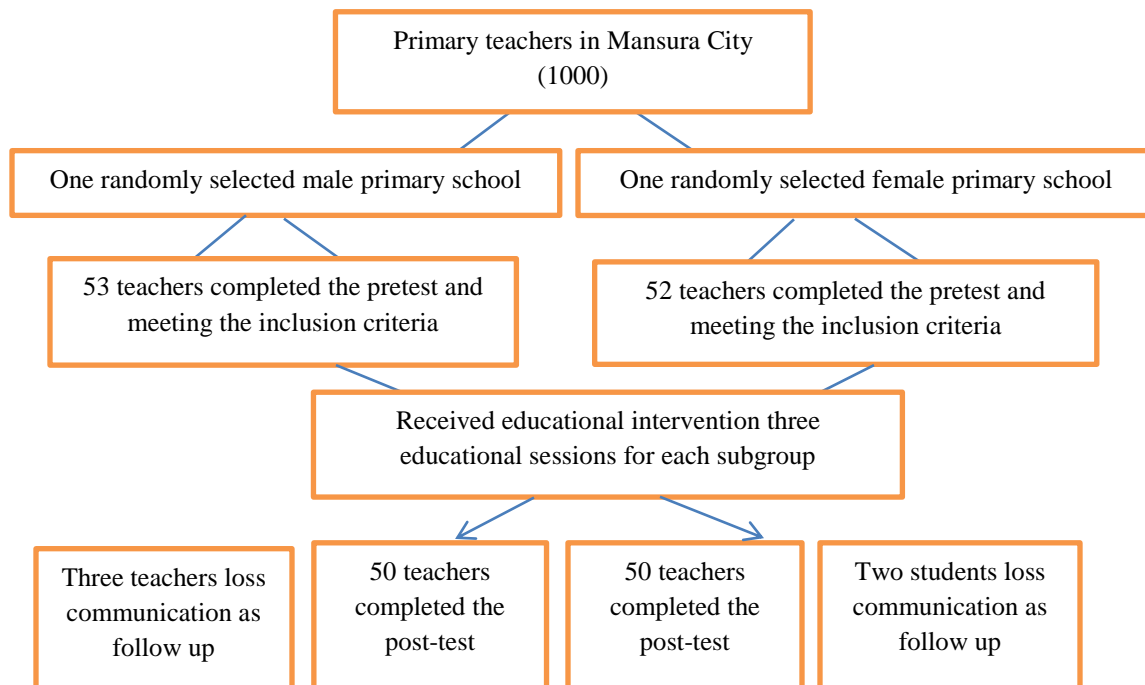


Figure 1: Graphic illustration of the studied sample flowchart

Tools of data collection:

Tool I: Structured interviewing questionnaire: it was developed by researchers and consisted of two parts as follows after reviewing the related literature:

Part (1): It included demographic data of the primary school teachers such as age, gender, years of experience, residence, and awareness of child abuse

Part (2): Teachers' knowledge regarding child abuse and its prevention. It was developed by researchers and consisted of two parts as follows after reviewing the related literature: (Childline India. Abuse & Violence, (2019); Alabama Network of

Children's Advocacy Centers, 2019; Sakou et al., 2018) It consists of 30 questions (multiple choice questions) about child abuse and its prevention such as the definition of child abuse, incidence, effects, etiology, types of child abuse, coping strategies, levels of prevention, and referral system.

Scoring system of knowledge:

The scoring system was estimated to assess the knowledge of primary school teachers. One mark was assigned to a correct answer, while a value of zero was given for incorrect answers or those who didn't know the answer. The total score was 30 grades. The level of the teacher's knowledge was considered unsatisfactory when

it was less than 60%, while $\geq 60\%$, the level of knowledge was considered a satisfactory level.

Tool Validity:

The content validity of the tool was reviewed by five expert professors in the community-health nursing field, two experts' professors in the pediatric nursing field, and one expert professor in the field of Psychiatric nursing for testing its clarity, comprehensiveness, and appropriateness to test the content validity before using it in the study. Minor changes were made as a result of the experts' ideas and comments. The items of the tool and organized training program were unanimously agreed upon by the experts. The structured knowledge questionnaire had a Content Validity Index (CVI) of 0.71. The structured instruction Whats App reminder teaching program has a CVI of 0.85.

Tool reliability:

The Cronbach's α test was used to assess the reliability of the questions relating to knowledge, which was 0.89.

Data collection methods:

To fulfill the aim of this research study, the following phases were adopted; the preparatory phase, assessment phase, planning phase, implementation of the teaching program phase, and evaluation phase.

Pilot study

A pilot study was conducted on 10% of the studied sample (10 teachers) to assess the clarity and test the feasibility of the research process, and no modifications were (made) based on the results of the pilot study when developing the final form of the tools. (Teachers) involved in the pilot study were excluded from the study sample.

Fieldwork:

The study was performed by the researchers during the school day. The data is collected according to every school's policy. The actual work started by meeting with the school managers throughout the morning school day. The researchers gave them a complete background on the study and the tools used, which were translated by the researchers into the Arabic language to collect the required

data. The researchers attended the previously mentioned settings of the study two times a week from 9 am to 12 pm.

A- Preparatory phase: The researchers conducted this phase by reviewing international-related literature concerning the various aspects of the research problem. A Whats App reminder teaching program in the form of voice messages, text messages, figures, and videos was designed regarding child abuse and its prevention.

B- Assessment phase: In this phase, the researcher interviewed the primary school teachers to collect baseline data (pre-test). At the beginning of the interview, the researchers welcomed the participating teachers, explained the purpose of the research, provided them with all the information about the study research (purpose and duration), and obtained their oral consent to participate in the study.

C- Planning phase: Before sending the Whatsapp reminder teaching program, the researcher interviewed the teachers face to face. Each interview took about 15-30 minutes, and at the beginning of each interview, the researcher interviewed the primary school teachers and explained the aim of the study and procedures. The written consent was obtained by the teachers. Based on the results obtained from the pretest during the assessment phase, the pre-test included an assessment of the teacher's knowledge through a structured knowledge questionnaire. A WhatsApp reminder teaching program was administered at the end of the pre-test. The post-test of the study was carried out after one month of pre-test using the same structured knowledge questionnaire using the telephone. The teaching program was developed by the researchers in the form of Arabic language to improve the studied teacher's deficit knowledge regarding the research topic.

Three sessions were introduced to teachers at the previously selected setting, with a duration of 45–60 minutes for each session. In the first session, the introduction to child abuse, the definition of child abuse, the incidence of child abuse, and the effects of child abuse were

discussed. The second session was concerned with the revision of the previous session and the discussion of the etiology of child abuse, types of child abuse, and coping strategies for child abuse. The third session was concerned with the revision of the previous session and the discussion of the prevention of child abuse and referral system. At the end of each session, the important points were reviewed. The educational sessions were repeated for the teachers.

D-Implementation phase: (Whats App reminder teaching program):

The Whats App reminder teaching program was sent twice daily for 4 weeks after finishing the school day, including voice messages, text messages, figures, and videos about child abuse and its prevention. The content was distributed over the period according to the topics.

The Whats App reminder teaching program included knowledge regarding child abuse and its prevention as follow:

- Introduction about child abuse
- Definition of child abuse
- Incidence of child abuse
- Effects of child abuse
- Etiology of child abuse
- Types of child abuse
- Coping strategies for child abuse
- Levels of Prevention of child abuse
- Referral System

E- Evaluation phase:

This phase was evaluated one month after the implementation of the Whats App reminder teaching program using the same format of tools that were used to evaluate teachers' knowledge regarding child abuse and its prevention.

Administrative and Ethical consideration:

Administrative permission was obtained through an issued letter from the Dean of the Faculty of Nursing, Mansoura University, to conduct the study. Before starting this study, formal administrative approval was taken from the setting. Permission was obtained from the ministry of education in Mansoura City, with official permission from the managers of the two primary schools. The aim of the study was explained, and the expected outcomes were

included in this letter to obtain permission to collect the research data. Before obtaining written permission from the participants, the researcher informed them about the research study and requested their written consent to participate in it. The researchers reassured them that all gathered information would be confidential. The study was conducted in the previously mentioned settings in October 2020.

The primary school teachers were informed that their participation was voluntary and they had the ethical right to participate or refuse participation in the study. It further emphasized that their responses were confidential and that they had the right to withdraw from the study at any time without giving any explanation. Privacy and confidentiality were resolutely maintained in all data collection procedures.

Statistical analysis:

Data were revised, coded, computed, and analyzed using a statistical package for social sciences (SPSS) version 23. Frequency distribution, percentages, mean and standard deviation were calculated, Chi-square and Paired sample T-test were used to describe the level of statistical significance which was considered at $p < 0.05$.

Results:

Table (1) revealed that (27%) of the teachers belonged to the age group 31-40 years and (63%) of the teachers were females. Regarding the years of experience (45%) of the teachers, their experience in teaching is 16 years and above. The majority of teachers (75%) lived in cities, while (25%) lived in rural areas.

Figure 1: Illustrated that (31%) of the teachers reported that they did not know about child abuse.

Table (2) showed the effect of the teaching program on primary school teachers' knowledge regarding child abuse and its prevention. It was noticed that the teaching program has a positive effect on improving post-knowledge of child abuse and its prevention among primary school teachers, with a highly statistically significant difference ($P < 0.001$).

Table 3: Showed that there was a statistically significant difference in knowledge scores regarding child abuse and its prevention between pre-test score and post-test score.

Table 4: -Revealed that in the pre-test, the majority of primary school teachers (72%) had unsatisfactory knowledge of child abuse and its prevention. However, following the teaching program, all (100%) of the primary school teachers had satisfactory knowledge levels.

Table 5: Showed that there was a statistically significant association between the

knowledge scores of primary school teachers and the age of teachers ($\chi^2 = 15.78$, $P < 0.05$) of knowledge level. Also, the table showed there was no association between the knowledge scores of primary school teachers and other demographic variables.

Table (6): Illustrated primary school teachers' opinions of the prepared teaching program, all (100%) reported that the content of the teaching program answered all of their questions, was helpful, beneficial, and written in a simple language.

Table 1: Frequency and percentage distribution of primary school teachers regarding their demographic data n = 100

Demographic data	No	(%)
Age		
21-30 years	24	24
31-40 years	27	27
41-50 years	24	24
51 years and < 60	25	25
Gender		
Male	37	37
Female	63	63
Years of experience		
0-5 years	22	22
6-10 years	9	9
11-15 years	24	24
16 years and above	45	45
Residence		
Urban	75	75
Rural	25	25

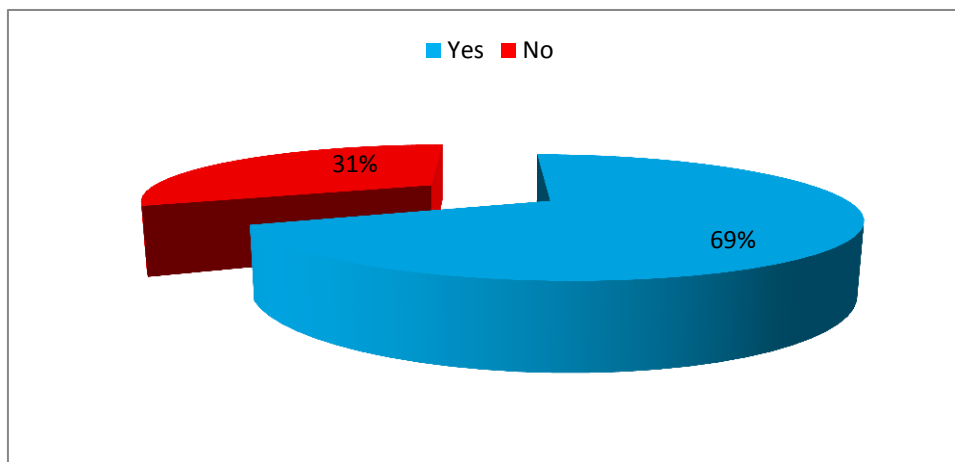


Figure 1: Percentage distribution of primary school teachers regarding their Awareness of child abuse n = 100

Table (2): Frequency and percentage distribution of primary school teacher's knowledge regarding child abuse and its prevention (n=100)

Teacher's knowledge	Pre-teaching program (No/%)	Post teaching program (No/%)	P-value
Introduction regarding child abuse	45 (45)	100 (100)	<0.001*
Definition of child abuse	50 (50)	100 (100)	<0.001*
Incidence of child abuse	35 (35)	100 (100)	<0.001*
Effects of child abuse	40 (40)	100 (100)	<0.001*
Etiology of child abuse	60 (60)	100 (100)	<0.001*
Types of child abuse	63(63)	100 (100)	<0.001*
Coping strategies of child abuse	43 (43)	100 (100)	<0.001*
Prevention of child abuse	34 (34)	100 (100)	<0.001*
Referral system	37 (37)	100 (100)	<0.001*

Table 3: Comparison of the total knowledge score among primary school teachers regarding child abuse and its prevention (n=100)

Items	Mean	Standard Deviation	Paired T test
Pretest	22.67	4.89	6.59
Post-test	36.64	0.92	
P- value	p < 0.0001		

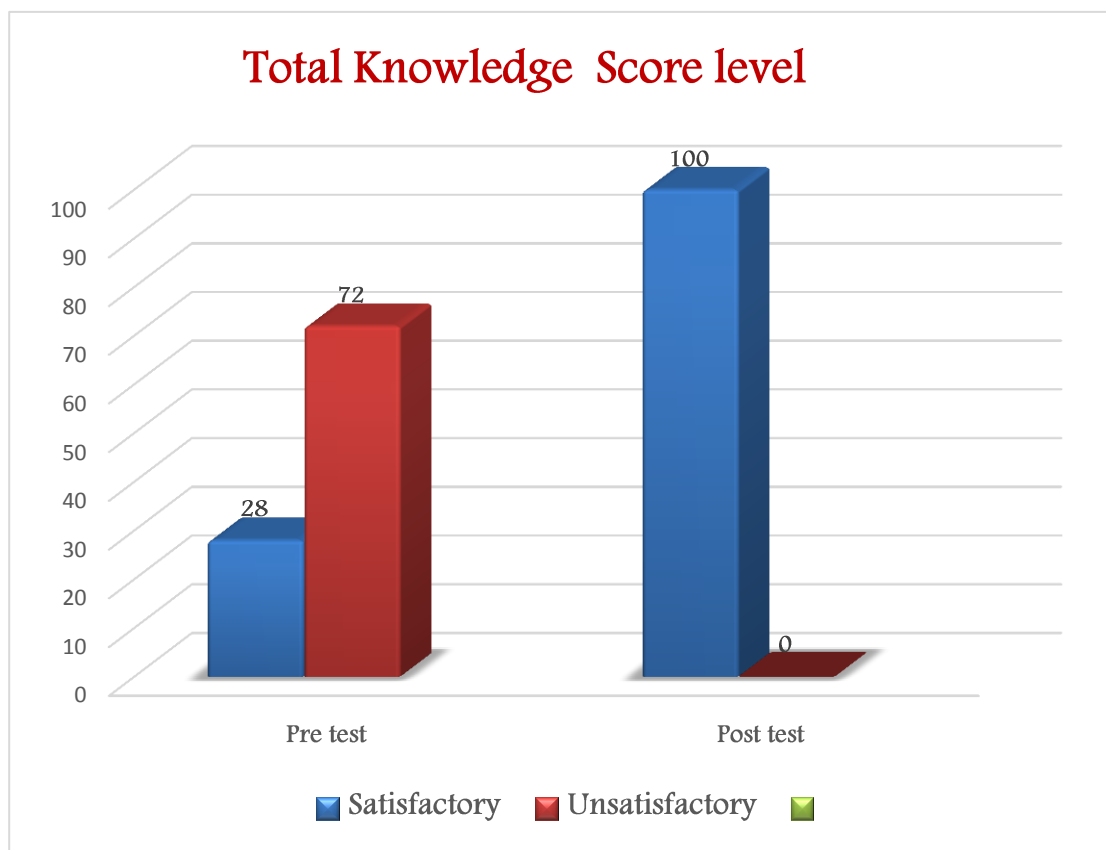
Figure 2: Frequency and percentage distribution of knowledge levels of primary school teachers regarding child abuse and its prevention (n=100)

Table 5: Association between the knowledge level of primary school teachers and their demographic (n=100)

Demographic data	Satisfactory	Unsatisfactory	Test	P-value	Remark
Age					
21-30 years	9	8	Fisher Exact	0.557	NS
31-40 years	8	19			
41-50 years	14	9			
51 years and less than 60.	16	17			
Gender					
Male	10	40	Fisher	0.700	NS
Female	20	30	Exact		
Experience in teaching					
0-5 years	14	17	Fisher Exact	0.058	NS
6-10 years	23	12			
11-15 years	9	10			
16 years and above	12	3			
Residence					
Urban	16	35	Fisher	0.273	NS
Rural	12	37	Exact		

If $P > 0.05$ level of significance is significant and if $P < 0.05$ level of significance is not significant.

Table (6): Primary school teachers' opinions regarding the Whats App reminder teaching program about child abuse and its prevention.

Teacher's evaluation of the Whats App reminder teaching program regarding child abuse and its prevention	No	%
The teaching program responded to all of the questions. • Yes • No	100 0	100 0.0
The teaching program has been created in such a way that it will be helpful. • Yes • No	100 0	100 0.0
The teaching program was beneficial. • Yes • No	100 0	100 0.0
The teaching program was written in a simple language • Yes • No	100 0	100 0.0

Discussion:

The study was conducted to evaluate the effect of Whats App reminder teaching program regarding the prevention of child abuse among primary school teachers. Hence, it was aimed to improve the primary school teachers' knowledge regarding child abuse and its prevention.

Results of the present study indicated that more than one-quarter of the teachers belonged to the age group 31-40 years. These findings are similar to the results in a study conducted by **Sushma et al., (2015)** entitled "Effectiveness of Structured Teaching Program on Knowledge Regarding Child Abuse and its

Prevention among Primary School Teachers in selected Government Primary Schools of Belgaum City" and found the same result.

Results of the present study revealed that less than two-thirds of the teachers were females. These findings were supported by a study conducted by **Mathews et al., (2017)** about "A matter of health and human rights" and reported that most of the teachers were females.

Results of the present study revealed that more than one-quarter of the teachers did not know about child abuse. These findings are similar to a study conducted by **Goebbels et al., (2018)** in the Netherlands about " Teachers'

reporting of suspected child abuse and neglect: behavior and determinants" and found that one-fifth of the teachers did not know about child abuse and its prevention.

Results of the present study highlighted that there was a significant difference in knowledge scores regarding child abuse and its prevention between pre-test score and post-test score. From the researchers' point of view, this result reflects the positive effect of Whats App reminder teaching program implementations, which meet the teachers' needs and provide them with sufficient knowledge.

The study was supported by the study conducted by **Klermier et al., (2016)** on teachers about " Child Sexual Abuse Prevention: Evaluation of a Teacher Training Model" and found that significant improvement from pre to post testing about child abuse and its prevention and revealed that there was a significant gain in knowledge of primary school teachers regarding child abuse and its prevention after introducing a structured teaching program at 0.05 level of significance.

Results of the present study showed that after the Whats App reminder teaching program, all of the primary school teachers had satisfactory knowledge levels. According to the researchers, it reflected the success of implementing a Whats App reminder teaching programme about child abuse in addition to the clarity of messages and frequency of sending them to teachers via Whats App.

These results are in the same line with **Sushma et al., (2015)** who studied "Effectiveness of Structured Teaching Program on Knowledge Regarding Child Abuse and its Prevention among Primary School Teachers in selected Government Primary Schools of Belgaum City" and found that there was a significant difference in the knowledge of primary school teachers on child abuse.

Similarly, **Schools et al., (2018)** did a qualitative study conducted in Netherland to investigate Dutch frontline workers' child abuse detection and reporting behaviors among 16 primary school teachers and 17 public health nurses and physicians. The results showed that teachers were experiencing a lack of knowledge of signs of abuse, baseline rates

of abuse, and child abuse reporting procedures. This reflected the need for teachers to have supportive tools in the child abuse detection and reporting process.

The current study's findings revealed that the Whats App reminder teaching program has a significantly greater impact on improving post-knowledge of child abuse and its prevention among primary school teachers than pretest, with a highly statistically significant difference. From the researchers' point of view, these findings may be attributed to the frequent repeating and remembering of messages included in the Whatsapp reminder teaching program for the teachers through photos and videos.

This result agreed with **Naregal et al., (2015)**, who studied the "Effectiveness of a Planned Teaching Program on Primary School Teachers' Knowledge of Child Abuse and Neglect Prevention" and reported that a well-planned training program can help elementary school instructors improve their knowledge.

Findings from the current study showed that there was no association between the knowledge scores of primary school teachers and other demographic variables except age. This result is similar to that of **Sushma et al., (2015)**, who found no statistically significant association between knowledge and selected demographic variables.

Results of the present study showed that primary school teachers' evaluation of the prepared Whats App reminder teaching program, all reported that the content of the teaching program was helpful, beneficial, and written in a simple language. From the researchers' point of view, it reflected that there was a need for standardized training regarding child abuse.

The result is parallel to the present study conducted by **Kenny et al., (2014)** who studied "Teachers' attitudes toward and knowledge of child maltreatment and Child Abuse" concluded that all teachers reported that content was clear, concise institutional guidelines regarding child abuse.

Conclusion:

Based on the results and hypotheses of the present study, the study findings concluded that primary school teachers' knowledge regarding child abuse and its prevention was unsatisfactory before the implementation of the Whats App reminder teaching program. There was a satisfactory level of knowledge post-Whats App reminder teaching program among primary school teachers. The Whats App reminder teaching program—was effective in increasing primary school teachers' knowledge. Furthermore, there was a significant relationship between primary school teachers' knowledge scores and their ages.

Recommendations:

Based on the current study results, the following recommendations are proposed:

- A Frequent Whats App reminder teaching program should be conducted for primary school teachers regarding the prevention of child abuse.
- A school health nurse should be equipped with sufficient knowledge necessary to function as a health educator to improve the knowledge of primary school teachers.
- Because today's primary school students are tomorrow's citizens, research must be undertaken in a variety of other schools to generalize results.
- Further studies are needed to increase teachers' awareness regarding child abuse in multicenter settings and on a diverse sample in order to generalize the findings.

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