Forms of Sexual Abuse Prevention Education for Primary School Students Based on Life Skills Approach

Nam Hoang Le¹
Loan Thi Bui²
Anh Thi Van Dam³*
Tam Thi Phan³
Yen Thi Hai Pham⁴
Thang Van Le⁵

¹Hanoi National University of Education, Hanoi, Vietnam
²Faculty of Political Education and Educational Psychology, Hung Vuong University, Phu Tho Province, Vietnam
³Vinh University of Technology Education, Nghe An Province, Vietnam
⁴Faculty of Economics and Management, Thuy Loi University, Hanoi, Vietnam
⁵University of Education, Hue University, Thua Thien Hue Province, Vietnam

DOI: https://doi.org/10.36941/jesr-2024-0049

Abstract

This study evaluates various forms of sexual abuse prevention education for primary school students in Phu Tho province, Vietnam, by examining the perspectives of teachers, parents, and students. Participants utilized a Likert scale to rate different prevention approaches, revealing nuanced insights. Integrating prevention education with regular teaching activities and collective educational efforts received positive responses, emphasizing the potential benefits of seamless integration within the curriculum. Organizing dedicated educational activities also demonstrated positive outcomes, emphasizing the efficacy of targeted interventions. Conversely, organizing school counseling and consultation received a lower mean score, indicating a less preferred approach among participants. The use of mass media in sexual abuse prevention education garnered a positive response with some variability in opinions, suggesting the importance of multimedia campaigns. Additionally, opening educational training courses on sexual abuse prevention displayed a slightly higher standard deviation, indicating a more diverse range of opinions. Specialized education topics and meetings revealed nuanced perceptions, with varying mean scores and standard deviations. Establishing a club for sexual abuse prevention showed more varied opinions among participants. Lastly, educational coordination between Family, School, and Society received a relatively uniform response. The overall mean score for the evaluated forms of sexual abuse prevention education was 2.14, with a standard deviation of 0.15, indicating moderate agreement among participants. This detailed evaluation provides valuable insights into the strengths and weaknesses of each approach, contributing to the development of effective strategies to address the critical issue of sexual abuse prevention among elementary school students in Phu Tho province.

Keywords: sexual abuse prevention; primary school education; primary teacher; life skill
1. Introduction

Childhood sexual abuse is a pervasive and deeply concerning issue that poses significant challenges to the well-being and development of young individuals (Hildyard & Wolfe, 2002; Loeb et al., 2002; Wessells & Kostelný, 2021). It can have long-lasting effects on their mental, emotional, and physical health, often leading to difficulties in forming healthy relationships and experiencing intimacy. Additionally, childhood sexual abuse can also increase the risk of developing mental health disorders such as depression, anxiety, and post-traumatic stress disorder (PTSD) (Gewirtz-Meydan & Lahav, 2020; Yektaş et al., 2021). The impact of such abuse extends far beyond immediate circumstances, often leading to long-term physical, emotional, and psychological consequences (Strathearn et al., 2020). These consequences can manifest in various ways, including but not limited to, post-traumatic stress disorder (PTSD), depression, anxiety disorders, and difficulties forming and maintaining healthy relationships. Society must address this issue by providing support and resources for survivors, as well as implementing preventive measures to protect children from experiencing such trauma in the first place. Recognizing the severity of this problem, educational institutions have increasingly implemented sexual abuse prevention education programs in primary schools (Gidycz et al., 2011; Teicher et al., 2022). These programs aim to equip students, teachers, and parents with the knowledge and skills necessary to identify, prevent, and respond to instances of sexual abuse. By educating children about consent, boundaries, and healthy relationships from a young age, these programs empower them to recognize and report any signs of abuse. Moreover, involving parents and teachers in these initiatives ensures a comprehensive approach to addressing the issue and creates a support network for survivors. Huynh et al (2018) observed discrepancies in the barriers to the execution of life skills programs among teachers with different degrees of teaching expertise. With continued efforts in prevention education, society can work towards breaking the cycle of abuse and creating a safer environment for children. This study delves into the evaluation of diverse forms of sexual abuse prevention education for primary school students, seeking to understand the varied perceptions of teachers, parents, and students in Phu Tho province, Vietnam.

In recent years, there has been a growing acknowledgment of the importance of sexual abuse prevention education as an integral component of a comprehensive approach to child protection (Quadara & Hunter, 2016; Russell et al., 2020; Schneider & Hirsch, 2020). Research has shown that sexual abuse prevention education can effectively reduce the incidence of child sexual abuse and empower children with the knowledge and skills to protect themselves (Kim & Kang, 2017). By educating children about healthy boundaries, and consent, and recognizing inappropriate behavior, we can create a safer environment for all children. Implementing prevention programs in primary schools is motivated by the understanding that early education plays a pivotal role in fostering a safe and supportive environment for children (Weissberg et al., 2003). These programs aim to equip children with the necessary tools to identify and report any instances of abuse, ultimately helping to break the cycle of silence and ensure that perpetrators are held accountable. Additionally, by promoting open dialogue and awareness surrounding child sexual abuse, we can also work towards reducing the stigma associated with it, encouraging survivors to come forward and seek support (Alaggia et al., 2019). This educational approach not only empowers young individuals with the knowledge to protect themselves but also engages teachers and parents as crucial allies in the prevention effort (Fox et al., 2010). By involving teachers and parents in the prevention effort, we can create a network of support that extends beyond the classroom and into the home (Albright & Weissberg, 2010; Epstein, 2018). This collaboration ensures that children receive consistent messaging about abuse prevention and have trusted adults they can turn to if they ever need help or guidance. Furthermore, by equipping teachers and parents with the necessary knowledge and resources, we can empower them to recognize signs of abuse and take appropriate action, further strengthening our collective efforts to protect children from harm (Sanderson, 2004; Walsh & Brandon, 2012). As such, the current study aims to contribute to the ongoing discourse surrounding the effectiveness of various methods employed in sexual abuse prevention education within primary school settings. This
study will examine the impact of different educational approaches on children’s understanding of abuse prevention and their ability to seek help when needed. Additionally, it will explore the role of teachers and parents in creating a safe and supportive environment for children to disclose any instances of abuse. By gaining insights from this research, we can improve our strategies and interventions to better safeguard children from sexual abuse in primary schools.

Despite the increasing recognition of the importance of sexual abuse prevention education, there remains a need for empirical research to evaluate the diverse approaches utilized in such programs. Empirical research is crucial to assess the effectiveness of different sexual abuse prevention education programs. This research can provide valuable insights into which approaches are most successful in promoting awareness, knowledge, and behavior change among individuals (Anderson & Whiston, 2005; Davis & Gidycz, 2000; Russell et al., 2020). Additionally, it can help inform the development of evidence-based strategies for future prevention efforts. Understanding the perspectives of primary school teachers, parents, and students is critical in refining and tailoring prevention initiatives to suit the specific needs of the community (Epstein, 2018). By gathering feedback from these key stakeholders, researchers can gain a comprehensive understanding of the challenges and barriers faced in implementing prevention programs. This information can then be used to make necessary adjustments and improvements to ensure the programs are effective and impactful in addressing sexual abuse prevention in schools and communities (DeGue et al., 2016; Dills et al., 2016). Moreover, the effectiveness of these programs can be influenced by cultural and contextual factors, necessitating a region-specific examination to inform localized strategies (McCall et al., 2023). Understanding the cultural and contextual factors that influence the effectiveness of prevention programs is crucial for tailoring strategies to specific regions. This localized approach can help address unique challenges and barriers faced by different communities, ultimately increasing the impact and success of sexual abuse prevention efforts in schools and communities. Additionally, involving key stakeholders in the development and implementation of these strategies can foster a sense of ownership and collaboration, leading to greater buy-in and sustainability of prevention programs (Green et al., 2016; Johnson et al., 2004). Therefore, this study focuses on the province of Phu Tho, Vietnam, providing insights into the perceptions and attitudes of stakeholders in this specific cultural and educational context.

The overarching goal of this research is to contribute valuable insights into the strengths and weaknesses of various forms of sexual abuse prevention education for primary school students. By comprehensively examining the perceptions of teachers, parents, and students in Phu Tho province, this study seeks to inform the development of targeted and culturally sensitive prevention strategies. These strategies aim to address the specific needs and challenges faced by primary school students in Phu Tho province, ultimately fostering a safer and more supportive learning environment. Additionally, the findings of this research can potentially be used to guide policy-making decisions and resource allocation for sexual abuse prevention education in other regions with similar cultural contexts. Through a nuanced understanding of the community’s perspectives, policymakers, educators, and researchers can collaboratively work towards enhancing the efficacy of sexual abuse prevention education, ultimately fostering safer learning environments for young individuals. By incorporating the community’s perspectives, policymakers can ensure that prevention education programs are culturally sensitive and relevant. This approach can help to build trust and engagement among community members, leading to increased effectiveness in addressing sexual abuse prevention. Additionally, ongoing collaboration between educators, researchers, and policymakers can facilitate the continuous improvement and adaptation of prevention strategies based on evolving societal needs and challenges.
2. Methods

2.1 Participants

The study engaged a total of 115 primary school teachers in Phu Tho province to gather valuable insights into their perspectives on sexual abuse prevention education. The participants comprised 57 teachers involved in teaching fourth-grade students and 58 teachers dedicated to instructing fifth-grade students. The diversity in grade levels aimed to capture a comprehensive understanding of the opinions across different teaching contexts. Demographically, the majority of the participants fell within the age range of 25 to 46 years, reflecting a mix of relatively early to mid-career educators. The inclusion of teachers spanning this age bracket contributes to a holistic representation of experiences and viewpoints. Moreover, the educational background of the participants revealed that a significant proportion held college degrees or higher qualifications, underscoring the academic expertise within the surveyed group. In terms of teaching experience, the participants demonstrated a wide range, with individuals having accumulated between 2 to 20 years of experience in the field of education. This diversity in teaching tenure adds richness to the survey results, capturing perspectives from both relatively novice teachers and those with more extensive experience. The inclusion of educators with varying years of service ensures a nuanced exploration of opinions based on different levels of professional experience. The study’s participant pool consisted of 115 primary school teachers from Phu Tho province, encompassing both fourth and fifth-grade educators. The demographic characteristics, including age distribution, educational qualifications, and teaching experience, were carefully considered to ensure a comprehensive and representative exploration of perspectives on sexual abuse prevention education in primary school settings.

2.2 Measurements

The primary aim of this research is to provide an objective and detailed evaluation of the existing landscape of sexual abuse prevention education for primary school students. This assessment focuses on various forms of sexual abuse prevention education, employing a Likert scale with a five-point rating system, including categories such as Very Good, Good, Fair, Average, and Weak. In this measurement framework, each rating corresponds to a numerical value, ranging from 5 points for “Very Good” to 1 point for “Weak”. The scale is characterized by a clear interval, with a distance value of 0.8, signifying the standardized difference between consecutive points on the scale. The categorization of assessment results follows specific criteria. Scores falling within the range of 1.0 to < 1.8 are classified as “Weak”, signaling areas that may require significant improvement. The “Average” level encompasses scores from 1.8 to < 2.6, indicating a moderate performance. The “Good” level ranges from 2.6 to < 3.4, highlighting areas of effectiveness, while the “Very Good” level extends from 4.20 to ≤ 5.0, representing exemplary performance. This meticulous measurement methodology provides a granular understanding of the strengths and weaknesses in sexual abuse prevention education for primary school students. By employing the Likert scale and its associated categories, this research aims to offer a precise and nuanced assessment, enabling stakeholders to identify specific areas for enhancement and optimization within the current educational landscape.

2.3 Procedures

The study unfolded in two distinct phases, providing a comprehensive exploration and subsequent official evaluation of sexual abuse prevention education. In Phase 1, an exploratory survey was undertaken during the second semester of the 2018-2019 school year. This initial phase aimed to gather preliminary insights into the subject matter. Following this, in Phase 2, the official survey took place in the first semester of the 2019-2020 school year, representing a more in-depth and structured approach to assess the effectiveness of sexual abuse prevention education.
To ensure the reliability and content validity of the measurement scales, rigorous statistical techniques were employed. The analysis involved testing with Cronbach’s Alpha coefficient ($\alpha$) within the range of $0.6 < \alpha < 1$, and assessing the correlation coefficient between each item and the entire scale. The results of this evaluation indicated that the measurement scale achieved a commendable level of reliability, fluctuating between 0.737 and 0.945. This suggests that the measurement items were consistent and dependable, meeting the criteria for effective data collection.

The survey extended questionnaires to primary school teachers of grades 4 and 5. Participants provided responses to the survey questions, and a careful selection process was implemented to include only those responses meeting the predetermined requirements. Subsequently, the collected data underwent meticulous analysis using statistical software, specifically SPSS, to derive key parameters such as mean values and standard deviations. This analytical approach aims to extract meaningful insights and establish a quantitative foundation for the evaluation of sexual abuse prevention education in primary schools.

The study involved a systematic two-phase approach, utilizing statistical techniques for reliability and content validity assessment. The inclusion of multiple stakeholders in the survey process and the utilization of SPSS software for data analysis enhance the comprehensiveness and rigor of the research methodology.

### 2.4 Data Analysis

Following the data collection phase, a thorough and meticulous analysis was conducted using specialized statistical software, specifically the Statistical Package for the Social Sciences (SPSS). This analytical step was integral to extracting meaningful insights and quantitative parameters essential for evaluating the efficacy of sexual abuse prevention education in primary schools. The first key parameter derived from the data analysis was the calculation of mean values. Mean values represent the average of a set of numerical data points and provide a central measure indicative of the overall response tendencies of the surveyed participants. In this context, mean values were computed to offer a quantitative representation of the collective opinions and perceptions expressed by teachers, parents, and students regarding the effectiveness of sexual abuse prevention education. Additionally, the analysis involved the computation of standard deviations. Standard deviations quantify the degree of dispersion or variability in the responses gathered from the survey participants. A smaller standard deviation suggests that the responses are closely clustered around the mean, indicating a higher level of agreement among participants. Conversely, a larger standard deviation may indicate greater variability in the responses, signaling diverse perspectives within the surveyed population. Through the utilization of SPSS, these key statistical parameters—mean values and standard deviations—were derived to enhance the depth and accuracy of the data analysis process. The insights obtained from this analytical phase contribute crucial information for understanding the nuanced aspects of sexual abuse prevention education, enabling researchers and stakeholders to make informed decisions based on the quantitative findings.

### 3. Results

Table 1 presents a detailed evaluation of diverse strategies employed in sexual abuse prevention education for primary school students, with mean scores (M) and standard deviations (SD) providing nuanced insights into each approach.

<table>
<thead>
<tr>
<th>Forms of education to prevent sexual abuse</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrating with teaching activities</td>
<td>2.51</td>
<td>0.49</td>
</tr>
<tr>
<td>Integrating with collective educational activities</td>
<td>2.45</td>
<td>0.48</td>
</tr>
</tbody>
</table>
### Forms of education to prevent sexual abuse

<table>
<thead>
<tr>
<th>Form of Education</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizing educational activities</td>
<td>2.50</td>
<td>0.39</td>
</tr>
<tr>
<td>Organizing school counseling and consultation</td>
<td>1.82</td>
<td>0.05</td>
</tr>
<tr>
<td>Using mass media</td>
<td>2.49</td>
<td>0.27</td>
</tr>
<tr>
<td>Opening educational training courses on sexual abuse prevention</td>
<td>1.82</td>
<td>0.36</td>
</tr>
<tr>
<td>Organizing specialized education topics</td>
<td>1.84</td>
<td>0.29</td>
</tr>
<tr>
<td>Organizing meetings</td>
<td>2.04</td>
<td>0.28</td>
</tr>
<tr>
<td>Establishing a club</td>
<td>1.98</td>
<td>0.44</td>
</tr>
<tr>
<td>Educational coordination between Family - School - Society</td>
<td>1.81</td>
<td>0.35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2.14</strong></td>
<td><strong>0.15</strong></td>
</tr>
</tbody>
</table>

The data indicates that integrating prevention education with regular teaching activities received a relatively high mean score of 2.51, reflecting a positive response from participants, with a standard deviation of 0.49, indicating moderate variability in responses. Similarly, the integration of prevention efforts with collective educational activities yielded a mean score of 2.45, with a standard deviation of 0.48, suggesting a consistent but slightly less varied perception among respondents. Organizing dedicated educational activities garnered a mean score of 2.50, demonstrating a favorable response, and a standard deviation of 0.39, indicating moderate variability in participant opinions. On the other hand, organizing school counseling and consultation received a lower mean score of 1.82, and a notably low standard deviation of 0.05, indicating a more uniform response among participants, potentially signaling a less preferred approach. The use of mass media in sexual abuse prevention education received a mean score of 2.49, reflecting a positive response, with a standard deviation of 0.27, suggesting some variability in participant opinions. Opening educational training courses on sexual abuse prevention also received a mean score of 1.82, with a slightly higher standard deviation of 0.36, indicating a more diverse range of opinions among respondents. Furthermore, organizing specialized education topics and meetings received mean scores of 1.84 and 2.04, respectively, with standard deviations of 0.29 and 0.28. Establishing a club for this purpose earned a mean score of 1.98, with a higher standard deviation of 0.44, indicating more varied opinions among participants. Lastly, educational coordination between Family, School, and Society received a mean score of 1.81, with a standard deviation of 0.35, indicating a relatively uniform response. The overall mean score for the evaluated forms of sexual abuse prevention education for primary school students was 2.14, with a standard deviation of 0.15, highlighting moderate agreement among participants. This comprehensive evaluation provides detailed insights into the strengths and weaknesses of each approach, aiding in the development of effective strategies to address the critical issue of sexual abuse prevention among elementary school students.

### Discussion

Various forms of sexual abuse prevention education for primary school students elicited diverse responses from the surveyed participants. The integration of prevention education with regular teaching activities and collective educational initiatives received positive responses, suggesting the potential effectiveness of seamlessly embedding preventive measures within the standard curriculum and broader educational programs. The favorable reception of targeted educational activities underscores the importance of focused interventions to address the critical issue of sexual abuse within the school context.

The analysis of the gathered data sheds light on the diverse perspectives among participants regarding various forms of sexual abuse prevention education for primary school students. The integration of prevention education with regular teaching activities received a commendable mean score, signifying a positive response. This aligns with established literature emphasizing the efficacy of seamlessly integrating prevention into the standard curriculum, affirming its potential impact in fostering a comprehensive educational approach (Banas & York, 2014). Furthermore, the data also
revealed that participants expressed a strong preference for prevention education programs that included interactive and age-appropriate materials. This highlights the importance of tailoring the curriculum to meet the specific needs and developmental stages of primary school students, ensuring maximum engagement and effectiveness in addressing sexual abuse prevention (Schneider & Hirsch, 2020; Walsh et al., 2015). Similarly, the integration of prevention efforts with collective educational activities demonstrated a consistently positive response with a slightly less varied perception among respondents. This finding suggests that incorporating preventive measures into broader educational initiatives may yield positive results, fostering a holistic approach to student well-being (Chafouleas & Iovino, 2021; Deschesnes et al., 2003). This holistic approach not only promotes a comprehensive understanding of sexual abuse prevention but also encourages a supportive and inclusive school environment. By integrating preventive measures into broader educational initiatives, students are more likely to feel empowered and supported in their overall well-being (Homer et al., 2021). This approach also emphasizes the importance of addressing sexual abuse prevention as an ongoing and integral part of a student’s education. The positive response to organizing dedicated educational activities implies that targeted interventions focusing on sexual abuse prevention resonate well among participants. This echoes the notion that interactive and focused interventions can effectively contribute to a safer educational environment (Astor et al., 2005). Conversely, the lower mean score and notably low standard deviation associated with organizing school counseling and consultation indicate a more uniform response among participants. This warrants further exploration into potential reservations or concerns participants may have regarding this approach. However, the uniform response regarding school counseling and consultation suggests the need to address any potential reservations or concerns that participants may have, in order to ensure their full engagement and support for this approach (Flutter & Rudduck, 2004). Further research should be conducted to identify these reservations and develop strategies to overcome them. The positive response to the use of mass media in sexual abuse prevention education, coupled with some variability in opinions, suggests that multimedia campaigns may have an impactful reach (Quattrin et al., 2015; Saunders & Goddard, 2002). It would be beneficial to conduct further studies to explore the specific factors contributing to the variability in opinions on multimedia campaigns. Understanding these factors can help tailor future campaigns to effectively engage a wider audience and maximize their impact in preventing sexual abuse. Additionally, incorporating feedback from participants who expressed reservations or concerns about school counseling and consultation can lead to the development of targeted strategies that address these specific issues and enhance overall support for this approach (Lee, 2014). However, the diverse perspectives highlight the importance of tailoring such campaigns to accommodate varying viewpoints and experiences. Opening educational training courses on sexual abuse prevention garnered a positive response with a slightly higher standard deviation, indicating a more diverse range of opinions among respondents. This suggests that while there is overall support for school counseling and consultation, there may be a need for further exploration and discussion to ensure that the strategies implemented are inclusive and effective for all participants (Brigman et al., 2021; Crothers et al., 2020). Additionally, considering the diverse range of opinions on sexual abuse prevention, it may be beneficial to incorporate multiple perspectives and approaches in these training courses to better address the varying needs of individuals (Theimer et al., 2020). This underscores the need for customized training programs that consider the specific needs and preferences of educators and participants. The mean scores and standard deviations associated with organizing specialized education topics and meetings emphasize the importance of a balanced and diversified approach to addressing sexual abuse prevention in primary schools (DeGue et al., 2014; Schneider & Hirsch, 2020). By incorporating multiple perspectives and approaches in abuse prevention training courses, educators and participants can gain a comprehensive understanding of the issue (Zidny et al., 2020). This can lead to more effective strategies and interventions that cater to the unique needs and preferences of individuals involved. Additionally, taking a balanced and diversified approach to addressing sexual abuse prevention in primary schools can help create a safer and more inclusive learning environment for all students.
The findings suggest that a multifaceted strategy, incorporating various educational elements, may be more effective in engaging participants with diverse preferences. Establishing a club for sexual abuse prevention garnered a moderate mean score with a higher standard deviation, indicating more varied opinions among participants. This highlights the importance of recognizing individual preferences in implementing preventive measures within the school setting (Domínguez-Martínez & Robles, 2019; Sprague & Walker, 2021). By acknowledging and accommodating diverse preferences, schools can ensure that their preventive measures are more inclusive and effective (McLeskey & Waldron, 2000). This approach not only promotes a safer learning environment but also fosters a sense of belonging and acceptance among all students. Lastly, the relatively uniform response to educational coordination between Family, School, and Society underscores the crucial role of collaboration across different spheres in creating a comprehensive and cohesive approach to sexual abuse prevention (Arias, 2021; Wakefield & Poland, 2005). The finding supports the idea that a collective effort involving families, schools, and the broader community is vital for the success of prevention initiatives (Hoagwood et al., 2020). By involving families, schools, and the broader community in sexual abuse prevention initiatives, we can ensure that all stakeholders are actively engaged in creating a safe and supportive environment for students (Finkelhor, 2009; McMahon et al., 2021). This collaborative approach also allows for the sharing of resources, knowledge, and expertise, further enhancing the effectiveness of prevention efforts. The overall moderate mean score for the evaluated forms of sexual abuse prevention education indicates a general agreement among participants. This detailed evaluation provides nuanced insights into the strengths and weaknesses of each approach, offering a foundation for developing effective strategies tailored to the specific needs and preferences of stakeholders, ultimately addressing the critical issue of sexual abuse prevention among elementary school students. By understanding the strengths and weaknesses of each approach, stakeholders can make informed decisions about which prevention strategies to implement. This tailored approach ensures that resources are allocated efficiently and effectively, maximizing the impact of prevention efforts and ultimately creating a safer environment for elementary school students.

The findings of this study carry several implications for both research and practical applications in the field of sexual abuse prevention education for primary school students. The varied responses to different forms of sexual abuse prevention education suggest that a one-size-fits-all approach may not be effective. Tailoring interventions based on the preferences and perceptions of teachers, parents, and students is essential. Educational programs should be flexible and adaptable to accommodate diverse perspectives and needs (Day et al., 2019). The positive response to educational coordination between Family, School, and Society underscores the importance of a holistic and collaborative approach. Future prevention initiatives should consider engaging a broader spectrum of stakeholders, including community leaders, mental health professionals, and administrators, to ensure a more comprehensive strategy. Understanding the lower mean score and uniform response to school counseling and consultation highlights the need for further exploration into potential reservations or concerns associated with this approach. Future interventions should address and mitigate any perceived barriers, providing a clearer understanding of the benefits of counseling in the context of sexual abuse prevention. The study's cross-sectional nature provides a snapshot of perceptions at a specific point in time. Future research could incorporate a longitudinal design to track changes in attitudes and perceptions over time. Continuous evaluation will contribute to a dynamic understanding of the effectiveness of prevention programs and the evolving needs of the educational community. The positive response to integrating prevention education with regular teaching activities suggests that embedding these topics into the standard curriculum is well-received. Policymakers and educational authorities may consider further integration of sexual abuse prevention education into the official curriculum to ensure consistent and sustained exposure for students (Walsh et al., 2015). To complement the quantitative insights gained from this study, future research should incorporate qualitative methods. In-depth interviews and focus group discussions could provide a deeper understanding of the underlying reasons behind participants' responses,
offering a richer context for interpreting the findings. Given the study’s regional focus, researchers and practitioners should be mindful of the cultural nuances that may influence perceptions. Cultural sensitivity in designing and implementing prevention programs is crucial to ensuring that initiatives are contextually relevant and effective. The positive response to opening educational training courses suggests the potential benefits of ongoing professional development for educators. Continuous training and support can enhance the effectiveness of teachers in delivering sexual abuse prevention education and staying informed about best practices (Scholes et al., 2012). The implications drawn from this study emphasize the importance of nuanced, flexible, and collaborative approaches in designing sexual abuse prevention education for primary school students. By addressing these considerations, educators, policymakers, and researchers can contribute to the development of more effective and culturally sensitive prevention initiatives.

While this study provides valuable insights into the perceptions of primary school teachers, parents, and students regarding sexual abuse prevention education, several limitations should be acknowledged. Firstly, the study’s scope is confined to a specific geographic region, Phu Tho province, potentially limiting the generalizability of the findings to a broader context. The cultural, socioeconomic, and educational characteristics of the region may differ significantly from other areas, impacting the transferability of the study’s conclusions. Secondly, the reliance on a Likert scale and self-reported data introduces the possibility of response bias. Participants may provide socially desirable responses or may not accurately represent their true opinions, potentially influencing the overall reliability of the results. Additionally, the study’s focus on primary school teachers, parents, and students may overlook the perspectives of other key stakeholders, such as school administrators, community leaders, or mental health professionals, whose insights could contribute further to a holistic understanding of sexual abuse prevention education. The research design, employing a cross-sectional survey, provides a snapshot of opinions at a specific point in time. Consequently, the study may not capture the dynamic nature of attitudes and perceptions, as they may evolve. Furthermore, the study’s reliance on quantitative data may limit the depth of understanding, as qualitative insights into the nuanced reasons behind participants’ responses are not explored. A complementary qualitative component could have provided a richer context for interpreting the quantitative findings. Lastly, the study did not directly assess the actual implementation and effectiveness of sexual abuse prevention programs in schools. Perceptions and attitudes, as captured in the survey, may not necessarily align with the real-world impact of these initiatives. While this study offers valuable insights, these limitations should be considered when interpreting the results. Future research endeavors should address these constraints to provide a more comprehensive and nuanced understanding of sexual abuse prevention education in diverse settings.

5. Conclusion

The evaluation of sexual abuse prevention education in Phu Tho province has illuminated valuable insights into the diverse perspectives of primary school teachers, parents, and students. The study’s findings indicate varying degrees of acceptance and preference for different forms of prevention education, emphasizing the need for tailored approaches to address the specific needs and cultural nuances of the community. Integrating prevention education into regular teaching activities and coordinating efforts between Family, School, and Society emerged as particularly promising strategies, garnering positive responses. However, the study also highlights the challenges associated with organizing school counseling and consultation, suggesting the necessity for a careful reevaluation of this approach. Moving forward, these nuanced findings underscore the importance of continuous collaboration between researchers, policymakers, and educators to refine and implement effective sexual abuse prevention strategies tailored to the specific context of Phu Tho province. Through such collaborative efforts, the aim is to create a safer and more supportive educational environment for primary school students in the region, ultimately contributing to the broader discourse on child protection and well-being.
References


Arias, N. (2021). *Libertatory School-Based Sex Education: Sexual Violence Prevention Work at the Middle School Level* [Saint Mary’s College of California].


...


