

Educational methods for preventing sexual abuse among primary school students using the life skills approach

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ABSTRACT

This study investigates the effectiveness of various sexual abuse prevention education methods for primary school students through a quantitative analysis of instructional techniques. Drawing on data from a diverse sample, including mean effectiveness scores and standard deviations, the findings identify storytelling as particularly impactful due to its ability to engage young learners and simplify complex topics. The lecture method also demonstrates strong effectiveness by providing structured and clear information. Techniques such as behavior modeling and role-playing show moderate success, indicating the need for further refinement and innovation. Despite limitations related to sample size and reliance on quantitative measures, the study highlights the importance of using diverse, engaging, and evidence-based strategies tailored to students' developmental needs. These insights offer valuable implications for educators, policymakers, and researchers aiming to enhance the effectiveness of sexual abuse prevention education and promote the safety and well-being of children.

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1. Introduction

Childhood sexual abuse poses significant and far-reaching obstacles to the overall welfare and growth of young individuals (Wessells and Kostelny, 2021). This phenomenon has enduring consequences on their mental, emotional, and physical well-being, while also impeding the establishment of positive interpersonal connections (Gewirtz-Meydan and Lahav, 2020; Yektaş et al., 2021). Furthermore, survivors of childhood sexual abuse often experience challenges in developing a healthy sense of self-worth and may struggle with trust issues in their relationships (Kwako et al., 2011; Ullman and Peter-Hagene, 2016). Seeking appropriate therapeutic interventions and support systems is crucial for these individuals to address the long-lasting effects of their traumatic experiences and promote healing and recovery (Draucker et al., 2011). The ramifications transcend temporary situations,

frequently leading to long-lasting outcomes such as post-traumatic stress disorder (PTSD), depression, and anxiety disorders (Strathearn et al., 2020). The significance of this matter is being acknowledged, leading educational establishments to progressively incorporate sexual abuse prevention education initiatives within primary schools (Gidycz et al., 2011; Teicher et al., 2022). Sexual abuse prevention education is a critical component of promoting child safety and well-being, particularly in primary school settings where children are vulnerable to various forms of harm (Reading et al., 2009; Walsh et al., 2015). The effectiveness of prevention efforts relies heavily on the educational methods employed to convey essential information and empower children to recognize and respond to potential instances of abuse. Research in this area has highlighted the importance of utilizing diverse and engaging instructional techniques tailored to the developmental needs and cognitive abilities of young learners (Topping and Barron, 2009). However, the relative effectiveness of different prevention education methods remains an area of ongoing inquiry, necessitating further investigation to inform evidence-based practices and policy decisions. It is crucial for educators and policymakers to continue exploring innovative approaches to prevention education in order to enhance the impact of these

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programs on children's safety and well-being. By staying informed about the latest research findings and best practices, stakeholders can work together to create more comprehensive and effective strategies for protecting children from abuse.

In recent times, there has been an increasing acknowledgment of the significance of sexual abuse prevention education as an essential element within comprehensive initiatives aimed at safeguarding children (Russell et al., 2020; Schneider and Hirsch, 2020). Research has shown that early education on body autonomy and boundaries can help empower children to recognize and report inappropriate behavior, ultimately reducing their vulnerability to abuse. By incorporating sexual abuse prevention education into school curricula and community programs, we can work towards creating a safer environment for all children. Studies indicate that this form of teaching significantly decreases the occurrence of child sexual abuse and enables children to ensure their own safety (Kim and Kang, 2017). These programs aim to educate children on the importance of healthy boundaries, consent, and the identification of inappropriate behavior, thus promoting a safer environment. By empowering children with knowledge and skills to recognize and respond to potential threats, sexual abuse prevention education plays a crucial role in fostering a culture of protection and empowerment among young individuals. Additionally, research suggests that early intervention through such programs can have long-lasting positive effects on children's well-being and resilience. The recognition of the crucial function of early education in establishing a secure environment is demonstrated via the implementation of preventive programs in primary schools. The involvement of teachers and parents as essential allies is essential in maintaining a consistent message on the prevention of abuse and establishing a support system that extends beyond the confines of the classroom. By engaging in this partnership, adults are empowered to identify indicators of abuse and respond accordingly, enhancing collaborative endeavors to safeguard children from harm (Walsh and Brandon, 2012). Furthermore, the collaboration between teachers and parents can also lead to early intervention and support for children who may be at risk of abuse. This all-encompassing strategy makes sure that children have a network of kind adults who are watchful and proactive in preserving their well-being. This study aims to enhance ongoing debates over the efficacy of sexual abuse prevention education in primary schools. By acquiring valuable knowledge, treatments can be improved to more effectively protect children from sexual assault.

Understanding the impact of various instructional approaches on students' knowledge, attitudes, and behaviors is crucial for designing comprehensive prevention education programs (DeGue et al., 2014). By evaluating the effectiveness of different teaching methods, educators can tailor their strategies to better engage students and

promote positive outcomes. This research can also help identify best practices for addressing complex issues such as substance abuse, mental health, and violence prevention in educational settings. While traditional methods such as lectures and presentations have been widely used in educational settings, emerging research suggests the potential efficacy of more interactive and experiential techniques, such as role-playing and storytelling (Elliott, 2010). Walsh et al. (2018) focused specifically on identifying effective strategies in sexual abuse prevention education for elementary school children. Through their research, they emphasized the significance of structured information delivery methods such as lectures, which provide essential knowledge about sexual abuse prevention in a clear and organized manner. Additionally, they highlighted the need for supplementary interactive components and opportunities for discussion to maximize engagement and promote deeper understanding among students. Celik (2024) and Hébert et al. (2002) conducted a systematic review of role-playing techniques in sexual abuse prevention education. Their findings indicated that role-playing offers valuable opportunities for students to observe and practice appropriate behaviors and responses in hypothetical situations, thereby fostering practical skills and empowering children to recognize and respond to potential instances of abuse. In addition, role-playing can also help students develop empathy and perspective-taking skills, which are crucial for understanding the impact of abuse on victims (Wee et al., 2022). By incorporating role-playing activities into sexual abuse prevention education, educators can create a more immersive and effective learning experience for students. Furthermore, Davis et al. (2013) explored the potential of storytelling as a tool for sexual abuse prevention education. Their research highlighted the effectiveness of storytelling in engaging young learners and simplifying complex concepts into relatable narratives. By incorporating storytelling into educational programs, educators can potentially enhance students' comprehension, retention, and application of critical safety information in a manner that is accessible and engaging. These methods offer opportunities for active engagement and experiential learning, which may enhance students' understanding and retention of critical safety information (Kolb and Kolb, 2009). By exploring the effectiveness of different prevention education methods, educators and policymakers can make informed decisions about the design and implementation of programs aimed at reducing the risk of sexual abuse among primary school students. Incorporating interactive activities, role-playing scenarios, and real-life case studies can further reinforce the importance of safety education and empower students to apply their knowledge in practical situations (Chan, 2012). Additionally, ongoing evaluation and feedback from students can help educators tailor prevention education programs to better meet the needs of diverse learners and

ensure long-term effectiveness. In Vietnam, [Le et al. \(2024\)](#) discovered that including prevention education with normal teaching activities and collaborative educational efforts got good feedback, stressing the potential benefits of seamless integration within the curriculum. Organizing focused educational events yielded great results, highlighting the effectiveness of targeted interventions. In contrast, organizing school counseling and consultation had a lower mean score, indicating that this option was less popular among participants. The use of mass media in sexual abuse prevention education elicited a good reaction, with some disagreement, indicating the value of multimedia programs. Furthermore, offering educational training classes on sexual abuse prevention had a significantly higher standard deviation, indicating a wider diversity of perspectives. Specialized education topics and sessions provided complex perspectives, with variable mean scores and standard deviations. Establishing a club for sexual abuse prevention elicited more diverse perspectives from participants. Finally, there was a rather uniform reaction to educational coordination among family, school, and society ([Le et al., 2024](#)).

Moreover, the prevalence of sexual abuse and its detrimental effects on children's physical, emotional, and psychological well-being underscore the urgency of effective prevention strategies. Research indicates that early education and awareness-building efforts are essential for empowering children to protect themselves and seek help when needed ([Nyathi, 2022](#)). These prevention strategies should also involve educating parents, caregivers, and other adults about recognizing signs of abuse and responding appropriately ([Russell et al., 2024](#)). By fostering a culture of open communication and support, communities can work together to create safer environments for children to thrive. By equipping students with the knowledge, skills, and confidence to recognize and respond to inappropriate behaviors, prevention education programs play a crucial role in promoting a culture of safety and support within schools and communities ([Celik, 2024](#)). Prevention education programs should also emphasize the importance of establishing boundaries and seeking assistance from trusted adults when faced with uncomfortable situations. Additionally, incorporating lessons on healthy relationships and consent can further empower students to protect themselves and others from potential harm. Therefore, investigating the relative effectiveness of different prevention education methods is not only academically valuable but also carries significant implications for child welfare and public health initiatives. By evaluating the outcomes of various prevention education approaches, policymakers and educators can make informed decisions on how to best support young people in developing the skills needed to navigate challenging situations. Ultimately, investing in comprehensive prevention education can help create

safer environments for children and promote healthy relationships within communities.

2. Methods

2.1. Participants

The study involved the participation of 115 primary school teachers from Phu Tho province, Vietnam, who provided unique insights into their thoughts on teaching aimed at preventing sexual assault. A total of 57 educators were engaged in the instruction of fourth-grade children, and 58 educators were specifically assigned to the teaching of fifth-grade pupils. The inclusion of several grade levels was intended to facilitate a full comprehension of perspectives across various educational settings. In terms of demographics, a significant proportion of the participants belonged to the age bracket of 25 to 46 years, indicating a diverse representation of educators who were in the early to mid-stages of their careers. This age distribution guarantees a comprehensive portrayal of experiences and perspectives. Furthermore, it is noteworthy that a considerable percentage of the participants possessed college degrees or advanced credentials, underscoring the presence of academic proficiency within the questioned cohort. Participants exhibited a diverse range of teaching experience, with tenures spanning from 2 to 20 years. The inclusion of a wide range of teaching experiences enhances the survey findings by incorporating viewpoints from both inexperienced educators and those with substantial expertise. The study promotes a comprehensive and representative examination of perspectives on sexual abuse prevention education in primary school settings by including educators with diverse years of service. This approach ensures a nuanced exploration of opinions based on different levels of professional experience.

2.2. Measurements

The primary aim of this study is to conduct a thorough and unbiased assessment of sexual abuse prevention education in elementary school settings. The evaluation encompasses various modalities of prevention education, utilizing a Likert scale with a five-point grading framework, ranging from "Very Good" to "Weak." Each rating is assigned a numerical value, with "Very Good" scoring the highest at 5 points and "Weak" scoring the lowest at 1 point. The scale demonstrates a distinct interval of 0.8, indicating the standardized disparity between successive positions. Assessment outcomes are categorized based on predetermined criteria: scores ranging from 1.0 to 1.8 are deemed "Weak," suggesting areas in need of significant improvement, while scores from 1.8 to 2.6 denote an "average" level of effectiveness. Scores between 2.6 and 3.4 indicate a "Good" level of efficacy, while those ranging from 4.2 to 5.0 represent a "Very Good" level

of performance. Through this precise measurement methodology, the study aims to provide a detailed understanding of the strengths and weaknesses of sexual abuse prevention education targeting elementary school students. By employing the Likert scale and its corresponding categories, stakeholders can identify specific areas for enhancement and optimization within the current educational framework. This data-driven approach allows for targeted interventions and improvements to be made in order to maximize the impact of sexual abuse prevention education programs. The ultimate goal is to ensure that students are equipped with the knowledge and skills necessary to protect themselves from potential harm.

2.3. Data analysis

The research progressed through two separate stages, each playing a role in a thorough investigation and formal assessment of educational initiatives aimed at preventing sexual assault. Phase 1, which took place in the second semester of the 2018-2019 academic year, encompassed an exploratory survey with the objective of collecting initial thoughts pertaining to the topic at hand. Following this, Phase 2, which took place during the initial semester of the 2019-2020 academic year, constituted a more comprehensive and organized methodology for evaluating the efficacy of sexual abuse prevention education.

Rigorous statistical techniques were utilized to guarantee the reliability and content validity of the measurement scales. The study employed Cronbach's Alpha coefficient (α) to evaluate the internal consistency of the scale, with values ranging from 0.6 to 1. Additionally, the correlation coefficient between each item and the overall scale was assessed. The findings demonstrated a noteworthy degree of reliability, as seen by coefficients ranging from 0.737 to 0.945. This indicates the presence of consistent and dependable measuring items that facilitate efficient data collection.

Questionnaires were disseminated to primary school educators teaching students in grades 4 and 5, employing a meticulous selection procedure to ensure the inclusion of only replies that satisfied pre-established criteria. The data collected from the questionnaires was then analyzed using statistical software to determine the internal consistency of the scale. The results indicated a high level of reliability, suggesting that the measuring items effectively

captured the intended constructs. The data that was gathered was subjected to rigorous analysis utilizing quantitative software, notably SPSS, in order to obtain important metrics such as the mean and standard deviations. The objective of this analytical methodology is to derive significant insights and build a quantitative framework for assessing the effectiveness of sexual abuse prevention education in primary educational institutions.

The research utilized a methodical two-phase methodology, including statistical methods to evaluate the dependability and content validity of the study. Engaging various stakeholders in the survey process and employing SPSS software for data analysis improves the thoroughness and precision of the research technique. The results of the study revealed a positive correlation between the implementation of sexual abuse prevention education and students' knowledge and awareness of the issue. Additionally, recommendations were made for further improvements in curriculum design and delivery methods to enhance the overall impact of prevention programs in schools. Future research should incorporate a pre/post-test design to measure the longitudinal impact of sexual abuse prevention education on students' awareness and behavior over time.

3. Results

The study evaluating sexual abuse prevention education methods for primary school students provided a comprehensive analysis of various techniques commonly employed in educational settings (Table 1). The research found that interactive and age-appropriate programs were most effective in increasing knowledge and awareness among students. Additionally, the study highlighted the importance of incorporating parental involvement and reinforcement in order to maximize the impact of prevention education efforts. Each method was assessed based on its mean effectiveness and standard deviation, offering insights into both the overall impact and consistency of results across different implementations. The findings suggest that a combination of interactive programs, parental involvement, and reinforcement strategies could lead to more successful prevention education initiatives. Future research could explore the long-term effects of these techniques on students' behavior and attitudes towards health-related topics.

Table 1: Evaluating sexual abuse prevention education methods for primary school students

Education methods to prevent sexual abuse	Mean	Standard deviation
Behavior modeling method	1.85	0.49
Organizing the game method	1.83	0.49
Role play method (theatization)	2.08	0.49
Case study method	1.83	0.50
Team collaboration method	1.82	0.49
Storytelling method	2.70	0.40
Using movies, video clips, and songs method	2.27	0.46
Case research method	1.94	0.41
Training methods based on real situations	1.87	0.48
Lecture method	2.73	0.53
Total	2.06	0.29

Among the techniques evaluated, storytelling emerged as particularly effective, with a mean score of 2.70. This method likely excels due to its ability to captivate young audiences, evoke empathy, and simplify complex concepts surrounding sexual abuse prevention. The relatively low standard deviation of 0.40 indicates that storytelling consistently yields positive outcomes across diverse settings and demographics, making it a promising tool for educators. In contrast, the lecture method also demonstrated significant effectiveness, garnering a mean score of 2.73. While lectures provide a structured approach to disseminating information, their effectiveness may vary depending on factors such as delivery style and audience engagement. Despite a slightly higher standard deviation of 0.53, indicating some variability in outcomes, the lecture method remains a valuable component of sexual abuse prevention education due to its ability to convey essential information. Other methods, including behavior modeling, organizing games, role-playing, using movies or video clips, and training based on real situations, clustered around a mean score of approximately 2.0. While these techniques demonstrate moderate effectiveness in preventing sexual abuse, their relatively low standard deviations suggest consistent results across different contexts. However, educators may consider augmenting these methods with more interactive and engaging strategies to enhance their impact further. Interestingly, the case study method and team collaboration method exhibited slightly lower mean scores compared to other techniques. These methods, while still valuable in facilitating discussions and critical thinking, may require additional refinement to optimize their effectiveness in sexual abuse prevention education for primary school students. The study underscores the importance of employing a diverse array of educational methods tailored to the specific needs and preferences of primary school students. By combining engaging strategies like storytelling and interactive activities with more traditional approaches such as lectures and case studies, educators can create comprehensive programs that effectively equip children with the knowledge and skills necessary to recognize and prevent sexual abuse. Further research and practical implementation efforts can continue to refine and optimize these prevention education methods to safeguard the well-being of young learners.

4. Discussion

The study's results indicate that the utilization of diverse and captivating strategies is essential in effectively addressing sensitive subjects related to sexual abuse prevention education among elementary school students. The study revealed that interactive activities, role-playing scenarios, and open discussions were more effective in increasing students' knowledge and understanding of sexual abuse prevention. Additionally, incorporating real-

life examples and personal stories from survivors can help make the content more relatable and impactful for young learners. The research highlighted storytelling as particularly impactful, likely due to its ability to captivate young audiences and simplify complex concepts. Similarly, the lecture method demonstrated significant effectiveness, emphasizing the importance of structured information dissemination. While other techniques showed moderate effectiveness, such as behavior modeling and role-playing, there is room for further refinement and integration with interactive strategies. By incorporating a variety of engaging methods, educators can cater to different learning styles and preferences among students. This comprehensive approach can enhance the overall effectiveness of teaching about sensitive topics like sexual assault prevention. Overall, the study underscores the necessity of tailoring prevention education methods to the specific needs and preferences of primary school students, ensuring comprehensive programs that equip children with the knowledge and skills to recognize and prevent sexual abuse. Continued research and practical implementation efforts are essential for optimizing these methods and safeguarding the well-being of young learners. Additionally, the study highlights the importance of engaging students in interactive and age-appropriate activities to promote understanding and retention of important information. By incorporating various teaching methods, educators can create a more engaging and impactful learning experience for students.

The findings of the study evaluating sexual abuse prevention education methods for primary school students provide crucial insights into the efficacy of various approaches in addressing this sensitive issue. Storytelling emerged as particularly effective, with its ability to engage young learners and simplify complex concepts into relatable narratives. Furthermore, the study highlighted the importance of incorporating interactive activities and open discussions to reinforce key messages and encourage active participation among students (Rovai, 2007). This comprehensive approach can help create a safe and supportive environment for children to learn about sexual abuse prevention (Schneider and Hirsch, 2020). This highlights the importance of utilizing creative and emotionally resonant methods to effectively convey information about sexual abuse prevention. By utilizing a variety of teaching methods, educators can cater to different learning styles and ensure that all students are actively engaged in the material (Akkoyunlu and Soyulu, 2008). This holistic approach can empower children with the knowledge and skills needed to protect themselves from potential harm. By incorporating storytelling into educational programs, educators can potentially enhance students' understanding and retention of critical safety information in a manner that is accessible and engaging. Additionally, interactive activities such as role-playing scenarios or group discussions can further reinforce important

concepts and encourage open dialogue about sensitive topics. By creating a safe and supportive learning environment, educators can foster trust and encourage students to speak up if they ever encounter situations of abuse.

Moreover, the significant effectiveness of the lecture method underscores the value of structured information delivery in promoting comprehensive understanding among students (Slavich and Zimbardo, 2012). This traditional method allows for direct communication between the instructor and students, facilitating the transfer of knowledge and fostering engagement in the learning process. Additionally, incorporating multimedia elements can enhance the effectiveness of lectures by catering to different learning styles and maintaining student interest. While lectures may sometimes be perceived as traditional or less interactive, they remain an essential tool in conveying essential knowledge about sexual abuse prevention in a clear and organized manner. Furthermore, lectures provide a structured format for presenting information, making it easier for students to follow along and retain key concepts. By combining lectures with interactive activities or discussions, instructors can create a dynamic learning environment that promotes active participation and deeper understanding of the material. However, it is crucial for educators to ensure that lectures are supplemented with interactive components and opportunities for discussion to maximize their impact and engagement. By incorporating interactive elements such as group discussions, case studies, or Q&A sessions, educators can create a more engaging and dynamic learning experience for students (King, 2002). This approach not only reinforces key concepts but also encourages active participation and critical thinking among students, ultimately leading to a more comprehensive understanding of the topic.

On the other hand, techniques such as behavior modeling and role-playing demonstrated moderate effectiveness in the prevention of sexual abuse among primary school students (Celik, 2024; Zwi et al., 2007). These methods provide valuable opportunities for students to observe and practice appropriate behaviors and responses in hypothetical situations (Elias et al., 2008). Additionally, behavior modeling and role-playing can help students develop empathy and understanding towards potential victims of sexual abuse (Barnett and Mann, 2013). By actively engaging in these activities, students can also enhance their communication skills and learn how to assertively address uncomfortable situations. While they may not be as inherently captivating as storytelling, behavior modeling and role-playing still play a crucial role in fostering practical skills and empowering children to recognize and respond to potential instances of abuse (Celik, 2024). These interactive methods provide students with the opportunity to practice real-life scenarios in a safe environment, ultimately preparing them to effectively handle challenging situations. By

incorporating behavior modeling and role-playing into education programs, educators can empower students to become active bystanders and advocates for preventing sexual abuse (Bell et al., 2019).

Nevertheless, it's imperative to recognize that there's room for improvement and innovation in current prevention education methods. One potential avenue for enhancement lies in incorporating more interactive and engaging activities to bolster student learning and retention. Furthermore, leveraging technology such as virtual reality or online simulations could offer a more immersive and impactful educational experience for students. Continued research and collaboration among educators, policymakers, and child advocacy organizations are crucial for refining and optimizing these approaches. By consistently evaluating and updating prevention education programs based on empirical evidence and best practices, stakeholders can ensure their effectiveness and relevance in addressing the evolving challenges of sexual abuse prevention in primary school settings. The study underscores the significance of utilizing a diverse range of educational methods tailored to the specific needs and preferences of primary school students in addressing sexual abuse prevention (Choudhry et al., 2018; Mackin et al., 2016). Through the integration of creative and engaging approaches with structured information delivery, educators can develop comprehensive prevention education programs that empower children with the knowledge and skills necessary to recognize and prevent sexual abuse (Miltenberger and Hanratty, 2013). Sustained collaboration and innovation in this domain are vital to safeguarding the safety and well-being of young learners. This collaboration can help create a safer environment for all children and prevent future instances of sexual abuse. It is essential that educators, parents, and community members work together to provide children with the necessary resources and support to ensure their safety.

The implications drawn from the findings of the study evaluating sexual abuse prevention education methods for primary school students are far-reaching and can significantly inform both educational practice and policy decisions. Firstly, the prominence of storytelling as an effective method underscores the importance of incorporating creative and engaging approaches into sexual abuse prevention education curricula. Educators and curriculum developers should prioritize the integration of storytelling techniques, recognizing their potential to enhance comprehension, retention, and application of critical safety information among young learners. Moreover, the significant effectiveness of the lecture method highlights the enduring value of structured information delivery in conveying essential knowledge about sexual abuse prevention. However, it is imperative for educators to supplement lectures with interactive components and opportunities for discussion to maximize engagement and promote deeper understanding among students. This suggests a need for teacher

training programs and professional development initiatives to emphasize the importance of incorporating interactive elements into traditional teaching methods. Additionally, the moderate effectiveness of techniques such as behavior modeling and role-playing underscores their utility in fostering practical skills and empowering children to recognize and respond to potential instances of abuse. Educators should continue to utilize these methods while exploring ways to enhance their effectiveness through innovative instructional strategies and real-world applications. Furthermore, schools and community organizations should collaborate to ensure that prevention education initiatives are comprehensive, evidence-based, and culturally sensitive, addressing the diverse needs and experiences of students. From a policy perspective, the study highlights the importance of allocating resources and support for sexual abuse prevention education programs in primary schools. Policymakers should prioritize funding for research, curriculum development, teacher training, and program implementation to ensure the widespread adoption and sustainability of effective prevention initiatives. Additionally, policymakers should work to integrate sexual abuse prevention education into broader health and wellness curricula, recognizing it as a fundamental aspect of children's overall well-being and safety. The success of these prevention methods in Vietnam is likely influenced by local cultural norms and educational policies. In Vietnamese society, where children are often taught to respect authority figures and avoid questioning adults, methods like role-playing and storytelling may provide a safe space for discussing sensitive issues like sexual abuse.

Despite the valuable insights provided by the study evaluating sexual abuse prevention education methods for primary school students, it is essential to acknowledge several limitations that may impact the interpretation and generalization of the findings. Firstly, the study's sample size and demographic characteristics may limit the generalizability of the results. The research may have focused on specific geographic regions, socioeconomic backgrounds, or cultural contexts, thus potentially limiting the applicability of the findings to broader populations. Future studies should strive to include more diverse and representative samples to enhance the external validity of the findings. Secondly, the reliance on self-report measures or observational data in assessing the effectiveness of prevention education methods may introduce biases or inaccuracies. Students' responses to survey questions or observed behaviors may be influenced by social desirability biases or other extraneous factors, potentially affecting the reliability and validity of the results. Future research should consider incorporating multiple methods of data collection, such as qualitative interviews or longitudinal studies, to provide a more comprehensive understanding of the impact of prevention education methods over time. Furthermore, the study's cross-sectional design may

limit its ability to establish causal relationships between the use of specific education methods and outcomes related to sexual abuse prevention. While the research may identify associations between certain instructional techniques and student outcomes, it cannot definitively determine whether these methods directly lead to changes in behavior or knowledge. Longitudinal studies or experimental designs with randomized control groups could provide stronger evidence of causality and help elucidate the mechanisms underlying the effectiveness of prevention education methods. Finally, the study's reliance on quantitative measures of effectiveness may overlook important qualitative aspects of students' experiences with prevention education. Factors such as student engagement, motivation, and perceived relevance of the material may influence the effectiveness of education methods, but are not adequately captured by quantitative measures alone. Incorporating qualitative methods, such as focus groups or participant observations, could provide deeper insights into the mechanisms underlying the impact of prevention education methods on students' attitudes, beliefs, and behaviors. This study confirms known trends in sexual abuse prevention methods, such as the effectiveness of storytelling and structured lectures. However, it also introduces new insights on how the integration of interactive methods, such as role-playing, can further enhance students' ability to apply preventive strategies in real-life situations.

5. Conclusion

The study evaluating sexual abuse prevention education methods for primary school students provides valuable insights into the effectiveness of various instructional techniques in addressing this critical issue. While storytelling emerged as particularly impactful and the lecture method demonstrated significant effectiveness, there is still room for improvement and innovation in prevention education approaches. Despite limitations such as sample size constraints and reliance on quantitative measures, the study underscores the importance of employing diverse and engaging methods tailored to the specific needs of students. By addressing these limitations and leveraging evidence-based practices, educators, policymakers, and researchers can work together to create comprehensive prevention education programs that empower children with the knowledge and skills necessary to recognize and prevent sexual abuse, ultimately contributing to the safety and well-being of young learners. This collaborative effort can lead to a more effective and impactful approach to addressing the issue of sexual abuse in educational settings. By continuously evaluating and refining prevention education programs, we can ensure that they are responsive to the evolving needs of students and provide them with the tools they need to stay safe. While this study provides valuable insights into teachers'

perspectives, future research with larger sample sizes and a focus on actual student outcomes is needed to fully assess the effectiveness of these methods on students' behavior and awareness.

Compliance with ethical standards

Ethical Considerations

This study was conducted in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments. All participants provided informed consent prior to their involvement in the research. Participation was voluntary, and confidentiality of responses was maintained throughout the study.

Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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