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## Validation of Children Abused Module in Malaysia

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### Abstract

The purpose of this research is to measure the validity of Children Abused Module. This research also conducted through survey method. Research sample are from eight professionals expertise in the field of psychology counselling, modules, practitioners, officers in charge of abused cases, non-government association and policy makers. Results show that the whole panel agreeing that Children Abused Module is seemly as a module of knowledge, awareness and skills module to the officers in prevention institution. Results also showed that coefficient validity of this module is 0.83 which is high. Then the correlation coefficient validity of suitability of the activities in this module is 0.90. Results also showed that experts had suggested that this module set up a target as it is clearer and group activities also need to involve all members, facilitators need to adjust language usage according to target and make a conclusion in each activity.

**Keywords:** Validity, Intervention, Abused, Children.

### Introduction

Children abused issues have been global and Malaysia is one of the country listed which facing it. Malaysia is a federal country situated in East Asia and its society are consist of various cultures, ethnicities and religions. According to Zanariah Noor (2015), children abused are made up of four types which are physical, emotional, and sexual and desertion. Children abused are a main scenario in all countries of the world and Malaysia is not the exceptional. In a research by Christian (2015), in United States, it shows that more than two million reports on children's' persecution and 18% of it are on physical abused. Child abused issues are a phenomenon and can affect the harmonious Malaysian society. Statistic shows that 581 cases of child abused by caretaker are from 2015 until June 2017 (Astro Awani, 2017). Ministry of Woman, Family and Community Development stated that 146 cases of child abused are accepted in early 2017 until June 2017.

Statistic of child abused in Malaysia happened to be increasing in cases starting from 2009 on 2789 cases, 3,257 cases (2010), 3,428 cases (2011), 3,831 cases (2012), and 4,119 cases (2013), 4295 cases

(2014), 4,453 cases (2015), and 2,147 cases on Mei 2016 (Mastura Mohd Zain, 6 July 2015; Sinar Online, 6 July 2012; Noor Mohamad Shakil Hameed, 28 July 2015). According to Utusan Online (2016, November 17) Selangor and Johor, Malaysia is the highest on record which are about 420 and 250 cases within five years consecutively. Malay with the highest cases of 1,081 followed by Chinese (218), India (209) and the Borneo Ethnicity (Sabah and Sarawak and other nationality).

Then statistic in the year 2008 from Department of Social Welfare showed that out of 2,780 cases of child abused which had been reported in Malaysia, 772 culprits are the mothers, while 494 cases involved the fathers (2010). According to Department of Community Welfare in 2011, 44.3% abusers are the parents where mothers are more likely to be the culprit rather than fathers (Child Rights Coalition Malaysia, 2012).

Latest scenario of child abused within the country is on 1 February 2017 where three women including the owner of a nursery faced 10 allegations by Kajang Sessions Court upon persecution on a baby girl and two boys aged 11 months and a year old which there is a picture showed them on tied hands and feet using diapers. Tehn, on 25 November 2016, a four year old girl have been admitted to Hospital Sultan Abdul Halim (HSAH), Sungai Petani whom believed to be abuse at Flat Paya Nahu, Alor Star. She undergoes physical injuries in some of her body parts but remain stable based on the observation of a Child Expert Consultant. On 14 October 2015, a incapacitate teenager, Muhammad Firdaus Dullah, 16, who have been found in a scraggy and abandoned condition died as a result of desertion by his parents. (Astro Awani, 2017). Utusan Online (2016, November 2017) also reported that 571 cases of sexual abused among children including incest and online have been filed in the court. Since 2010, police department have received more than 400 reports on rape regarding internet and it involved 339 children.

Various steps have been taken to prevent child abused and among it are awareness campaigns by authorities, building of intervention modules and regulation of law. In United States, the U.S. Department of Health and Human Services (2016) have prepared a guideline about prevention of child abused which named as 2016 Prevention Resource Guide: Building Community, Building Hope. The book is an outcome as a support object to individual or officer in duty whom are in direct contact with parents, caretakers and children to prevent abused and desertion. The programme of prevention in child abused also run by California Institute on Human Services (2016) at Sonoma State University, United States. The institute have made an online prevention method to report cases regarding abused and desertion of children. The purpose of the module is to help the officer or individual in getting to know and understanding the content under Child Abuse & Neglect Reporting Law in United States.

Fortson, Klevens, Merrick, Gilbert and Alexander (2016) have suggested a module named technical package which focus on three main components in preventing child abused. First component is a strategy of prevention actions to curb abused and desertion of children. Second component is an approach which consist of certain method to improve strategies. These can be achieve by programmes, policies and practices. Then the third component is evidence to each approach in

preventing abused and desertion or associated factors in children abused. Module by Fortson et al. (2016) is to increase awareness and commitment towards accord of children; using data to inform prevention actions; help creating context of children and family consensus through values and programmes; and building a healthier environment through government policies.

In Atlanta, a prevention module of abused and neglect by Fortson et al. (2016) have applied important elements in the module and it included factors of abused, which are instability of family economics. Therefore in this module, the importance of stable economy as a foundation in building a family is a must. This is because, abused and desertion is always connected through instable economy. Other than that, the module also touch parenting skills in educating and nurturing children so to enhance a healthy development. Another element applied is a collaboration of government and a non-government sectors in the actions toward prevention of abuse and desertion among children.

Another intervention of child abused researched by Blumenthal (2015) is a Nurse-Family Partnership (NFP) programme which applied awareness element on the importance of a support system to certain individuals. This programme have been tested on more than 130 research (US Department of Health & Human Services, 2013a), where it is a programme of nurses' visitation on registered low income pregnant women on her first born until the age of two. The main purpose of this programme is to support and aspire parents.

Next intervention is by Blumenthal (2015) programme of Self Care in United States. Self-Care is a 24 weeks programme focusing on children's health, safety at home and prevention of injuries among family members with abused history or family members at risk (United States Department of Health & Human Services, 2013). As a result, the family members whom involved in the intervention programme have high risks of committing crimes. (Chaffin, Hecht, Bard, Silovsky, & Beasley, 2012).

In a research by Blumenthal (2015), there is another intervention termed Attachment and Bio behavioural Catch-Up Intervention (ABC) which can prevent abuse and desertion of children. ABC intervention applied parenting skills element and is giving intense exercise to children's caregivers whom experienced desertion (National Scientific Council on the Developing Child, 2012). The main purpose of this intervention is to help parents in understanding the basic need of children, secondly to nurture the parents in giving attention upon their children even without responsive actions. The result of the intervention is that parents become more alert in their children's need.

Other intervention in Blumenthal (2015) is programme Early Start which enhanced in mid 1990s by researchers in New Zealand. This programme not only emphasized parenting skills but also communication skills. Early Start is an intensive programme for tension and problematic family. (Fergusson, Grant, Horwood, & Ridder, 2006). Trained nurses and social workers will serve participate families for over two years and the results showed a lower risk of injuries among children for participated families. (Fergusson et al., 2006).

Various steps have been taken before to prevent child abused from spreading and including running awareness campaigns by authorities, building of intervention modules and enforcement of law. The idea of building modules or guideline at foreign countries can be adapted by researcher by Malaysian culture, taking considerate contexts of local religion, ethnicity and cultures. Based on these barrier stated, research have been conducted to test the validity of Prevention of Child Abused Module in Malaysia.

### Research Method

The design used is survey method and the instrument be used is module validity form. Research sample are eight panels of experts in psychology and counselling. Method of expert validation is used, according to Russell (1974) which had five statements about module validity. Five main things according to Russell (1974) to validate the module is having an accurate target (taking into account subject's behaviours), teaching situation or the execution of module is appropriate, sufficient amount of time, successful module results in achieved aim and could changes a person's behaviour. According to Othman Mohamed (2004) six to nine experts are more than enough to evaluate construct and research items.

To obtain coefficient validity each expert have agreed to items representing sub construct in evaluation form. According to expert whom used external criticism method, the validity of module content can be attain. This method is run to obtain validity coefficient which is based on mean score average gained from experts' views in the field. (Sidek & Jamaludin, 2005; Wiersma & Jurs, 1990).

### Results

#### Validity of child abused prevention module

Results showed two main element which are experts respond towards content validity and validation on suitable module activities for child abused prevention module. Coefficient value of validity and improvement suggestions are shown in the table below.

Table 1: Validity of child abuse prevention module adaptation from Russell (1974)

Statements	Percentage (%)	Coefficient Validity
The content of this module meet the targeted population	75%	0.70
The content of this module can be executed effortlessly.	83.8%	0.838
The content of this module is suitable with the given time	82.5%	0.825
The content of this module can reduce the cases of child abused.	82.5%	0.825
The content of this module is precise to the field of psychology and counselling.	91.3%	0.913
Average of Total Coefficient Validity		0.830

Table 1 above shows coefficient validity of child abused prevention module and the lowest is 0.750 for the statement 'The content of this module meet the targeted population' the maximum value is 0.913 for the statement of 'the content of this module is precise to the field of psychology and

counselling.’ The average of total coefficient for this module is 0.830 and it proved that the coefficient validity for the content in module is high.

#### **Experts’ view on the validity of module content**

Data obtained is raw and copy directly by hand from experts. The details of comments can be seen through the table below:

**Table 2: Comments from the Experts for Content Module**

<b>Expert</b>	<b>Improvements</b>
<b>Expert 1</b>	Use easier and understandable language.
<b>Expert 3</b>	The contents of module 5 and module 12 are almost equal. There are no targeted population
<b>Expert 4</b>	Activities provided are suitable for child abused module Can be improve by stating targeted population on module
<b>Expert 5</b>	Please correct the misspell words. Observed words structure correctly
<b>Expert 6</b>	No comments
<b>Expert 7</b>	Before start, explanations should be given to each member of the group on children acts about abused, protection and recovery
<b>Expert 8</b>	Clear explanation need to be given about this module.

Basically, the comments given by experts about Child Abuse Prevention Module are suitable activities. However, the module needs to be improved by spelling and words structure, stating targeted group and clear explanation about the module.



## Validity Compatibility of Child Abused Prevention Module

Table 3: Value of Validity Compatibility in Child Abused Prevention Module

Sub module	Percentage (%)	Coefficient Validity	Notes
<b>Part 1 : Knowledge</b>			
<b>Module 1</b> (Types of Abused)	86.3%	0.70	*Prepare a poster to foster clear understanding.
<b>Module 2</b> (Factors and Effect of Child Abused)	88.8%	0.888	*Availability of internet could be sure
<b>Module 3</b> (Procedure of filing child abused)	91.3%	0.913	*Prepare a hardcopy of brochure and information
<b>Module 4</b> (Child Act)	91.3%	0.913	
<b>Module 5</b> (Sources of Child Abused)	88.8%	0.888	
<b>Module 6</b> (Consideration of child abused based on values and cultures)	90.0%	0.900	
<b>Part 2: Awareness</b>			
<b>Module 7</b> (Personality)	88.8%	0.888	
<b>Module 8</b> (Characteristic of Self-Safety)	88.8%	0.888	*Consider time management if number of participants high
<b>Module 9</b> (Support system child abused victims)	91.3%	0.913	*There are a lot of questions in on going activities.
<b>Module 10</b> (Characteristic of abusers and victims)	88.8%	0.888	*Consider participants do not know things which facilitator did. It is advised to conclude after each activities.

<b>Module 11</b> (Abused victims symptoms)	90.0%	0.900	*Perhaps the symptoms can be Processed into explainable Scenario.
<b>Module 12</b> (Collaboration on involved parties in prevention of child abused)	90.0%	0.900	
<b>Part 3 : Skills</b>			
<b>Module 13</b> (Communication skills among children)	91.3%	0.913	
<b>Module 14</b> (Skills in taking actions and made decision solving problem)	90.0%	0.900	
<b>Module 15</b> (Basic Counselling skills)	93.8%	0.938	
<b>Module 16</b> (Skills in managing stress)	91.3%	0.913	
<b>Average of Coefficient Validity</b>	<b>0.900</b>		

Table 3 above showed the value of coefficient validity of the suitability of activities carried out in the Child Abuse Prevention Module and the minimum value is 0.863 which is in Module 1: Types of Abuse. The maximum value of the validity is 0.938 which is in Module 15: Basic Counseling Skills. The overall average of the validity of the activities in this module is 0.900. The value proved that the validity of the module's coefficient score was at a high level.

### Comments from the Experts

Data collected may be raw and hand written by experts. Detailed comments can be seen through table below:



Table 4: Improvement comments from experts on the suitability of activities in Child Abuse Prevention Module

Expert	Improvements
Expert 1	Suggested to be perform in a real setting
Expert 2	Interesting graphic for targeted population
Expert 3	Written on module's comment
Expert 4	There are a few activities which can be improve by backup plan for activities.
Expert 5	Each modules are suitable and relevant with themes
Expert 6	No comments
Expert 7	Should include all members of group in order to get the whole idea.
Expert 8	Time given is wisely for discussion of issues There is no need for too much members in a group as it can minimize every group involvement.

To take it as a whole, comments given by experts about the suitability of activities regarding Child Abuse Prevention Module are interesting, suitable and relevant with themes and time management is good. However, the module needs to be execute in a real setting, improve activities and maximize the involvement of members.

### Discussions

Child Abuse Prevention Module is validating through the views of eight experts based on the value of coefficient validity through experts' agreement. Results showed that the building of modules, sessions and activities have a high validity. This proves that Child Abuse Prevention Module is related to Choice Theory Reality Therapy (CTRT), Social Learning Theory, and Ecological Theory as a foundation to build the module. The basic of building of this module is to understand the basic needs of individual, analysing how abuse behaviours exist based on modelling, learning and environment which play the most important role within an individual. Therefore if the validity of this module is functional, it can gives support to the chosen theories that it can be a guide. This is true according to Sidek and Jamaludin (2005) who stressed that the high value of content validity proved that Child Abuse Prevention Module is build according to scientific theory.

This is also abided by Russell (1974) on his views about evaluation method by sessions and activities to be used to determine a module's validity. Russell (1974) also stated that if the coefficient's validity is high then the module is good. This means that experts agree Child Abuse Prevention Module stand by five statements which are in conjunction with targeted population, the content of module can be executed perfectly, suitable with provided time, can reduce child abuse cases and is under psychology and counselling field.

From the aspect of coefficient suitability, activities from module showed highest. This also indicates three elements in Child Abuse Prevention Module which are knowledge, awareness and skills that is essentially vital to deal with child abuse. This statement support by Baat, Linden, Kooijman and Vink (2011) when they adapted the element of knowledge and skills in a book which created to prevent women, teens and children violation. Where as in Fergusson, Grant, Horwood and Ridder (2006) also indicate the importance of skills element in a programme Early Start specifically for problematic family.

This findings also supported by National Scientific Council on the Developing Child (2012) where Attachment and Bio behavioural Catch-Up Intervention (ABC) also highlighted the element of skills in parenting on an intensive exercise for childrens' caregivers whom experienced desertion. Another is awareness element which is also in child abuse prevention intervention in Blumenthal (2015).

One of the improvements suggested by experts is the number of targeted participants. This is supported by Aliza Ali and Zamri Mahamod (2017) when they stated that targeted participants are important so that this module can benefited and give useful information. Other than that, experts also stated about members' involvement as to make sure that the module reach its main purpose which is to prevent child abuse. Then, facilitators' skills to execute the modules also important and it is advised to use an easy language, conclude after each activities so that participants will have a clear understanding. It is also supported by Siti Nor Ainsyah Ismail (2015) in her research, a good facilitator need to involve in discussions, build a good and ease interaction based on targeted group.

## **Conclusion**

This research need to be done with a suitable target to obtain the validity coefficient in Child Abuse Prevention Module. The purpose is so that the module can be execute in various settings. To be conclude, the validity of module content of Child Abuse Prevention Module in Malaysia is high, which is 0.83 and for the suitability of activities is also high with a value of 0.90. Result also shows that experts gave different opinions in improving the modules. As a whole, the experts agree that this module can be used and execute in the context of preventing child abuse.

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