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## **A study to assess the efficacy of structured teaching programme on knowledge regarding good touch and bad touch among school going children in a selected school, Delhi**

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### **Abstract**

A pre-experimental study was conducted to assess the efficacy of the structured teaching programme on knowledge regarding good touch and bad touch among school going children in a selected school, Delhi. A sample of 240 school going children from 1<sup>st</sup> standard to 6<sup>th</sup> standard studying in a private school in Delhi were selected using simple randomization technique. A structured knowledge questionnaire was administered to assess the knowledge regarding good touch and bad touch among school going children followed by the implementation of a structured teaching programme. The data analysis and interpretation was done using descriptive and inferential statistics. The result of the present study depicted that structured teaching programme was found to be effective in enhancing the knowledge regarding good touch and bad touch among school going children.

**Keywords:** Good touch and bad touch, wrong touch, decent touch, school going children, healthy boundaries, inappropriate behavior

### **Introduction**

According to estimates, up to 1 billion children between 2 years and 17 years worldwide have been victims of physical, sexual, emotional abuse or neglect in the previous 12 months at one time or another. According to the World Health Organization (WHO), one-fourth of girls experience sexual abuse. In India, there are so many children, and a sizable portion of this population is at risk of exploitation <sup>[1]</sup>. Additionally, there is insufficient data regarding the country's cases of child abuse.

Child sexual abuse is a serious problem which receives very little attention in India. There is a culture of silence related to child sexual abuse despite knowing the fact that it is such a significant and a growing concern. Giving children the knowledge and the resources they require to protect themselves and for reporting abuse is the only approach to address the hidden problem of child sexual abuse. The actual problem is that children are ignorant of what makes a good touch different from a bad touch as they fail to identify what went wrong with them.

Child sexual abuse is a widespread problem in India, occurring both inside and outside of the child's family. Children's mental health is negatively impacted by a wrong touch for the rest of their lives. Both boys and girls are vulnerable to child sexual abuse. Good touch and bad touch are gradually learned by a child through their day today activities. We can increase the learning of these behaviors by trying to teach a young child about the difference between good touch and bad touch from an early age. The Good Touch and Bad Touch interventional activities aim to teach children regarding the healthy boundaries of dealing with any individuals which will be beneficial when they become adults and also whenever they might face an inappropriate behavior throughout their life. Such knowledge can be important to prevent violence which may lead to serious short- and long-term consequences including physical injury, poor mental health and chronic physical health problem.

**Objectives**

1. To assess the pre-test knowledge regarding good touch and bad touch among school going children.
2. To develop and administer a structured teaching program regarding good touch and bad touch among school-going children.
3. To assess the post-test knowledge of school-going children regarding good touch and bad touch.
4. To find out the association between pre-test knowledge score regarding good touch and bad touch among school going children with their demographic variables.

**Delimitations**

The study is delimited to:

1. Assessment of the knowledge using a written response obtained through a structured knowledge questionnaire.
2. Only 1<sup>st</sup> - 6<sup>th</sup> standard (240) students.

**Materials and Methods****Research Design**

In this study, Pre-Experimental One Group Only Pre Test-Post Test design was used to evaluate the knowledge regarding good touch and bad touch among school going children.

**Setting of the Study**

The present study was conducted at a private school in Delhi.

**Population**

The target population consisted of school going children studying in 1<sup>st</sup> standard to 6<sup>th</sup> standard in a private school in Delhi.

**Sample and Sampling Technique**

A sample of 240 school going children from 1<sup>st</sup> standard to 6<sup>th</sup> standard studying in a private school in Delhi were selected using simple randomization technique.

**Development of the Tool**

A structured knowledge questionnaire was developed to assess the knowledge regarding good touch and bad touch. It consisted of two sections:

**Section A:** This consisted of questions related to demographic variables of school going children.

**Section B:** This section consisted of 15 dichotomous questions. The score was 1 and 0 for every correct and incorrect answer, respectively with interpretation as: Good Knowledge: 10-15 scores, Average Knowledge: 5-9 scores and Poor Knowledge: 0-4 scores.

Power-point presentation was created for the implementation of structured teaching programme.

**Content Validity and Reliability of the Tool**

The content validity of the tool was obtained and the reliability of the tool was established at 0.82 using Cronbach's alpha formula.

**Data Collection Procedure**

1. After the formal administrative permission obtained the selected school in Delhi.
2. 240 school going children studying in 1<sup>st</sup> standard to 6<sup>th</sup> standard were taken as sample.

3. The researchers introduced themselves to the children after taking a written consent from the parents of all the children taken as a sample.
4. Pre-test using the structured knowledge questionnaire followed by the structured teaching programme using power point presentation and then a post-test with the same structured knowledge questionnaire was administered.

**Data Analysis and Interpretation**

The data analysis and interpretation were done using descriptive and inferential statistics

**Results**

The analysis of the present study revealed that 81.66%, 13.75% and 4.58% of the school going children had good knowledge, average knowledge and poor knowledge, respectively in pretest as compared to 95.83%, 4.16% and 0% of the school going children had good knowledge, average knowledge and poor knowledge, respectively in posttest regarding good touch and bad touch after the implementation of the structured teaching programme. Mean pre-test knowledge score (12.27) of the samples was lower than the mean post- test knowledge score (14.60) with a mean difference of 2.33. The 'Z' value of 11.06 at  $p \leq 0.05$  level of significance indicated that the structured teaching programme regarding good touch and bad touch was found to be effective in improving knowledge of school going children. There were a significant association between the pre-test knowledge score regarding good touch and bad touch among school going children and selected socio-demographic variables, i.e; age, class, number of siblings, father's and mother's education qualifications, father's and mother's occupations, area of residence and mode of transportation at 0.05 level of significance.

**Observations of contemporary and past annotations of the topic**

The present study revealed that majority of the sample i.e. 208 (86.66%) were hindu, majority of the sample i.e. 104 (43.33%) were having single sibling and majority of the sample i.e.186 (77.5%) belonged to urban area. These findings were similar to the findings of the study conducted by Dr. Patidar Jayesh, Vaishnav Sheetal<sup>[3]</sup> which indicated that 98% of the sample were hindu, 38.66% had one sibling, 84% lived in urban area of residence.

The present study also revealed that 95.83%, 4.16% and 0% of the school going children had good knowledge, average knowledge and poor knowledge, respectively in post test regarding good touch and bad touch after the implementation of the structured teaching programme. Mean pre-test knowledge score (12.27) of the samples was lower than the mean post- test knowledge score (14.60) with a mean difference of 2.33. There were a significant association between the pre-test knowledge score regarding good touch and bad touch among school going children and selected socio-demographic variables, i.e; age, class, number of siblings, father's and mother's education qualifications, father's and mother's occupations, area of residence and mode of transportation at 0.05 level of significance. This result was consistent with the findings of the study conducted by Khan Rubi, Mohan Remiya, Sharma Chandra Mukesh<sup>[4]</sup> which revealed a statistically significant difference between mean pre test score (16.09) and mean

post test score (20.56) and in post test more than half of the sample of children (54.6%) had excellent knowledge and (42%) had good knowledge compared to the (39.3%) average knowledge and (8.6%) poor knowledge in pre test. The study further revealed the significant association of religion, total number of siblings with pre test knowledge scores. This study also stated that the interventional approach was found to be beneficial in enhancing the knowledge and awareness among children regarding good touch and bad touch.

The present study revealed that the 'Z' value of 11.06 at  $p < 0.05$  level of significance was found to be significant

which indicated that the structured teaching programme regarding good touch and bad touch was found to be effective in improving knowledge of school going children. It was also consistent with the findings of the study conducted by Mahalakshmi Beeman, Ramalakshmi Govindab, Kirtikumar Patel Tasvirben, Nagooran Siva Subramanian, Zakirhusen MahidaSadiya, Kirti Harshal<sup>2</sup> which depicted with a value of 20.61 which proved that educational programmes are effective in increasing the knowledge and awareness regarding good touch and bad touch among children.

**Table 1:** Frequency and percentage distribution of Demographic characteristics of school going children. N =240

S. No.	Demographic variables	Frequency (f)	Percentage (%)
1.	<b>Age (in years)</b>		
	6 to 8 years	118	49.16%
	9 to 10 years	76	31.66%
	11 to 12 years	46	19.16%
2.	<b>Class</b>		
	1 <sup>st</sup> class	40	16.66%
	2 <sup>nd</sup> class	40	16.66%
	3 <sup>rd</sup> class	40	16.66%
	4 <sup>th</sup> class	40	16.66%
	5 <sup>th</sup> class	40	16.66%
3.	<b>Religion</b>		
	Hindu	208	86.66%
	Christian	7	2.91%
	Muslim	20	8.33%
	Others	5	2.08%
S. No.	Demographic variables	Frequency (f)	Percentage (%)
4.	<b>Type of family</b>		
	Nuclear family	131	54.58%
	Joint family	93	38.75%
	Extended family	16	6.66%
5.	<b>Number of siblings</b>		
	0	26	10.83%
	1	104	43.33%
	2	60	25%
	3 or more	50	20.83%
6.	<b>Father's educational qualification</b>		
	Illiterate	10	4.16%
	High school	61	25.41%
	Higher secondary	53	22.08%
	Under graduate	69	28.75%
7.	<b>Mother's educational qualification</b>		
	Illiterate	27	11.25%
	High school	63	26.25%
	Higher secondary	71	29.58%
	Under graduate	43	17.91%
8.	<b>Father's occupation</b>		
	Unemployed	9	3.75%
	Self employed	89	37.08%
	Private employee	107	44.58%
	Government employee	35	14.58%
9.	<b>Mother's occupation</b>		
	Housewife	179	74.58%
	Self employed	31	12.91%
	Private employee	22	9.16%
	Government employee	8	3.33%
10.	<b>Monthly family income</b>		
	Below Rs.5000	26	10.83%
	Rs.5001 – 10000	43	17.91%
	Rs.10001 – 15000	51	21.25%

	Above Rs.15000	120	50%
<b>Area of residence</b>			
11.	Rural	44	18.33%
	Urban	186	77.5%
	Slum	10	4.16%
<b>Mode of transportation</b>			
12.	School Bus	44	18.33%
	Private vehicle	82	34.16%
	Self-transportation	114	47.5%

**Table 2:** Comparison of Frequency and Percentage Distribution of Pre Test and Post Test knowledge scores regarding good touch and bad touch among school going children. N=240

Level of Knowledge	Range	Pre-Test		Post-Test	
		Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Poor Knowledge	0-5	11	4.58%	0	0%
Average Knowledge	6-10	33	13.75%	10	4.16%
Good Knowledge	11-15	196	81.66%	230	95.83%

Maximum Score =15

Minimum Score =0

**Table 3:** Mean, Median, Standard Deviation, Mean difference and ‘Z’ Test value of pretest and posttest knowledge scores regarding good touch and bad touch among school going children. N=240

S. No	Group	Mean	Median	Mean Difference	Standard Deviation	Z' Value	Critical 'Z' Value	'P' Value
1	Pre Test	12.27	13	2.33	2.69	11.06*	1.96	0.05
2	Post Test	14.6	14		1.85			

\*p<0.05 level of significance, Df (9)

**Table 4:** Association between knowledge score of school going children on good touch and bad touch and demographic variables. N=240

Demographic variables	Good Knowledge Frequency (f)	Above Knowledge Frequency (f)	Poor Knowledge Frequency (f)	Df	χ <sup>2</sup>	Table value
<b>Age (in years)</b>						
6 to 8 years	10	20	88	4	30.09*	9.49
9 to 10 years	1	12	63			
11 to 12 years	0	1	45			
<b>Class</b>						
1 <sup>st</sup> class	8	15	17	10	41.5*	18.3
2 <sup>nd</sup> class	2	8	30			
3 <sup>rd</sup> class	0	4	36			
4 <sup>th</sup> class	1	6	33			
5 <sup>th</sup> class	0	5	35			
6 <sup>th</sup> class	0	2	38			
Demographic variables	Good Knowledge Frequency (f)	Above Knowledge Frequency (f)	Poor Knowledge Frequency (f)	Df	χ <sup>2</sup>	Table value
<b>Religion</b>						
Hindu	9	29	170	6	9.726 <sup>NS</sup>	12.59
Christian	0	1	6			
Muslim	2	3	15			
Others	0	0	5			
<b>Type of family</b>						
Nuclear family	8	15	108	4	7.58 <sup>NS</sup>	9.49
Joint family	3	17	73			
Extended family	0	0	16			
<b>Number of Siblings</b>						
0	3	4	19	6	15.7303*	12.59
1	0	19	85			
2	1	6	53			
3 or more	1	4	45			
<b>Father's Educational Qualification</b>						
Illiterate	1	2	7	8	15.7599*	15.51
High school	3	8	50			
Higher secondary	0	6	47			
Under graduate	6	14	49			
Post graduate	1	3	43			
<b>Mother's Educational Qualification</b>						
Illiterate	2	9	16	8	18.17*	15.59
High school	4	11	48			

Higher secondary	1	7	63			
Under graduate	3	5	35			
Post graduate	1	1	34			
<b>Father's Occupation</b>						
Unemployed	1	2	6	6	12.59*	12.59
Self-employee	3	8	78			
Private employee	5	20	82			
Government Employee	2	3	30			
<b>Mother's Occupation</b>						
Housewife	6	30	143	6	14.285*	12.9
Self-employee	2	1	28			
Private employee	3	1	18			
Government Employee	0	0	8			
<b>Demographic variables</b>	<b>Good Knowledge</b>	<b>Above Knowledge</b>	<b>Poor Knowledge</b>	<b>Df</b>	<b><math>\chi^2</math></b>	<b>Table value</b>
	<b>Frequency (f)</b>	<b>Frequency (f)</b>	<b>Frequency (f)</b>			
<b>Monthly Family Income</b>						
Below Rs.5000	1	6	19	6	10.952 <sup>NS</sup>	12.59
Rs.5001-10000	3	1	39			
Rs.10001-15000	1	4	46			
Above Rs.15000	6	22	92			
<b>Area of Residence</b>						
Rural	1	5	38	4	24.30*	9.49
Urban	7	27	152			
Slum	3	1	6			
<b>Mode of Transportation</b>						
School Bus	1	3	40	4	199.60*	9.49
Private vehicle	2	8	72			
Self-transportation	8	22	84			

NS- non significance at 0.05 level of significance

\*- significance at 0.05 level of significance

## Conclusion

The main aim of the study was to assess the efficacy of the structured teaching programme on knowledge regarding good touch and bad touch among school going children. The increase in the post test scores as compared to the pre test scores indicated that the structured teaching programme regarding good touch and bad touch was indeed found to be effective in improving the knowledge of school going children.

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