

Assess the Effectiveness of Planned Teaching Programme on Knowledge Regarding Good Touch & Bad Touch among School Going Children in Selected School

Mercy Jain¹, Ankita Lal²

¹Professor, Jabalpur Institute of Health Sciences

²Assistant Professor, Jabalpur Institute of Health Sciences

Abstract: *The first sensory input in life comes from the sense of touch experienced by a baby while he is in the mother's womb and feels protective touch experienced by all of us through childhood adulthood, and into the older age. Parents, siblings, elders & friends play an important role in child development and teachers also play an important role. The main aim of the study assess knowledge score regarding good touch had touch among school age children in selected schools of Jabalpur after giving planned teaching programme. Pre experimental research approach in considered to be suitable to assess the effectiveness of planned teaching programme on the knowledge regarding good touch and bad touch. the target population consist of a of all students age group 8-12 years. The sample size is 50 Purposive sampling techniques are used. knowledge questionnaire to assess the knowledge of the students regarding good touch and bad touch.. In posttest out of 40 samples the majority of samples 55% have average knowledge, 32.5% have good knowledge and 12.5% have poor knowledge. In pre-test knowledge the mean is 6.9 and posttest knowledge the mean is 12.5%, SD is 11.55 and calculated t value is 9.69 at 78 df which is higher than the tabulated t value at 0.05 level of significant.*

1. Introduction

Good Touch & Bad Touch is an important and growing problem, in India, as it is in the world. It may take various forms such as physical, sexual, psychological or child neglect dimensions. Children being vulnerable and fragile are easy victims of sexual abuse, which could impair their normal functioning and psychosocial development. Research into the prevalence and consequences of child abuse has been changing in focus in recent years. Specific to sexual abuse, studies have confirmed a relationship between Good Touch & Bad Touch and serious and chronic adult physical effects. The psychological consequences of Good Touch & Bad Touch are also well documented and are often marked by Post Traumatic Stress Disorder (PTSD), suicidal, depression, anxiety, interpersonal and relational difficulties, substance abuse, dissociation, shame, and embarrassment, avoidance of care, increased utilization of health care, cognitive and perceptual disturbances, poor self-esteem, and eating disorders. For many years, scholars and practitioners have attempted to describe and categorize the men and women who engage in sexual abuse with children under the age of 18. One clear finding is that Good Touch & Bad Touch is a heterogeneous population of individuals. There are sexual offenders in all racial, ethnic, age, and socioeconomic categories. In describing Good Touch & Bad Touch, researchers in this area have focused on the characteristics of the abusers themselves (e.g., static personal variables, such as sexual attraction preferences, and personality) and variables related to the context in which the abuse occurs (e.g., access to victims, isolation of the offender, and presence of substance abuse) as well as personal and situational characteristics of their victims in an effort to create typologies of abusers for assessment and treatment purposes.

2. Material and Methods

Research design:

quantitative, pre experimental research approach in considered to be suitable to assess the effectiveness of planned teaching programme on the knowledge regarding good touch and bad touch

Setting:

Study was conducted in Small Wonders English Medium School

Sample & Sample size:

purpose sampling techniques is used, sample size for this study was 40 students of primary school in 8-12 years.

Description of the Tool

The tool used was planned questionnaire consists of two sections:

Section A: Deals with the socio-demographic data such as age, sex, religion

Section B: Deals with the assessment of knowledge regarding good touch and bad touch among school going children, which was divided into the following broad aspects, Introduce the topic, Define, Purpose of good touch and bad touch among school going children, Signs of good touch, Signs of bad touch, Teaching guidelines of good touch and bad touch. Conclusion

Scoring

A score of 1 was given for each correct answer and a score of 0 was given for every wrong answer. The total score ranges from 0-21.

Score Level of knowledge

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- 1-07 Very Poor knowledge
08-14 Average knowledge
15-21 Good knowledge

Data Collection Procedure

A formal permission was obtained from the Principal of Small Wonders school Jabalpur. The following schedule was followed for data collection: After identifying the sample objectives of the study were discussed. The investigator assured the subjects about the confidentiality of the data. The investigator was administered the self-structured questionnaire for the pre-test. The duration of data collection for each sample was 20-25 minutes. During the pre-test the participants were seated away from each other and discussion was not allowed to prevent contamination. The planned teaching program on good touch and bad touch was disseminated to the student after the pre-test and brief introduction. The instruction about posttest was given to the respective participants. Time taken posttest by each sample was approximately 15 to 20 minutes. After the data collection, all the participants were thanked for their participation in the study.

3. Results and Discussion

Out of 40 samples the majority of samples are Christian (33.30%), Others (26.60%), Hindu (23.30%), Muslim (16.60%). Out of 40 samples the majority of samples are No Knowledge (43.30%), Friends (23.30%), Health Personals (20%), Family Members (13.30%). Out of 40 samples the majority of samples are Rural (13.30%), Urban (8.00%), Sub-Urbani (6.60%).

Section 2

In pretest out of 40 samples the majority of samples 50% of average and poor knowledge and none of them have good knowledge. In posttest out of 40 samples the majority of samples 55% have average knowledge, 32.5% have good knowledge and 12.5% have poor knowledge.

Section 3

In pretest knowledge the mean is 6.9 and posttest knowledge the mean is 12.5, SD is 11.55 and calculated t value is 9.69 at 78 df which is higher than the tabulated t value at 0.05 level of significance hence research hypothesis is accepted.

Table 1: Significance difference between pretest and posttest knowledge score in school student

S. No.	Description	Mean	SD	t-value	Inference
01	Pre- test knowledge	6.9	11.55	9.696 (1.98) at 0.05 level	t=9.69, p<0.05 significant at 78df
02	Post-test knowledge	12.5			

4. Limitation

The present study emphasizes on good touch and bad touch. The finding of the study may provide useful information to primary school students regarding good touch and bad touch. This study is limited to-

- The study was confined to only 40 samples.

- Responses of the subjects were restricted to the structured knowledge questionnaire.
- Limited time was available for data collection.
- The effectiveness of planned teaching programme was determined through a single post test

5. Recommendations

- A similar study can be done on larger samples in order to increase the knowledge of primary school students regarding the good touch and bad touch. This will help in the generalization of findings.
- A similar study can be done in school setting. So that the knowledge of the student can be improved.
- A study of effectiveness of interventions conducted school to promote the knowledge of the high school students.

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