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Shushama Deelip Chavan
M.Sc., Nursing, Community
Health Nursing, DY Patil,
College of Nursing, Kolhapur,
Maharashtra, India

Shital Kamble
Associate Professor, H.O.D
Community Health Nursing,
DY Patil, College of Nursing,
Kolhapur, Maharashtra, India

A pre-experimental study to evaluate the effectiveness of Planned Teaching Programme (PTP) on knowledge regarding good touch and bad touch among school children in selected schools of Kolhapur

Shushama Deelip Chavan and Shital Kamble

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Abstract

Introduction: When a child is born to family, it brings bundle of joy, happiness and responsibility to the family, society and country. God given gift, the Children are the inheritance of the world. The rights of children which include the right to live, the right to health care, and the right to protection from economic and sexual exploitation, but now a day's children are being abused and exploited in many ways which lead to many physical, social and psychological problems. When the victim is younger than the age of consent, it is referred to as sexual abuse.

Methodology: The study utilized a quantitative, pre-experimental one-group pre-test and post-test design, with 60 school children selected through non-probability purposive sampling. A structured knowledge questionnaire assessed their understanding of good touch and bad touch, with tool reliability confirmed ($r=89\%$). Data analysis included various statistical methods, showing the impact of the Planned Teaching Program provided.

Results: The calculated paired 't' value ($t=9.38$) was greater than tabulated value ($t=1.68$). Hence H_1 is accepted. This indicates that the gain in knowledge score is statistically significant at P. While age, gender, type of family, religion education of father & mother does not show any significant association, Hence H_2 is accepted. This indicates that there was significant association between pre-test knowledge scores and selected socio-demographic variables at 0.05 level of significance.

Conclusion: The study revealed that the Planned Teaching Program (PTP) significantly increased knowledge among participants, as indicated by the paired 't' test results. Additionally, a significant association was found between pre-test knowledge scores and selected socio-demographic variables through Chi-square analysis at the 0.05 level of significance.

Keywords: PTP, effectiveness, good touch, bad touch, knowledge

Introduction

Childhood is a precious phase of life, often referred to as a blueprint for adulthood. Children are entitled to fundamental rights, including the right to live, access healthcare, and protection from exploitation. However, the increasing prevalence of child abuse, particularly sexual exploitation, poses severe physical, social, and psychological challenges. A 2007 survey conducted across 13 Indian states revealed alarming statistics: 53.22% of children experienced one or more forms of sexual abuse, with Andhra Pradesh, Assam, Bihar, and Delhi reporting the highest incidences. Among the respondents, 21.90% faced severe abuse, 50.76% encountered other forms, and 5.69% were sexually assaulted ^[1].

Sexual exploitation, often referred to as molestation, involves forcing undesired sexual behavior upon another individual. When the victim is below the age of consent, it is classified as sexual abuse. This abuse can manifest in various forms, including voyeurism, pornography, exhibitionism, indecent exposure, and pressuring children into sexual activities. Such acts are driven by the offender's intent to gratify their own desires or groom the child. The complexity of sexual abuse lies in the layers of guilt and shame it imposes on victims ^[2].

Teaching children about good touch and bad touch is a vital step in empowering them to recognize and respond to inappropriate behavior. Awareness initiatives not only make children emotionally resilient but also contribute to their normal growth and development.

Corresponding Author:
Shushama Deelip Chavan
M.Sc., Nursing, Community
Health Nursing, DY Patil,
College of Nursing, Kolhapur,
Maharashtra, India

Protecting children from maltreatment is a collective responsibility that extends beyond individual efforts to encompass community involvement. By fostering awareness and education, society can play a crucial role in safeguarding children from exploitation and ensuring their well-being [3].

Need of the study

Child sexual abuse is a pressing global concern, with alarming statistics highlighting its prevalence. According to the World Health Organization (WHO), one in four girls globally has faced sexual abuse. In India, where a substantial child population exists, vulnerability to exploitation is significant, but information on the extent of abuse remains insufficient [4]. National Crime Records Bureau (NCRB) data between 2013 and 2016 revealed an increase in reported child rape cases from 12,362 in 2013 to 19,765 in 2016, marking a stark 84% rise in crimes against children within just three years. Among these, 34% of crimes involved sexual abuse [5].

Globally, India is listed among the 10 countries with the highest rape incidents, alongside nations such as Denmark, Zimbabwe, and the United States. A 2007 survey conducted across 13 Indian states, involving 12,447 children, reported that 53.22% faced one or more forms of sexual abuse. Among them, 21.90% endured severe abuse, while 50.76% experienced other forms. Research also indicates that one in four girls and one in ten boys are victims of child sexual abuse [6].

International reports further underscore the gravity of this issue. A UNICEF (2014) report revealed that 120 million girls worldwide, close to one in ten, have been raped or sexually assaulted before turning 20 [7]. Additionally, United Nations statistical data compiled from 65 countries indicates that annually, over 250,000 rape or attempted rape cases are registered [8]. These statistics demonstrate the urgent need for heightened awareness, stricter enforcement of child protection laws, and community initiatives to safeguard children from sexual exploitation. Addressing this global issue requires collective effort to provide education, support, and protection for vulnerable populations, ensuring a safer environment for all children [9].

Methodology

The research approach adopted for the study was Quantitative, Evaluative research survey, research design was pre-experimental, One group pre-test and post-test design. By using Non-probability purposive sampling technique 60 school children's were selected for the study. Structured knowledge questionnaire was used to evaluate the knowledge of good touch and bad touch. Reliability of the tool was tested by Kuder Richardson formula $r=89\%$. Pre-test was conducted & PTP provided on same day on 60 school children's. The post-test was conducted after 7 days. Data were analyzed by using mean, median, mode, standard deviation, range, paired 't' test & chi square tests.

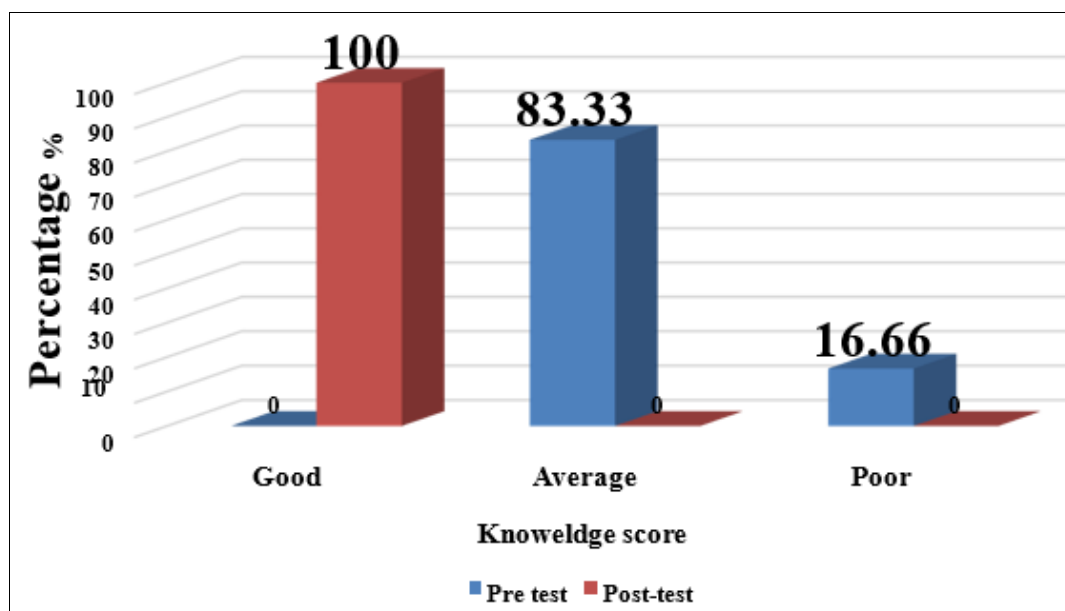
Results

Section I

Findings related to distribution of socio-demographic variables of subjects.

The majority of the subjects, 26 (43.33%), were aged 10 years, followed by 25 (41.6%) aged 9 years, 7 (11.66%) aged 11 years, and only 2 (3.4%) aged more than 11 years. Gender-wise, most subjects were male, accounting for 34 (56.66%), while females made up 26 (43.33%). In terms of family type, 33 (55%) belonged to joint families, while 27 (45%) came from nuclear families, with no subjects from extended or separated families. Regarding school standards, 31 (51.66%) were in 3rd standard, while 29 (48.34%) were in 4th standard. The vast majority of subjects, 59 (98.33%), were Hindus, with only 1 (1.64%) being Muslim. Concerning parental education, 39 (65%) of fathers were postgraduates, 8 (13.33%) had completed HSC, 7 (11.66%) were graduates, 5 (8.33%) had SSC, and only 1 (1.66%) had no formal education. Similarly, among mothers, 23 (38.33%) were postgraduates, 20 (33.33%) had completed HSC, 7 (11.66%) were graduates or SSC holders, and 3 (5%) had completed primary school, with none having no formal education. Lastly, in terms of habitat, the majority of subjects, 53 (88.33%), were from rural areas, while only 7 (11.64%) were from urban areas.

Section II: Findings related to distribution of pre-test and post-test knowledge scores of subjects



Graph 1: Multiple bar diagram showing distribution of subjects according to pre-test and post-test knowledge scores

Graph 1, in pre-test majority of the subjects 50 (83.33%) had average knowledge and 10 (16.66%) had poor knowledge, where as in post-test 60 (100%) subjects had average knowledge, and none of the subjects had average and poor knowledge.

Section III: Findings related to mean median, mode, range & standard deviation of pre-test and post-test knowledge scores of subjects regarding good touch and bad touch.

Table 1: Indicates that

Area of analysis	Mean	Median	Mode	Standard Deviation	Range
Pre-test	09.75	10	10	1.99	08
Post-test	19.70	19	19	0.96	04
Difference	9.95	09	09	1.03	04

The overall knowledge scores of subjects were gained by mean difference 9.95, and median difference was 04 whereas mode difference was 09.

The variability around the mean of knowledge score distribution was decreased 9.95 units.

The range between the highest and lowest score was decreased by 4 after administering the planned teaching programme.

Section IV: Testing of hypothesis related to data on effectiveness of PTP on knowledge regarding good touch and bad touch among school children

Table 2: Indicates that

Mean Difference	Standard Error (SE)	Paired 't' Values		DF
		Calculated	Tabulated	
9.95	1.06	9.38*	1.69	59

- The calculated paired 't' value ($t_{ab}=9.38$) was greater than tabulated value ($t_{ab}=1.68$). Hence H_1 is accepted. This indicates that the gain in knowledge score is statistically significant at $p<0.05$ level. i.e. $H_1: \mu \neq \mu_0$.
- Therefore the findings revealed that the PTP was effective in increasing the knowledge among school children's

Section V: Testing of hypothesis for an association between pre-test knowledge scores of good touch and bad touch with their selected socio-demographic variables.

The findings demonstrated a significant association between pre-test knowledge scores and selected socio-demographic variables such as standard, religion, and habitat, as indicated by Chi-square values higher than the tabulated value at the 0.05 level of significance. However, no significant association was found with other variables like age, gender, type of family, or parental education. Thus, hypothesis H_2 was accepted, affirming the link between pre-test knowledge scores and specific socio-demographic factors.

Discussion

A study conducted in Karnataka assessed the impact of an educational intervention on school children's knowledge about child sexual abuse. The pre-test revealed low levels of awareness, but post-intervention, significant improvement in knowledge scores was observed. The structured teaching program utilized interactive methods such as storytelling, role-play, and visual aids. Results indicated that children

became more confident in identifying inappropriate behaviors and reporting them. This aligns with the findings of your study in Kolhapur, demonstrating that targeted education programs are effective in empowering children with knowledge about "Good Touch and Bad Touch".

Overall, the findings of the study emphasize the critical role of educational programs in preventing child sexual abuse. By equipping children with knowledge and skills to recognize and respond to inappropriate behavior, PTPs not only enhance their confidence but also foster safer environments in schools and communities. The integration of such programs into school curriculums can serve as a preventive measure against child abuse, making them an indispensable tool for child welfare.

Conclusion

The study concluded that the calculated paired 't' value exceeded the tabulated value, demonstrating a statistically significant improvement in knowledge scores among the subjects. This finding highlights the effectiveness of the Planned Teaching Program (PTP) in enhancing knowledge. Additionally, the Chi-square analysis revealed values higher than the tabulated value at the 0.05 level of significance, indicating a significant association between pre-test knowledge scores and selected socio-demographic variables. This underscores the importance of tailoring educational interventions to socio-demographic factors for greater impact.

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Conflict of Interest

The authors certify that they have no involvement in any organization or entity with any financial or non-financial interest in the subject matter or materials discussed in this paper.

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