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**BOOK OF EXTENDED
ABSTRACTS**



KNOWLEDGE AND ATTITUDE ON GOOD AND BAD TOUCH AMONG GRADE-5 SCHOOL STUDENTS OF COMMUNITY PROJECT AREA

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Abstract

Introduction: In recent years, the number of reported cases of child sexual abuse has increased. Educating children about patterns of touch: good touch and bad touch are essential to prevent child abuse. This study was aimed to assess the knowledge and attitude on good and bad touch and effectiveness of the intervention tool among grade-5 school students in the community project area, Batticaloa district.

Methodology: A Quasi-Experimental study was conducted. After obtaining informed written consent from the parents or class teacher, data were collected through a validated self-administered questionnaire as a pre-test, and interventions were done afterward. The next day post-test data were collected and analyzed using Statistical Package of Social Sciences (SPSS.V25). The ethical approval was obtained from the Ethics Review Committee, Faculty of Health-Care Sciences, Eastern University, Sri Lanka.

Results: A total of 39 grade-5 students from three (3) schools participated and more than half (51%) of the students had poor knowledge and good attitudes (59%) before the intervention. In the post-test, after the intervention plan, most students (69%) had good knowledge and excellent attitudes (97%). The pre-test mean score was 6.48, and the standard deviation (SD) was 2.90. The average post-test score increased to 11.35, and the SD decreased to 1.42. Paired t-test ($t=9.693$, $p = 0.0000$), revealed a significant difference (improvement, effect size is 4.87) after the intervention.

Conclusion: Results of this study expressed that after the educational intervention program, the knowledge and attitudes on good and bad touch have been significantly improved.

Keywords: Child sexual abuse, Good and Bad touch, Educational program, Batticaloa, Sri Lanka

Introduction: Children are one of the valuable assets of a nation. During the process of growing and maturation mentally, physically, and emotionally, they are exposed to tons of experiences throughout the process, which from they adopt certain behaviors to mold them as a unique person in their future. Undoubtedly major part of these experiences and adaptations come from the adults they live with, observe and communicate with (Chen, *et al*, 2002). Children have the right to live in a healthy society, like to be physically and mentally healthy, to have medical facilities, education, without any gender discrimination.

Simultaneously, children are exposed to vulnerable risk in the environment by the adults during their maturation phase even beyond their rights, and children are often maltreated in many forms at home, school, and daycare centers by the caretakers and others. One of this maltreatment is child sexual abuse which is any activity that uses a child to create sexual gratification either in themselves or in others. In recent years, the number of reported cases of child sexual abuse has increased, and actual cases may also be higher because there are many incidents that children, parents, or guardians have not reported (Posch & Bieneck, 2016).

Educating children about patterns of touch: good touch and bad touch are essential to prevent child abuse, and the ultimate goal is to prevent abuse from happening in the first place, and if we can teach children early on what is safe, who trusted adults are and to help them develop the confidence in themselves. Furthermore, we can prevent the long-term consequences of child abuse like post-traumatic stress disorder and substance abuse in adulthood through this learning (Chen, *et al*, 2010). This study was aimed to assess the knowledge and attitude and effectiveness of the intervention tool among grade-5 school students in the community project area, Batticaloa district. This study was aimed to assess the knowledge and attitude on good and bad touch and effectiveness of the intervention tool among grade-5 school students in the community project area, Batticaloa district.

Methodology: A Quasi-Experimental study was conducted to assess the knowledge and attitude regarding good and bad touch among grade 5 school students in the community project area, Batticaloa district. After obtaining informed written consent from the parents or class teacher, data were

collected through a validated self-administered questionnaire with three sections including general information(A), knowledge(B), attitude(C), and all together containing 13 questions for the pretest and post-test. Initially, pretest responses were obtained and followed by an intervention program that was conducted as a structured teaching program for the participants regarding good and bad touch using poster and educational animation video validated by experts of the field as teaching methods taken from the National Child Protection Authority, Sri Lanka.

The intervention program was conducted by investigators who have experience in this part. And the time duration of the intervention program was thirty minutes. The score was given according to the correct answer; one correct answer brought 1 point, while one wrong answer brought zero. Moreover, knowledge and attitude were classified as follows: excellent (76-100%), good (45-75%), and poor (0-44%). The next day, post-test data were collected and analyzed using Statistical Package of Social Sciences (SPSS.V25), and p-value < 0.05 was considered significant for all analyses. The ethical approval (E/2020/38) was obtained from the Ethics Review Committee, Faculty of Health-Care Sciences, Eastern University, Sri Lanka.

Results and discussion: A total of 39 grade-5 students from three (3) schools participated in this study. This study revealed that more than half (51%) of the students had poor knowledge, while 31% had good knowledge and 18% had excellent knowledge regarding good and bad touch in the pre-test. In the attitude section, 59% of participants had good attitudes while 41% with poor attitudes before the intervention.

In the post-test, after the intervention plan, most students (69%) had excellent Knowledge and around one-third (31%) of them had good Knowledge, and no one had poor Knowledge. Regarding attitude, 97% had an excellent attitude while only 3% had a poor attitude towards the good and bad touch.

The pre-test knowledge mean score was 3.10 and SD was 2.70. The post-test mean score increased to 6.82, and SD decreased to 0.95 after the intervention educational program. The pre-test attitude mean score was 3.33 and SD was 1.15. The post-test mean score increased to 4.61, and SD decreased to 0.63 after the intervention educational program.

Overall Pre-test mean score was 6.48, and the SD was 2.9. The average post-test score increased to 11.35, and the SD changed to 1.42. The calculated

paired t-test value was 9.693 at degrees of freedom (df) = 38 and $p = 0.0000$, indicating a significant difference (improvement) after the intervention.

Conclusion: In this research, the average pre-test score was 6.48 and SD was 2.9. The mean post-test score increased to 11.35, and the SD decreased to 1.42. The paired “t” test has a calculated value of 9.693 with $df = 38$ and $p = 0.0000$, indicating significant improvement in the knowledge and attitudes of grade-5 students in the community project area on good and bad touch after the intervention. The results of the study clearly showed that the structured teaching program for good and bad touch is effective for children. The level of knowledge and attitude of the post-test had been significantly improved.

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