

# Efficacy Of A Structured Teaching Program On Knowledge Regarding Good Touch And Bad Touch Among Middle School Students At Presbyterian English School, Durtlang, Aizawl, Mizoram

Lalhmingmawii, C. Lalnunpuii, Laldanglovi, R. Vanlalngheti

Tutor, College Of Nursing, Synod Hospital, Durtlang, Aizawl, Mizoram

VII Semester B.Sc. Nursing Students, College Of Nursing, Synod Hospital, Aizawl, Mizoram, India

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## Abstract:

**Background:** Child abuse has become an increasing concern of today's society as the crime rate has drastically increased over the past years. While the topic of it is still a taboo in the society, it highlights the need for structured age appropriate teaching that may improve children's knowledge in a safe and peaceful environment.

**Materials and Methods:** The study was Pre-experimental in nature. A sample of 33 Middle School Students were selected by Purposive Sampling Technique. The data collection was done by using structured knowledge questionnaire. Pre-test was conducted followed by structured teaching program. Post-test was conducted by using the same structured knowledge questionnaire. Collected data was analyzed and interpreted by using descriptive and inferential statistics.

**Results:** Pre-test results depicts that majority 64% have inadequate knowledge, 9% have moderate knowledge and 27% have adequate knowledge. In the Post-test assessment of knowledge regarding Good Touch and Bad Touch, 100% attained adequate knowledge. In comparison between the Pre-test and Post-test knowledge score, the results shows that, the overall mean in the pre-test was 7.42 with SD 2.18 and in the post-test were 13 and SD 1.56. The overall improvement mean was with t-test value 15.83 which is significant at 0.05%. This showed that there is a considerable increase in knowledge among Middle School Students regarding Good Touch and Bad Touch after the implementation of Structured Teaching Program.

**Conclusion:** The following conclusion was drawn on the basis of the findings. This study shows that there was an improvement in the knowledge of the Middle School Students regarding Good Touch and Bad Touch as evidenced by the Pre-test and Post-test knowledge scores.

**Key Word:** Assess, Efficacy; Structured Teaching Program; knowledge; Good Touch and Bad Touch, Middle School Students

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## I. Introduction

Good touch and bad touch are learnt through experience by children throughout their daily activities. It is crucial to improve these learnt behaviours by providing education regarding good and bad touch at a young age. If children become aware of consensual activities and appropriate behaviour at a young age it will be of great advantage in their adulthood it will also help understand the situation and become aware of when to tell an adult and ask for help.(1)

Child abuse is an increasing concern worldwide, affecting children physically, emotionally, and psychologically. Despite its seriousness, it often remains underreported due to social stigma and lack of awareness. Childhood is a crucial stage of development, during which children learn social behavior, emotional responses, and self-protection skills. However, many children lack basic knowledge about personal safety, including the difference between appropriate and inappropriate touch.(2)

In regions like Mizoram, cultural silence around such topics further limits open discussion and awareness. As a result, children may not recognize unsafe situations or seek help when needed.

Providing structured, age-appropriate education on body safety is essential. Such programs can empower children with the knowledge and confidence to identify unsafe situations and respond appropriately. Therefore, this study was conducted to evaluate the effectiveness of a structured teaching program on knowledge regarding good touch and bad touch among middle school students.(3)

## II. Material And Methods

This study was carried out on middle school students (Class 5) of Presbyterian English School, Durtlang, Aizawl, Mizoram from 1<sup>st</sup> – 7<sup>th</sup> September, 2025. A total of 33 middle school students.(both male and females) of aged  $\geq 12$  years were for in this study.

**Study Design:** Pre-experimental one-group pre-test post-test design.

**Study Location:** Presbyterian English School, Durtlang, Aizawl, Mizoram.

**Study Duration:** 1<sup>st</sup> – 7<sup>th</sup> September, 2025

**Sample size:** 33 middle school students (Class 5).

### Inclusion criteria:

1. Middle school students (Class 5)
2. Students present during data collection

### Exclusion criteria:

1. Students below or above Class 5
2. Students absent during data collection

### Procedure methodology

After written informed consent was obtained, a structured questionnaire was used to collect the data of the students retrospectively. The questionnaire included socio-demographic characteristics such as Age, gender, ordinal position, number of siblings, type of family, occupation of father and mother.

The tools used in this study were developed after reviewing literature, discussion and suggestions from the guide and validation from experts.

To find out the feasibility and reliability of the tool, structured knowledge questionnaire was used for assessing the knowledge regarding Good Touch and Bad Touch among Middle School Students of Willow Mount School, Durtlang, Aizawl.

To test the reliability of the tool Cronbach's alpha was used , Cronbach's alpha=0.956 (high reliability). This shows that the tool used for this study is reliable for assessing the knowledge regarding Good Touch and Bad Touch among Middle School Students

### Statistical analysis

The obtained data were organized, analyzed, tabulated, interpreted and presented under the following headings:

**Section I:** Frequency and percentage distribution of Middle School Students according to their demographic variables

**Section II:** Frequency and percentage distribution of level of knowledge regarding Good Touch and Bad Touch before and after of structured planned teaching among Middle School Students was implemented.

**Section III:** Efficacy of Structured Teaching Program regarding Good Touch and Bad Touch among Middle School Students

## III. Result

In the pre-test assessment, 39% of students had inadequate knowledge, 39% had moderate knowledge, and only 22% had adequate knowledge regarding good touch and bad touch. After implementation of the structured teaching program, 100% of the students achieved adequate knowledge.

The mean pre-test score was  $7.42 \pm 2.18$ , and the mean post-test score was  $13.00 \pm 1.56$ . The mean difference was 6.00. The paired t-test value ( $t = 15.83$ ,  $df = 32$ ) was statistically significant at  $p < 0.05$ .

This indicates a statistically significant improvement in students' knowledge following the structured teaching program.

Table 1  
Pre-test and Post-test Knowledge Levels on Good Touch and Bad Touch (n = 33)

Level of Knowledge	Score	Pre-test	f(%)	Post-test	f(%)
Inadequate	0-6	13	39	0	0
Moderate	7-9	13	39	0	0
Adequate	10-15	7	22	33	100

Before the intervention, only 22% of students had adequate knowledge, whereas after the structured teaching program, all students achieved adequate knowledge (Table 1).

Table 2  
Effectiveness of Structured Teaching Program on Knowledge Scores (n = 33)

Test	Mean	SD	Mean Difference	df	t-value	p-value
Pre-test	7.42	2.18	6.0	32	15.83	<0.05
Post-test	13.0	1.56		32		

The mean post-test score (13.0) was significantly higher than the pre-test score (7.42), and the paired t-test showed statistical significance (t = 15.83, p < 0.05), as presented in Table 2

In the pre-test, 39% had inadequate knowledge, 39% had moderate knowledge, and 22% had adequate knowledge. After the structured teaching program, 100% achieved adequate knowledge. The improvement in knowledge levels before and after intervention is illustrated in Figure 1 and Figure 2

Pre-test Knowledge Levels (n = 33)

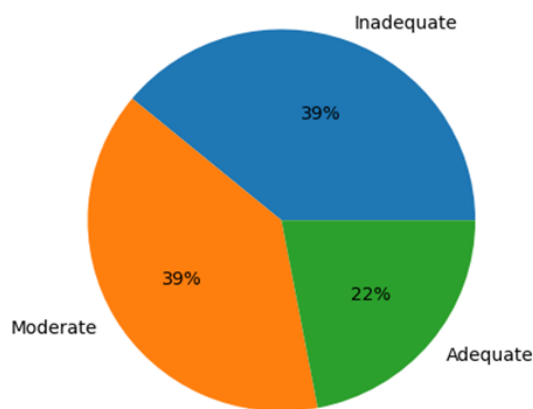


Figure 1: Pre-test knowledge level

Post-test Knowledge Level (n=33)

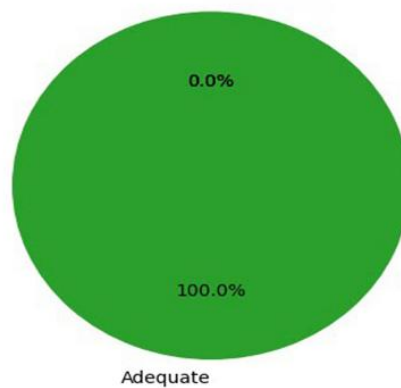


Figure 2: Post-test knowledge level

#### IV. Discussion

Results revealed that before giving health teaching 39% of the participant have inadequate knowledge, 39% of the participants have moderate knowledge and 22% of the participant have adequate knowledge. Consistent to this, a similar study conducted by Maj Mahima Anna, Maj Praveena Prabhakar, Maj Shilpa Baby, Maj Rebecca Thomas, Lt Col Tanu Jadli. (2025) where their findings revealed that there is statistically significant difference in knowledge level across the groups supported by a p value of 0.000. Findings of our study revealed that 50% students had good knowledge, 48% had average knowledge and only 2% had poor knowledge.(5)

The findings of the study demonstrate a clear improvement in students' knowledge after the structured teaching program. The mean score increased from 7.42 before the intervention to 13.00 after the intervention, indicating a substantial gain in understanding. The calculated t-value (15.83) was significantly higher than the critical value at the 0.05 level, confirming that the improvement was statistically significant and not due to chance. These findings are consistent with a similar study conducted by Patidar, J., & Vaishnav, S. S. (2019).in which the post-test mean score (8.1 ±1.36) and was higher than the mean pre-test knowledge score (17.14 ±1.39). The calculated "T" value (180.99) was greater than the table value (1.96) at 0.05 level of significance.(6)

These results suggest that structured teaching is an effective method for enhancing children's awareness of good touch and bad touch. The findings are consistent with previous studies, which also reported significant improvements in knowledge following educational interventions.

Thus, the study supports the importance of incorporating structured safety education programs in schools to promote child protection and awareness.

## V. Conclusion

The study concludes that the structured teaching program was effective in improving students' knowledge about good touch and bad touch. The significant increase in post-test scores highlights the importance of planned educational interventions in promoting awareness and self-protection among children.

Introducing such programs in schools can help children better understand personal safety, recognize inappropriate behavior, and seek help when necessary. This, in turn, contributes to the prevention of child abuse and the creation of a safer environment for children.

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