

## A Study To Assess The Effectiveness Of Role Play Regarding Tactile Stimulation On Good And Bad Touch Among Primary School Students At Selected School Of Surat District

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### ABSTRACT

**Introduction:** Childhood is a crucial period for establishing awareness of personal safety, particularly regarding concepts of good and bad touch. Tactile stimulation and physical interactions form a significant part of children's learning experiences; however, they can also expose them to risks if not properly understood.

**Aims:** This study aims to assess the effectiveness of role play as an educational intervention to teach primary school students about good and bad touch. By fostering an engaging learning environment, role play has the potential to empower children with the skills needed to recognize and respond to inappropriate physical contact. This study examines whether this method can significantly improve students' knowledge, awareness, and confidence in differentiating between appropriate and inappropriate touches, ultimately contributing to their personal safety and well-being.

**Materials and Methods:** in this study, a Quasi -experimental one group pre-test post-test design was adopted with 60 samples. An observational checklist (semi-structured questionnaire) was utilised to collect the data. The data were analysed by using descriptive and inferential statistics.

**Results:** The study justified the impact of role play in enhancing the understanding of good touch and bad touch among primary school students where the pre-test mean score was 3.6, while the post-test mean score significantly increased to 9.55. The calculated 't' value was 24.04, which exceeds the table value of 2.000 at 59 degrees of freedom. With a significance level of 0.0001.

**Conclusion:** The study effectively demonstrated the significant impact of role play as an intervention in improving primary school students' understanding of good touch and bad touch.

**Keywords:** Assess, Effectiveness, Tactile stimulation, Role play, Good touch, Bad touch

## 1. INTRODUCTION

"Good touch" describes pleasant, appropriate, and safe physical contact, such as embraces from close friends and family. The term "bad touch," on the other hand, describes any harmful or inappropriate physical contact, including pushing, hitting, or sexual abuse. Children's social, emotional, and physical development greatly depends on the first few years of elementary school. Teaching kids about personal safety, limits, and appropriate versus inappropriate touch is one of the main areas of concern. Children are still vulnerable to abuse, exploitation, and other types of violence in many regions of the world. The World Health Organization (WHO) estimates that around one in four children worldwide are victims of physical or emotional abuse.<sup>1</sup>

This project will add to the expanding body of research on successful child protection teaching strategies in primary schools by investigating how role play can improve comprehension of tactile stimulation in the context of touch safety. In 2004, 2 billion children worldwide were victims of various forms of violence, including physical, sexual, and emotional abuse. In 2014, 28% of victims reported, and 41,000 homicide deaths involving minors under the age of 15 are reported annually. Every day, almost five children lose their lives as a result of abuse; among victims of sexual abuse, strangers abuse 90% of them, while family members abuse 68% of them. The majority of the kids become victims when they are 18 years old or younger.<sup>3</sup>

Between 2014 and 2021, Gujarat experienced a 398.5% increase in the number of crimes filed under the Protection of Children from Sexual Offences (Pocso) Act. During the period, the state recorded 14,522 instances under the Act; however, only 231 of these cases resulted in convictions, meaning that the conviction rate was 1.59%. Smriti Irani, the Union Minister for Women and Child Development, disclosed the information recently in response to a query in Parliament about the subject. In 2014, there were 613 cases registered under the Act; in 2015, there were 1,609 cases. The total was 1,408 in 2016, but it increased to 1,697 in 2017, 2,154 in 2018, 2,253 in 2019, 2,345 in 2020, and 2,443 in 2024.<sup>4</sup>

## 2. RESEARCH METHODS

This study used a quantitative research approach and a quasi-experimental pre-test-post-test research design to assess the effectiveness of role play regarding tactile stimulation on good and bad touch among primary school students. The sample size for this study was 60. For sample selection, a preference sampling method with nonprobability convenience sampling technique was employed. The knowledge and understanding of good touch and bad touch of primary school students, dependent variable, and role play interventions was the independent variable. In this research, the population was primary school children at Sarvajnik High School, Kosamba, Surat. The study's sample criteria included students studying at Sarvajnik High School, Kosamba, primary school students between the age group of 8-10 years, students who are willing to participate, students who are available during the study, while its exclusion criteria included students below 8 years and above 10 years, students who are not present at the time of study, students who are not willing to participate. The Self-Structured Observational Check-list was a tool used in this research. Utilizing both descriptive and inferential statistics, the collected data were examined.

## 3. RESULTS

### SECTION I

#### Findings related to the demographic data of the participants

This section deals with selected demographic variables of participants. 2 displays the distribution of participants by gender in a sample of 60 individuals. The table indicates that 32 participants, or 53%, are male, while 28 participants, or 47%, are female. This distribution provides a clear overview of the gender composition within the sample group. The frequency distribution of participants by academic standard in a sample of 60 individuals. According to the table, 21 participants, or 35%, are in the 3rd standard. The 4th standard includes 24 participants, representing 40% of the sample, while 15 participants, or 25%, are in the 5th standard. This distribution highlights the representation of each academic standard within the sample group. 4 illustrates the distribution of participants by religion within a sample of 60 individuals. The table reveals that 19 participants, or 32%, identify as Muslim, while 24 participants, or 40%, identify as Hindu. The Christian group comprises 17 participants, accounting for 28% of the sample, and there is not one who belongs to other religions. This breakdown provides insight into the religious composition of the sample. 5 provides a frequency distribution of participants based on their father's education status within a sample of 60 individuals. The table shows that 12 participants, or 20%, have fathers who are illiterate. Fathers with education up to the 10th class and those who are graduates each account for 14 participants, or 23%, respectively. Additionally, 13 participants, representing 22%, have fathers who are postgraduate or above, while 7 participants, or 12%, have fathers who have completed the 12th grade. This distribution outlines the educational background of fathers among the sample group. 6 presents the frequency distribution of participants based on their father's occupation in a sample of 60 individuals. According to the table, 14 participants, or 23%, have fathers who are unemployed, while another 14 participants, also representing 23%, have fathers engaged in business. Additionally, 10 participants, or 17%, have fathers with jobs, and 22 participants, or 37%, have fathers who are farmers. This distribution provides a comprehensive view of the various occupational statuses of fathers within the sample group. 7 displays the frequency distribution of participants by their

mother's education status within a sample of 60 individuals. The table shows that 11 participants, or 18%, have mothers who are illiterate. Mothers with education up to the 10th class account for 15 participants, or 25%. Nine participants, representing 15%, have mothers who have completed the 12th grade. Seven participants, or 12%, have mothers who are graduates, while 18 participants, or 30%, have mothers with postgraduate or higher education. This distribution provides an overview of the educational background of mothers within the sample group illustrates the frequency distribution of participants by their mother's occupation within a sample of 60 individuals. The table indicates that 14 participants, or 23%, have mothers who are homemakers. The largest group, comprising 21 participants or 35%, includes mothers who are farmers. Additionally, 18 participants, or 30%, have mothers with jobs, while participants, representing 12%, have mothers engaged in business. This distribution highlights the various occupational roles of mothers within the sample group provides the frequency distribution of participants by family income within a sample of 60 individuals. The table reveals that 13 participants, or 22%, belong to families with an income ranging from ₹50,000 to ₹1,00,000. The largest group, consisting of 19 participants or 32%, has a family income between ₹1,00,000 and ₹3,00,000. Twelve participants, representing 20%, fall into the income range of ₹3,00,000 to ₹5,00,000, while 16 participants, or 26%, have a family income exceeding ₹5,00,000. This distribution offers a detailed view of the varying income levels within the sample group. 10 illustrates the frequency distribution of participants by their area of residence within a sample of 60 individuals. The table indicates that 23 participants, or 38%, reside in rural areas, while the majority, comprising 37 participants or 62%, live in urban areas. This distribution highlights the urban-rural divide within the sample group.

## SECTION II

Findings related to the effectiveness of role play regarding good touch and bad touch among selected primary school students  
n=60

Score of Good Touch and Bad Touch	Pre-Test		Post-test	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Able to Described (9-12)	0	0%	52	86.70%
Able to Differentiate (5-8)	14	23.30%	8	13.30%
Not able to Described (0-4)	46	76.70%	0	0%

**Table -1: Comparison of Pre and Post-test good touch and bad touch Scores of participants by Descriptive statistics**

Table No. 1 presents a comparison of pre-test and post-test scores of participants' understanding of good and bad touch through descriptive statistics. Before the intervention, none of the participants (0%) were able to fully describe the concept (score 9-12), while 23.3% (14 participants) were able to differentiate (score 5-8), and a majority of 76.7% (46 participants) could not describe it (score 0-4). After the role play, 86.7% (52 participants) were able to fully describe the concept, while 13.3% (8 participants) were able to differentiate, and no participants fell into the "not able to describe" category. This indicates a substantial improvement in the participants' understanding of good and bad touch after the role-play intervention.

## SECTION II

Comparison of Pre and Post-test good touch and bad touch Scores of participants by inferential statistics (Paired t-test)

n=60

Score of Good Touch and Bad Touch	Mean Score	Standard Deviation	Degree of Freedom	Calculated 't' Value	't' Table Value	Level of Significance
Post-test	9.55	1.199	59	24.04	2.000	0.0001*
Pre-test	3.6	1.509				

**Table .2: Comparison of Pre and Post-test good touch and bad touch Scores of participants by Inferential statistics (Paired 't'-test)**

Table No. 2 compares pre-test and post-test scores of 60 participants regarding their understanding of good and bad touch using a paired 't'-test. The pre-test mean score was 3.6 (SD = 1.509), while the post-test mean score significantly increased to 9.55 (SD = 1.199). The calculated 't' value was 24.04, which exceeds the table value of 2.000 at 59 degrees of freedom. With a significance level of 0.0001, the results indicate a statistically significant improvement in participants' understanding after the role-play intervention.

### SECTION III

#### participants

Findings related to the association of the demographic variables with the pretest good touch and bad touch Scores of participants

n=60

Sr. No.	Demographic variables		F	Score of good touch and bad touch		df	$\chi^2$ Value	p- value
				Able to Differentiate	Not able to Described			
1	Age	a) 8 years	21	6	15	2	3.108	0.211
		b) 9 years	24	7	17			
		c) 10 years	15	1	14			
2	Gender	a) Male	32	9	23	1	0.88	0.348
		b) Female	28	5	23			
3	Academic standard	a) 3rd standard	21	6	15	2	3.108	0.211
		b) 4th standard	24	7	17			
		c) 5th standard	15	1	17			
4	Religion	a) Muslim	19	3	16	3	3.811	0.283
		b) Hindu	24	11	13			
		c) Christian	17	6	11			
		d) Other	00	0	0			
5	Education status of father	a) Illiterate	12	4	8	4	7.591	0.108
		b) ≤10th Class	14	6	8			
		c) 12th Pass	7	0	7			
		d) Graduate	14	3	11			
		e) Postgraduate and above	13	1	12			
6	Occupation of father	a) Unemployed	14	2	12	3	2.735	0.434
		b) Job	10	4	6			
		c) Business	14	4	10			

		d) Farmer	22	4	18			
7		a) Illiterate	11	3	8	4	0.714	0.95
	Education status of mother	b) ≤10th Class	15	3	12			
		c) 12th Pass	9	2	7			
		d) Graduate	7	1	6			
		e) Postgraduate and above	18	5	13			
8	Occupation of mother	a) Home maker	14	3	11	3	1.571	0.666
		b) Farmer	21	4	17			
		c) Job	18	6	12			
		d) Business	7	1	6			
9	Family income	a) 50,000Rs/- – 1,00,000Rs/-	13	3	10	3	0.301	0.96
		b) 1,00,000 Rs-/- – 3,00,000 Rs-/-	19	5	14			
		c) 3,00,000 Rs-/- – 5,00,000 Rs-/-	12	3	9			
		d) More than 5,00,000 Rs-/-	16	3	13			
10	Area of residence	a) Rural	23	6	17	1	0.158	0.691
		b) Urban	37	8	29			

Table 4.3.1: Chi

Table No. 3 presents the chi-square association between demographic variables and the pre- test scores of good touch and bad touch awareness among the study participants. The analysis aimed to explore whether factors such as age, gender, academic standard, religion, parental education and occupation, family income, and area of residence had a significant association with the participants' initial ability to differentiate between good and bad touch.

The results indicated that none of the demographic variables were statistically significant in their association with pre-test scores. For instance, the age of participants ( $\chi^2 = 3.108$ ,  $p = 0.211$ ) and their gender ( $\chi^2 = 0.88$ ,  $p = 0.348$ ) did not show significant influence on their ability to differentiate between good and bad touch. Similarly, academic standard ( $\chi^2 = 3.108$ ,  $p = 0.211$ ), religion ( $\chi^2 = 3.811$ ,  $p = 0.283$ ), and the education level of the father ( $\chi^2 = 7.591$ ,  $p =$

0.108) showed no significant association. The occupation of the father ( $\chi^2 = 2.735$ ,  $p = 0.434$ ) and mother ( $\chi^2 = 1.571$ ,  $p = 0.666$ ), as well as the mother's education level ( $\chi^2 = 0.714$ ,  $p = 0.95$ ), also did not have significant impacts on the pre-test scores. Likewise, family income ( $\chi^2$

$= 0.301$ ,  $p = 0.96$ ) and area of residence ( $\chi^2 = 0.158$ ,  $p = 0.691$ ) were not significant factors in influencing participants' pre-test understanding of good and bad touch.

Overall, the results suggest that demographic variables do not significantly affect the initial knowledge levels of students regarding good touch and bad touch before the intervention, indicating that the lack of awareness is widespread across

different socio-demographic groups.

#### 4. DISCUSSION

A similar study was conducted by **Singh N. and John W. (2019)**, where video-assisted teaching was given to girls. Self-structured questionnaires were also given to the girls. The finding of the study shows that video-assisted teaching is effective for knowledge about good touch and bad touch. Hence it was significant that the study effectively demonstrated the significant impact of role play as an intervention in improving primary school students' understanding of good touch and bad touch.<sup>5</sup>

**Utkarsha Kamble, Sushama Shete et al (2022)** conducted a study on effectiveness of video assisted educational program towards the prevention of child abuse among mothers of school age children in Karad city. Totally 60 mothers of the children who were studying in particular school were chosen using the purposeful sampling technique. The study questionnaire was created to assess knowledge of the topic as it relates to preventing sexual, emotional, and physical abuse. The study revealed that post-test mean was 23.2, the pre-test mean was 11.66. SD for the pre-test was 3.843, and SD for the test was 3.502. The study result is statistically significant at 0.0001 with the intervention provided. The study concluded that a video assisted training curriculum on child abuse prevention was helpful in enhancing and upgrading knowledge among moms of school-age children.<sup>6</sup>

**Mrs Keshni (2021)** conducted a descriptive study to assess the knowledge regarding good touch and bad touch among children (9-12 years) in a school of Ludhiana, Punjab. The purposive sampling technique was used among 100 students of S.K.S.S. International Sen. Sec. Public School Sarabha, Ludhiana, Punjab. The data was collected by using self-structured questionnaire to assess the knowledge regarding good and bad touch. The results showed that 76% of students were having excellent knowledge, 23% were having good knowledge and 1% were having fair knowledge regarding good touch and bad touch.<sup>7</sup>

#### 5. CONCLUSION

The study effectively demonstrated the significant impact of role play as an intervention in improving primary school students' understanding of good touch and bad touch. The pre-test and post-test comparisons revealed substantial improvements, with a notable shift from a lack of knowledge to a strong ability to describe and differentiate between good and bad touch after the role play intervention.

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