CHAPTER - IV

RESULTS AND DISCUSSION

This chapter deals with the analysis and interpretation of the data.

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The main objective of the study is to find out the "**Effect of Visual Prompting Technique on Self Protection skills among Female with Mild Intellectual Disability"**. In doing so, comparison was made between the age group (14- 19 yrs and 20 -25yrs), type of institution (residential and non-residential), family income (high and low), educational status (Literate and illiterate), locality (rural and urban) and their influences in acquiring the self protection skills. In addition the impact of self protection skills through visual prompting technique was analyzed. The results of the study are discussed under the following heads.

4.1 Background Information of the sample

The background details of the selected sample in terms of their locality, type of institution, educational qualification of their Parents and family income are presented in the table 4.1 and figure 4.1.

Table 4.1: Background information of the females with mild intellectual disability

Aspects	Area	Age group of sample				Total	
		14 - 19Yrs		20 - 25Yrs			
		N	P	N	P	N	P
Educational qualification of parents	Literate	10	67	10	67	20	67
	Illiterate	5	33	5	33	10	33
Locality	Rural	4	27	6	40	10	33
	Urban	11	73	9	60	20	67
Family income	Middle income	4	27	5	33	9	30
	Low Income	11	73	10	67	21	70
Type of institution	Residential	1	7	5	33	9	20
	Non Residential	14	93	10	67	24	80

N - Number P - Percentage

The number of subjects for the study is 30 selected from different special schools and residential institutions from Coimbatore district. Majority of the females i.e. 67 percent were from urban area while 33

percent belonged to the rural area, equal number in the two age groups namely 14-19 years and 20-25 years.

While considering the educational qualification of the parents 67 percent were literate and 33 percent were illiterate. With regard to the Residential Status of the females, nearly 20 percent of the females were from residential Institution. The remaining 80 percent belonged to the non residential setup. With regard to the family Income 30 percent of the families had more than Rs.3000 as their income per month and around 70 percent of families had less than Rs.1000 as their monthly income.

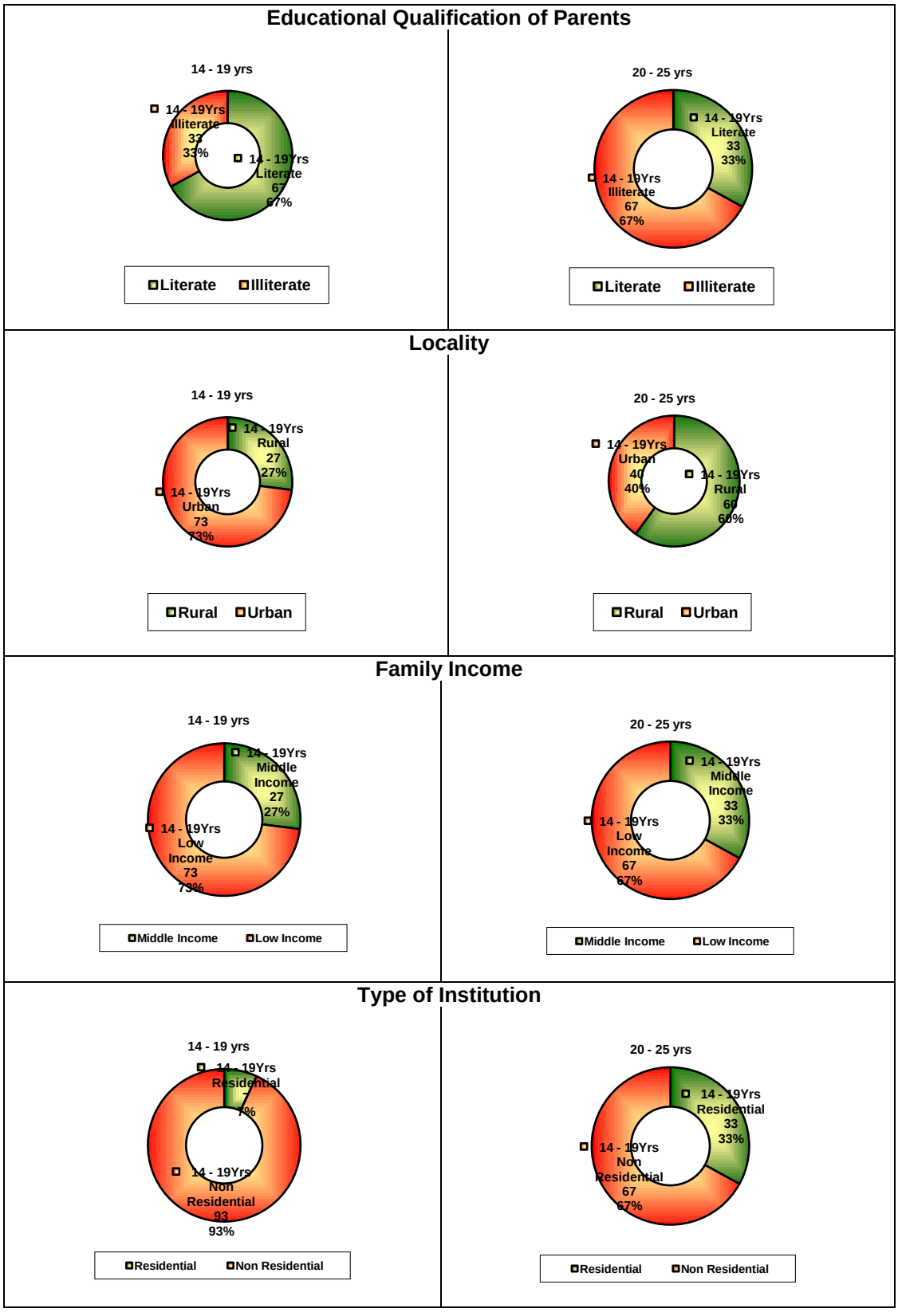


Figure 4.1: Background information of the females with mild intellectual disability

4.2.1 Analysis of mean scores of prerequisite skills for self protection skills on good and bad touch

The scores of knowledge on type of touches for females with mild intellectual disability were assessed initially as well as after the intervention through visual prompting technique for a period of three months and followup were done after three months. Pretest, posttest and followup scores were analyzed and the results have been given in Table 4.2.1.

Table 4.2.1: Mean and S.D's of pre, post and followup scores of pre requisite skills on good and bad touch

Area	No	df	Testing	Mean	S.D	t Value
Touches	30	29	Pre Test	1.40	0.97	1.12ns
			Post Test	1.70	0.99	8.34**
			Followup	5.03	2.4	

****Significant at 1% level**

From the above table it is evident that the 't' value is 1.12 for the knowledge on touches for females with mild intellectual disability, which is statistically not significant. The table indicates that the mean scores of knowledge on types of touches among females with Mild intellectual disability before and after intervention was not differed significantly. Therefore the null hypothesis stated as ***"there is no significant difference in the mean scores of knowledge on good and bad touch before and after intervention"*** is accepted. It is also evident from the posttest and followup that 't' value is 8.34 which is significant at 0.01 levels which shows that there is an improvement in the knowledge on good and bad touch. Hence it is inferred that visual prompting techniques promoted the knowledge good and bad touch.

4.2.2 Analysis of mean scores of prerequisite skills for self protection skills on reporting skills

The scores of knowledge on reporting skills for females with mild intellectual disability were assessed initially as well as after the intervention through visual prompting technique for a period of three months and followup were done after three months. Pretest, posttest and followup scores were analyzed and results are given in Table 4.2.2.

Table 4.2.2: Mean and S.D's of pre, post and followup scores on reporting skills

Skill	No	df	Testing	Mean	S.D	t -Value
Reporting	30	29	Before	7.00	2.90	3.48**
			After	8.97	1.52	
			Followup	10.00	0.00	3.72**

**** Significant at 1% level**

The above table portrays that the 't' value is 3.48 for females with Mild Intellectual Disability in reporting which is significant at one percent level. The table indicates that mean scores of Reporting skills before and after intervention differed significantly. Therefore the null hypothesis stated as ***"there is no significant difference in mean scores of reporting before and after introduction of visual prompting technique"*** is rejected. It means that there was a significant impact of Visual Prompting Technique on the skill of Reporting among females. For posttest and followup the 't' value is 3.725 which is also significant at one percent level. This shows that there is an acquisition of knowledge on the skill of Reporting among females with Intellectual Disability. Hence the Visual Prompting Technique enhanced the knowledge on Reporting.

The findings coincides with the result of a study conducted by Bollman, J. R. & Davis, P. K. (2009) that behavioral skills training in teaching adult women with mild intellectual disabilities showed that they have improved in their knowledge on reporting skills which includes making a self-advocacy response, walking away, and reporting the interaction.

4.3 Impact of visual prompting technique on self protection skills against physical abuse with respect to variables

Table 4.3: Mean and S.D's self protection skills against physical abuse with respect to variables

Variables	Levels	Testing	N	df	Mean	SD	t-value significant at 5% level
Age	14-19yrs	Pretest	15	14	42.33	14.32	4.05
		Posttest			51.53	7.91	3.45
		Followup			55.87	5.38	
	20-25yrs	Pre test	15	14	36.53	15.12	4.35
		Posttest			49.53	8.18	6.44
		Followup			57.60	5.67	
Education of the parents	Literate	Pre test	20	19	33.67	13.50	4.76
		Posttest			48.00	7.56	4.89
		Followup			55.43	5.54	
	Illiterate	Pre test	10	9	52.89	6.64	3.57
		Posttest			56.44	5.59	4.49
		Followup			59.78	4.38	
Family Income	Middle	Pre test	9	8	52.89	6.64	1.80 ns
		Posttest			56.44	5.59	2.26
		Followup			59.78	4.38	
	Lower	Pre test	21	20	33.67	13.49	6.49
		Posttest			48.00	7.56	6.79
		Followup			55.43	5.54	
Locality	Rural	Pre test	10	9	30.60	15.27	3.06
		Posttest			44.20	4.29	5.93
		Followup			52.00	1.94	
	Urban	Pre test	20	19	43.85	9.29	5.56
		Posttest			53.70	6.75	4.41
		Followup			59.10	5.21	
Type of Institution	Residential	Pre test	6	5	24.33	10.33	4.95
		Posttest			46.33	4.27	6.57
		Followup			57.33	4.59	
	Non residential	Pre test	24	23	43.21	13.32	4.96
		Posttest			51.58	8.39	5.21
		Followup			56.58	5.82	

The above table portrays the t-value of the samples at the two age group namely 14-19years (t =4.05) for pre and posttest, and for posttest and followup it is 3.45. Similarly for 20-25 years (t =4.35) for pre and posttest and for posttest and followup it is 6.44. This indicates a significant difference between the pre; post and followup mean scores at 1% level for the self protection skills against physical abuse. Hence the null hypothesis stated *as* ***"there is no significant difference between the pre, post and followup mean scores of knowledge on self protection skills against physical abuse with respect to age"*** is rejected indicating that the scores of the sample from the different age group differed significantly. This shows that the visual prompting technique had an impact on self protection skills.

It reflects that there was a significant difference at 0.05 level between the pre and posttest and posttest and followup mean scores of illiterate (t =3.57) (t =4.49). In the same way for literate the t values such as 4.76 and 4.89 which is significant at five percent level. Hence the null hypothesis stated that ***"there is no significant difference between the pre, post and followup mean scores of knowledge on self protection skills against physical abuse with respect to education of the parents"*** is rejected**.**

Comparison of pre, post and followup mean scores of females with Mild Intellectual Disability with respect to income level namely Middle income (t =1.80) is not significant at five percent level and for Low Income (t =6.49)and (t =6.79) indicated a significant difference at five percent level. Therefore the null hypothesis stated as ***"there is no significant difference between the pre and post mean scores of knowledge on self protection skills against physical abuse with respect to family income"*** is accepted and there is a significant difference between post and follow up.

It was observed that there is significant difference between the pre, post and followup mean scores of samples from the Rural & Urban Locality (t =3.06), (t=5.93) and (t =5.56), (t=4.41) at five percent level. Hence the null hypothesis stated that ***"there is no significant difference between the***

pre, post and followup mean scores of knowledge on self protection skills against physical abuse with respect to the locality" is rejected.

With regard to type of institution of the sample that there is a significant difference of five percent level between pre, post and followup mean scores of samples from Residential (t =4.95) and (t= 6.57) and Non Residential (t = 4.96) and (t=5.21). Hence the null hypothesis stated that ***"there is no significant difference between the pre, post and followup mean scores of knowledge on self protection skills against physical abuse with respect to type of institution"*** is rejected.

The result is of this study is also in line with Susan Robinson (2014) who found out that the safety awareness program against abuse is facilitated by the knowledge on safety awareness, abuse and safety knowledge, safety skills, self-efficacy, social support and safety promoting behaviors among the women with diverse disabilities.

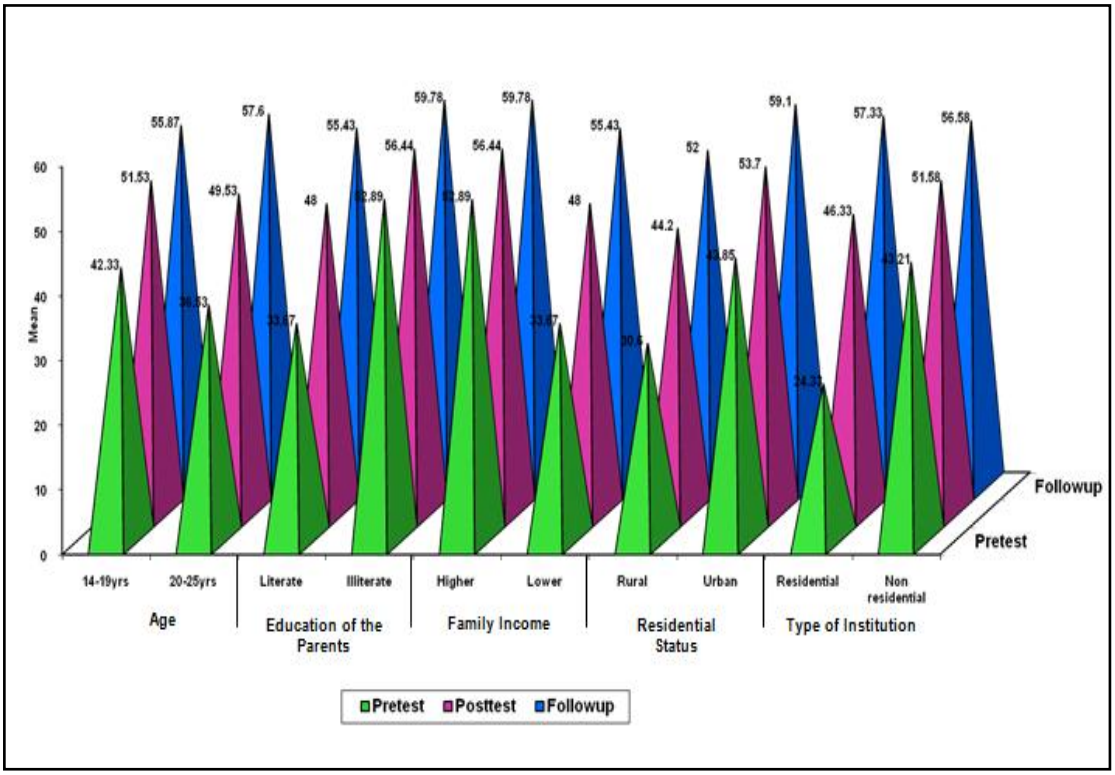


Figure 4.2: Pre, post and followup mean scores of self protection skills against physical with respect to variables

4.4 Impact of visual prompting technique on self protection skills against physical abuse with respect to domains

It presents the mean and S.D's self protection skills against physical abuse with respect to domains.

Table 4.4: Mean and S.D's of self protection skills against physical abuse with respect to domains

Behaviours	No	Df	Testing	Mean	S.D	t-value significant at 5% level
Slapping	30	29	Pretest	2.93	1.96	5.15
			Posttest	4.37	1.12	4.75
			Followup	5.50	.93	
Burning	30	29	Pretest	3.67	1.49	4.29
			Posttest	4.53	.93	3.98
			Followup	5.36	.80	
Kicking	30	29	Pretest	4.06	1.61	4.47
			Posttest	4.90	1.24	2.07
			Followup	5.50	.93	
Pulling	30	29	Pretest	4.13	1.69	2.80
			Posttest	4.80	1.08	4.42
			Followup	5.70	.95	
Biting	30	29	Pretest	4.16	1.80	3.20
			Posttest	5.13	1.22	
			Followup	5.63	.92	2.35
Punching	30	29	Pretest	3.96	1.79	4.13
			Posttest	5.10	1.21	3.17
			Followup	5.80	.88	
Beating with an object	30	29	Pretest	4.13	1.69	3.97
			Posttest	5.23	1.07	2.36
			Followup	5.60	1.03	
Pinching	30	29	Pretest	4.15	1.78	4.86
			Posttest	5.45	1.45	2.03
			Followup	5.90	.88	
Head hitting	30	29	Pretest	4.17	1.76	4.17
			Posttest	5.45	1.25	2.16
			Followup	5.83	.94	
Cutting with a sharp object	30	29	Pretest	4.03	1.93	4.42
			Posttest	5.50	1.22	1.99
			Followup	5.90	.92	

It presents that the ‘t” value is 5.15 for pre and posttest and 4.75 for posttest and followup which are significant at five percent levels. Therefore the null hypothesis stated that ***“there is no significant difference in the mean scores of self protection skills against flapping between pre, post and followup”*** is rejected. It means that there was a significant effect of visual prompting technique on self protection skills against slapping in physical abuse

It shows that the ‘t’ value is 4.29 for pre and posttest and 3.98 for posttest and followup which are significant at five percent levels. Therefore the null hypothesis stated *that “**there is no significant difference in the mean scores of self protection skills against burning between pre, post and followup”*** is rejected. It means that there was a significant effect of visual prompting technique on self protection skills against burning in physical abuse.

It portrays that the ‘t’ value is 4.47 for pre and posttest and 2.07 for posttest and followup which are significant at five percent levels. Therefore the null hypothesis stated *that “**there is no significant difference in the mean scores of self protection skills against kicking between pre, post and followup”*** is rejected. It means that there was a significant effect of visual prompting technique on self protection skills against kicking in physical abuse.

It was also evident that the ‘t’ value is 2.80 for pre and posttest and 4.42 for posttest and followup which are significant at five percent levels. Therefore the null hypothesis stated that ***“there is no significant difference in the mean scores of self protection skills against pulling between pre, post and followup”*** is rejected. It means that there was a significant effect of visual prompting technique on self protection skills against pulling in physical abuse.

Considering the ‘t’ value for pre and posttest it is 3.21 and for posttest and followup it is 2.35 which are significant at five percent levels. Therefore the null hypothesis stated that ***“there is no significant difference in the mean scores of self protection skills against biting between pre, post and followup”*** is rejected. It means that there was a significant effect of visual prompting technique on self protection skills against biting.

It was also evident that ‘t’ value for pre and posttest is 4.13 and 3.17 for posttest and followup which are significant at five percent levels. Therefore the null hypothesis stated that ***“there is no significant difference in the mean scores of self protection skills against punching between pre, post and followup”*** is rejected. It means that there was a significant effect of visual prompting technique on self protection skills against punching in physical abuse.

Comparing the ‘t’ value is 3.97 for pre and posttest and 2.36 for posttest and followup which are significant at five percent levels. Therefore the null hypothesis stated that ***“there is no significant difference in the mean scores of self protection skills against beating with an object between pre, post and followup”*** is rejected. It means that there was a significant effect of visual prompting technique on self protection skills against beating with an object in physical abuse.

The table value presents the ‘t’ value is 4.86 for pre and posttest and 2.03 for posttest and followup which are significant at five percent levels. Therefore the null hypothesis stated that ***“there is no significant difference in the mean scores of self protection skills against pinching between pre, post and followup”*** is rejected. It means that there was a significant effect of visual prompting technique on self protection skills against pinching in physical abuse.

The table value shows that the ‘t’ value is 4.17 for pre and posttest and 2.16 for posttest and followup which are significant at five percent levels.

Therefore the null hypothesis stated that ***"there is no significant difference in the mean scores of self protection skills against head hitting between pre, post and followup"*** is rejected. It means that there was a significant effect of visual prompting technique on self protection skills against head hitting in physical abuse.

The table value reveals that the 't' value is 4.42 for pre and posttest and 1.99 for posttest and followup which are significant at five percent levels. Therefore the null hypothesis stated that ***"there is no significant difference in the mean scores of self protection skills cutting with sharp objects between pre, post and followup"*** is rejected. It means that there was a significant effect of visual prompting technique on self protection skills against cutting with sharp objects in physical abuse.

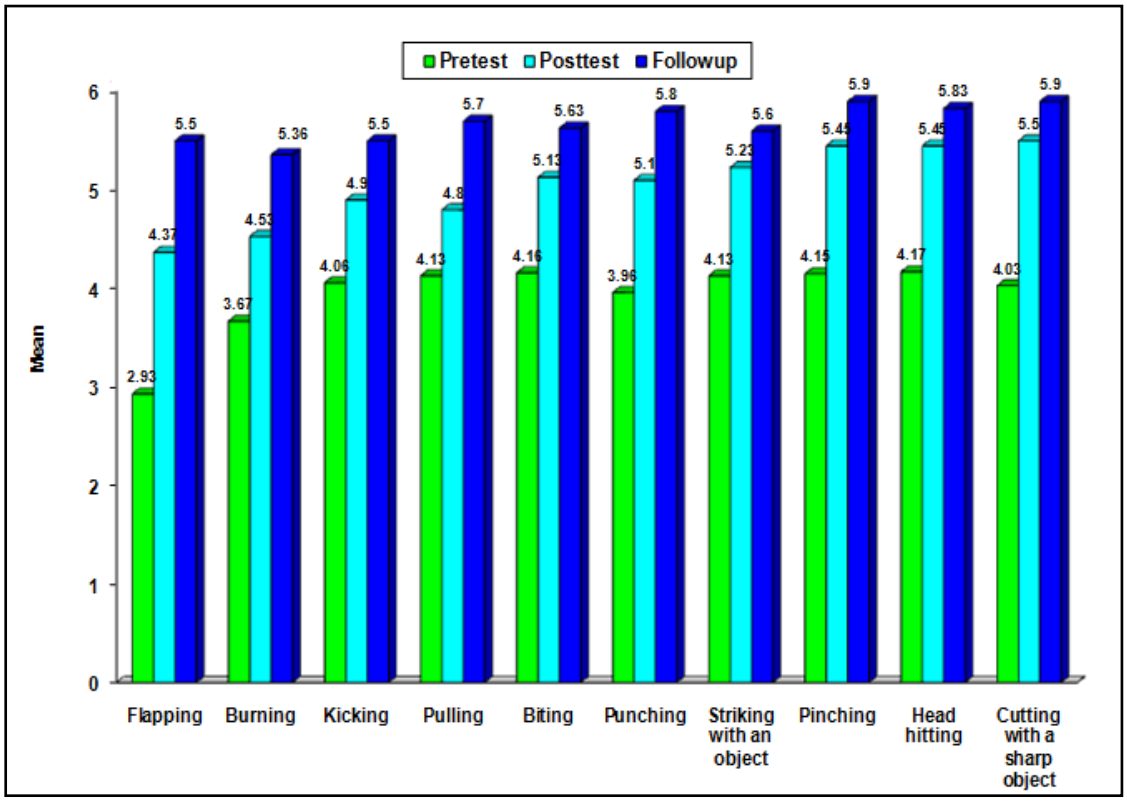


Figure 4.3: Pre post and followup mean scores of self protection skills against physical abuse with respect to domains

4.5 Impact on visual prompting technique on overall Self protection skills against physical abuse

It presents the overall mean and S.D's of pre, post and followup scores of self protection skills against physical abuse

Table 4.5: Overall mean and S.D's of self protection skills against physical abuse

Area	No	df	Testing	Mean	S.D	t-value
Self protection skills against physical abuse	30	29	Before	39.43	14.77	5.92**
			After	50.53	7.97	6.61**
			Followup	56.73	5.53	

**** Significant at 1% level**

The above table portrays that the 't-value is 5.92 and 6.61 for the self protection skills against physical abuse before, after and followup among the females with Mild Intellectual Disability. Which is significant at 0.01 levels. Therefore the null hypothesis stated as ***"there is no significant difference between the mean scores of self protection skills against physical abuse before and after introduction of intervention and followup"*** is rejected. Hence it is concluded that the visual prompting technique enhanced the self protection skills against physical abuse among the females with mild intellectual disability. This finding consonance with the findings of Khemka et al (2005) that through the abuse prevention programme the women with Intellectual Disabilities were able to learn useful abuse prevention skills, including decision making, which could be applied in situations of intimate partners' physical abuse.

4.6 Percentage scores on knowledge of self protection skills against physical abuse before and after intervention and followup

This section presents the rating of scores namely never defended, very rarely defended, rarely defended, occasionally defended, frequently defended, very frequently defended and successfully defended for self protection skills against physical abuse before and after intervention and followup.

A seven point rating scale was used. When the sample "successfully defended (**SD**)" the score of seven points was given (i.e. attack the abuser along with any of the self protection skills such as facial expression, tell 'no', scream, run out, and report). If the sample very frequently defended (**VFD**) from the abuser (i.e. by reporting along with any of the other skills such as facial expression, tell 'no', run out, scream) the score of six point was given. When the sample frequently defended (**FD**) from the abuser (i.e. by run out from the situation by using any of the other skills such as facial expression tell 'no', and scream) the score of five points was given. If the sample occasionally defended (**OD**) from the abuser (i.e. by scream along with other skills such as facial expression, tell 'no') the score of four points was given. If the sample rarely defended (**RD**) from the abuser (i.e. by saying tell 'no' along with facial expression) the score of three points was given. When the sample very rarely defended (**VRD**) from the abuser (i.e. only by showing facial expression) the score of two points was allotted. If the sample never defended (**ND**) from the abuser, the least score of 1 point was given.

Table 4.6: Percentage scores of self protection skills against physical abuse before and after intervention and after followup

Behaviour		Skills Before Intervention								Skills After Intervention								Skills After Follow up							
		ND	VRD	RD	OD	FD	VFD	SD	Total	ND	VRD	RD	OD	FD	VFD	SD	Total	ND	VRD	RD	OD	FD	VFD	SD	Total
Flapping	N	13	1	2	8	2	3	1	30	0	0	6	14	5	3	2	30	0	0	0	4	12	9	5	30
	%	43.3	3.3	6.7	26.7	6.7	10	3.3	100	0	0	20	46.6	16.7	10	6.7	100	0	0	0	13.3	40	30	16.7	100
Burning	N	3	3	8	7	5	4	0	30	0	0	3	14	7	6	0	30	0	0	0	4	13	11	2	30
	%	10	10	26.7	23.3	16.7	13.3	0	100	0	0	10	46.7	23.3	20	0	100	0	0	0	13.3	43.3	36.7	6.7	100
Kicking	N	3	1	6	9	5	4	2	30	0	0	4	10	6	6	4	30	0	0	0	5	9	12	4	30
	%	10	3.3	20	30	16.7	13.3	16.7	100	0	0	13.3	33.3	20	20	13.3	100	0	0	0	16.7	30	40	13.3	100
Pulling	N	3	0	8	9	2	5	3	30	0	0	2	11	10	4	3	30	0	0	0	3	10	10	7	30
	%	10	0	26.7	30	6.6	16.7	10	100	0	0	6.7	36.7	33.3	13.3	10	100	0	0	0	10	33.3	33.3	23.3	100
Biting	N	4	0	5	10	5	1	5	30	0	0	2	8	10	4	6	30	0	0	0	3	11	10	6	30
	%	13.3	0	16.7	33.3	16.7	3.3	16.7	100	0	0	6.7	26.7	33.3	13.3	20	100	0	0	0	10	36.7	33.3	20	100
Punching	N	4	0	8	10	1	3	4	30	0	0	2	9	8	6	5	30	0	0	0	2	9	12	7	30
	%	13.3	0	26.6	33.3	3.3	10	13.3	100	0	0	6.7	30	26.7	20	16.6	100	0	0	0	6.7	30	40	23.3	100
Beating with an Object	N	4	0	4	11	5	3	3	30	0	0	1	7	10	8	4	30	0	0	0	4	12	6	8	30
	%	13.3	0	13.3	36.7	16.7	10	10	100	0	0	3.3	23.3	33.3	26.7	13.3	100	0	0	0	13.3	40	20	26.7	100
Pinching	N	4	0	5	10	4	3	4	30	0	0	2	9	4	3	12	30	0	0	0	2	7	13	8	30
	%	13.3	0	16.7	33.3	13.3	10	13.3	100	0	0	6.7	30	13.3	10	40	100	0	0	0	6.7	23.3	43.3	26.7	100
Head Hitting	N	4	0	4	13.	0	6	3	30	0	0	2	5	8	7	8	30	0	0	0	1	3	6	10	30
	%	13.3	0	13.3	43.3	0	20	10	100	0	0	6.7	16.6	26.7	23.3	26.7	100	0	0	0	3.3	43.3	20	33.3	100
Cutting	N	4	1	4	11	0	5	4	30	0	0	1	7	6	8	8	30	0	0	0	2	8	11	9	30
	%	13.3	3.3	13.3	36.6	0	16.6	13.3	100	0	0	3.3	23.3	20	26.7	26.7	100	0	0	0	6.7	26.7	36.6	30	100

ND-Never Defended, VRD-Very Rarely Defended, RD-Rarely Defended, OD-Occassionally Defended, FD-Frequently Defended, VFD-Very Frequently Defended, SD-Successfully Defended

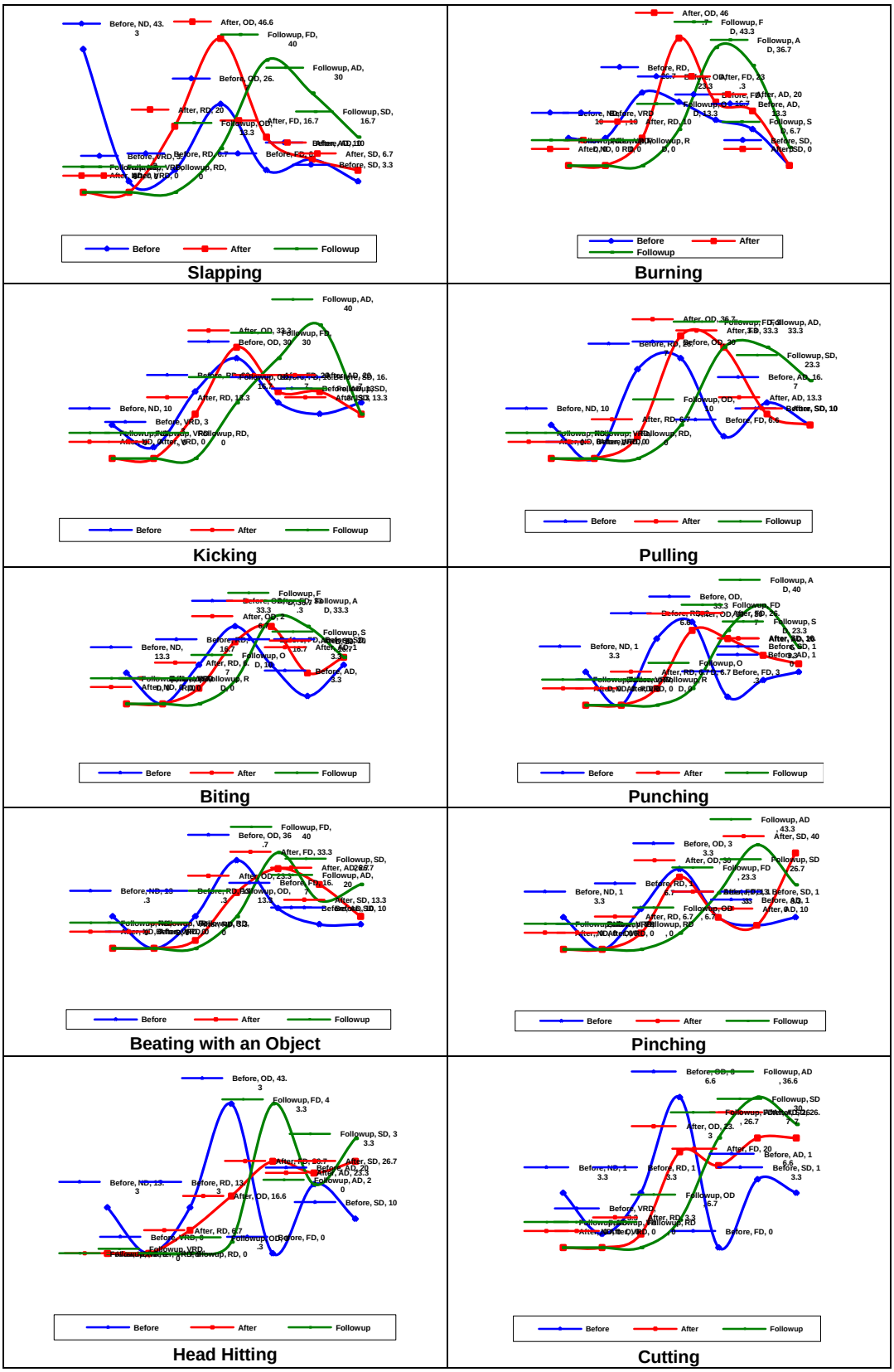


Figure 4.4: Self protection skills against Physical Abuse before and after Intervention and followup

Forty three percent were always never defended (passive) for slapping in the pretest when compared to other behaviors, whereas it was reduced considerably to 0 percent in the posttest and in the followup. Only 10 percent were very rarely defended (showed Facial Expression) for Burning in the pretest as against 0 percent in the posttest and in followup.

When compared to other abuse such as cutting with sharp object and beating with an object 36 percent were rarely defended (say tell 'no' and facial expression) from. But it was increased to 46.6 percent and 46.7 percent for other abuses such as slapping and burning in posttest and in followup it was moved to higher order. Twenty six percent were able to occasionally defended (scream along with facial expression and tell 'no') for the physical abuse such as Burning, Pulling and Pinching in the pretest against 20 percent in the posttest. Noticeably rarely defended (Tell 'no') got reduced while the higher order skills (Screaming, Reporting, Run Out and Defense) were increased.

With regard to the next score of frequently defended (Run Out along with facial expression, tell 'no' and scream) from physical abuse situation only 16 percent were able to use this skill against burning in pretest as against 33 percent in posttest against Pulling, Biting, and Beating with an object and in followup, it was increased to 43 percent. As for as in the skill of very frequently defended (Reporting along with facial expression , scream and run out) it was only 20 percent in pretest as against 26 percent in the posttest and it has increased up to 43 percent in the followup for behaviors such as pinching. With regard to the highest scoring of successfully defended (attack along with other skills) only 16 percent were used in the pretest against 40 percent in the posttest and 33 percent in the followup. Hence the overall intervention has altogether improved the self protection skills among females with mild intellectual disability. The result of the study is also in line with Marsha Saxton et al (2001) who investigated and resulted that with experience support and appropriate resources, women with disabilities can effectively manage the challenge of handling the abuse.

4.7 Impact of visual prompting technique on self protection skills against sexual abuse with respect to variables

Table 4.7: Mean and S.D's of self protection skills against sexual abuse with respect to variables

Variables	Levels	Testing	N	Df	Mean	SD	t- value significant at 5% level
Age	14-19yrs	Pretest	15	14	32.47	11.92	6.70*
		Posttest			46.73	6.82	4.46*
		Followup			52.73	4.79	
	20-25yrs	Pretest	15	14	30.40	9.07	9.90*
		Posttest			46.47	7.94	6.23*
		Followup			55.47	6.33	
Education of the parents	Literate	Pretest	20	19	31.65		10.07*
		Posttest			47.75	6.59	5.44*
		Followup			55.35	5.12	
	Illiterate	Pretest	10	9	31.00	11.68	5.62*
		Posttest			44.30	8.35	5.81*
		Followup			51.60	6.20	
Family income	Lower	Pretest	9	8	28.52	10.08	10.11*
		Posttest			44.33	6.84	7.64*
		Followup			52.29	4.84	
	Middle	Pretest	21	20	38.22	8.27	5.32*
		Posttest			51.89	5.46	2.68*
		Followup			58.33	5.48	
Locality	Rural	Pretest	10	9	28.80	12.59	6.11*
		Posttest			45.50	8.50	4.43*
		Followup			52.30	6.22	
	Urban	Pretest	20	19	32.75	9.30	9.79*
		Posttest			47.15	6.75	5.92*
		Followup			55.00	5.34	
Type of institution	Residential	Pretest	6	5	23.50	4.85	15.63*
		Posttest			39.00	3.74	7.23*
		Followup			49.67	5.79	
	Non residential	Pretest	24	23	33.42	10.60	9.15*
		Posttest			48.50	6.69	5.92*
		Followup			55.21	5.21	

*** Significant at 5% level**

The above table portrays the t-value of the samples at the two age group namely 14-19years (t =6.70) for pre and posttest, and for posttest and followup it is 4.46. Similarly for 20-25 years (t =9.90) for pre and posttest and for posttest and followup it is 6.23. This indicates a significant difference between the pre, post and followup mean scores at 5% level for the self protection skills against physical abuse. Hence the null hypothesis stated as ***"there is no significant difference between the pre, post and followup mean scores of knowledge on self protection skills against sexual abuse with respect to age"*** is rejected indicating that the scores of the sample from the different age group differed significantly.

It reflects that there was a significant difference at 0.05 level between the pre and posttest and posttest and followup mean scores of illiterate (t =5.62) (t =5.81). In the same way for literate the t values such as 10.07 and 5.44 which is significant at five percent level. Hence the null hypothesis stated that ***"there is no significant difference between the pre, post and followup mean scores of knowledge on self protection skills against physical abuse with respect to education of the parents"*** is rejected**.**

Comparison of pre, post and followup mean scores of females with Mild Intellectual Disability with respect to income level namely Middle income (t =5.32) and (t = 2.68), for middle income. Similarly for low income (t =10.11) and (t =7.64) indicated a significant difference at five percent level. Therefore the null hypothesis stated as ***"there is no significant difference between the pre and post and followup mean scores of knowledge on self protection skills against sexual abuse with respect to family income"*** is rejected.

It was observed that there a significant difference between the pre, post and followup mean scores of samples from the Rural (t =6.11), (t=4.43) and the Urban (t =9.79), (t=5.92) at five percent level. Hence the null hypothesis stated that ***"there is no significant difference between the***

pre, post and followup mean scores of knowledge on self protection skills against sexual abuse with respect to the locality" is rejected.

With regard to locality of the sample that there is a significant difference of five percent level between pre, post and followup mean scores of samples from residential (t =15.63) and (t= 7.23) and non residential (t = 9.15) and (t=5.92). Hence the null hypothesis stated that ***"there is no significant difference between the pre, post and followup mean scores of knowledge on self protection skills against sexual abuse with respect to type of Institution"*** is rejected.

The result is supported by Haseltine B et al (1990) whose curriculum for teaching self protection skills to persons with mental retardation was effective, and the samples learned the skills of discrimination and safety response to abduction and sexual abuse situations. The result confirms with the finding of Cheryl Poche (1998) that the self protection skills taught through television technique was effective among the children.

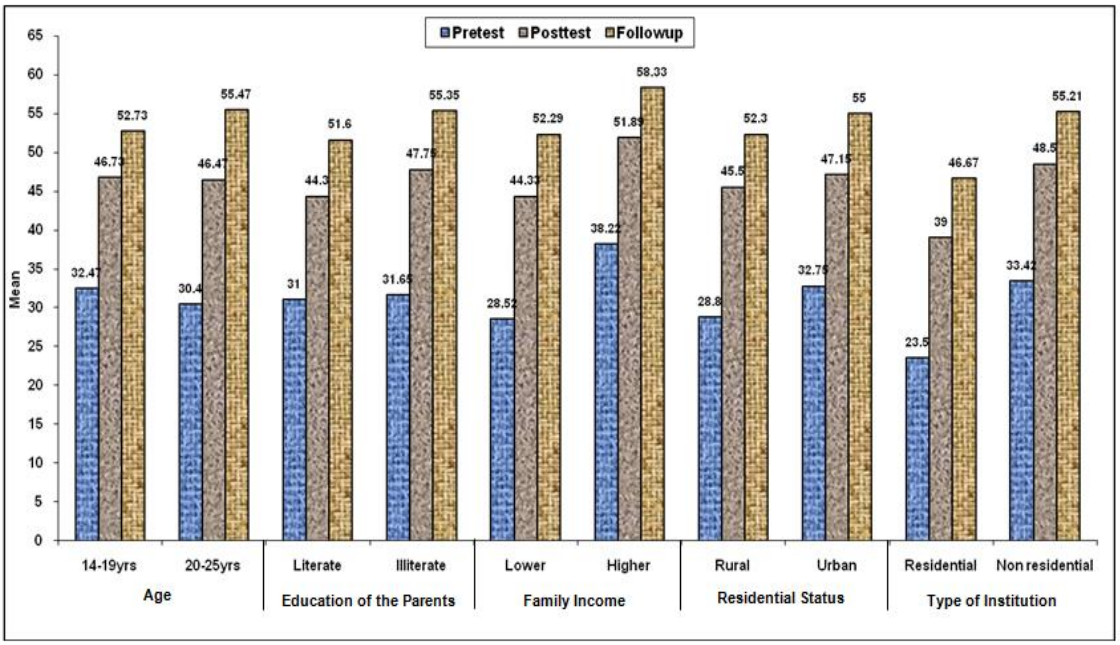


Figure 4.5: Pre, post and followup mean scores of self protection skills against sexual abuse with respect to variables

4.8 Impact of visual prompting technique on self protection skills against sexual abuse with respect to domains

Table 4.8: Mean and S.D's of self protection skills against sexual abuse with respect to domains

Behaviours	No	Df	Testing	Mean	S.D	t-value significant at 5% level
Hugging	30	29	Pretest	1.90	1.47	8.65
			Posttest	3.53	.89	7.41
			Followup	4.73	.09	
Kissing	30	29	Pretest	2.43	1.55	6.29
			Posttest	3.80	.99	6.13
			Followup	4.70	.83	
Sexy talk	30	29	Pretest	3.10	1.81	6.26
			Posttest	4.27	1.20	2.59
			Followup	4.83	.94	
Fondling	30	29	Pretest	3.13	1.5	5.40
			Posttest	4.43	1.04	3.43
			Followup	5.20	.84	
Threatening	30	29	Pretest	3.45	1.45	4.95
			Posttest	4.60	.80	3.51
			Followup	5.33	.95	
Molestation	30	29	Pretest	3.40	1.19	5.64
			Posttest	4.67	1.18	3.43
			Followup	5.53	1.0	
Make to do unwanted activities	30	29	Pretest	3.53	1.22	4.91
			Posttest	4.80	1.37	4.34
			Followup	5.80	1.12	
Exhibitionism	30	29	Pretest	3.47	1.45	6.33
			Posttest	5.33	.99	2.64
			Followup	5.87	.73	
Pornography	30	29	Pretest	3.20	1.67	6.97
			Posttest	5.33	1.12	1.55
			Followup	5.63	.92	
Touching the private parts	30	29	Pretest	3.80	2.14	5.28
			Posttest	5.83	1.26	4.08
			Followup	6.46	.97	

It presents that the ‘t” value is 8.65 for pre and posttest and 7.41 for posttest and followup which are significant at five percent levels. Therefore the null hypothesis stated that ***“there is no significant difference between the mean scores of self protection skills against hugging in pre, post and followup”*** is rejected. It means that there was a significant effect of visual prompting technique on self protection skills against hugging.

It shows that the ‘t’ value is 6.29 for pre and posttest and 6.13 for posttest and followup which are significant at five percent levels. Therefore the null hypothesis stated *that* ***“there is no significant difference between the mean scores of self protection skills against kissing in pre, post and followup”*** is rejected. It means that there was a significant effect of visual prompting technique on self protection skills against kissing.

It portrays that the ‘t’ value is 6.26 for pre and posttest and 2.59 for posttest and followup which are significant at five percent levels. Therefore the null hypothesis stated that ***“there is no significant difference between the mean scores of self protection skills against sexy talk in pre, post and followup”*** is rejected. It means that there was a significant effect of visual prompting technique on self protection skills against sexy talk.

It was also evident that the ‘t’ value is 5.4 for pre and posttest and 3.43 for posttest and followup which are significant at five percent levels. Therefore the null hypothesis stated that ***“there is no significant difference between the mean scores of self protection skills against fondling in pre, post and followup”*** is rejected. It means that there was a significant effect of visual prompting technique on self protection skills against fondling.

Considering the ‘t’ value for pre and posttest is 4.95 and for posttest and followup is 3.51which are significant at five percent levels. Therefore the null hypothesis stated that ***“there is no significant difference between the mean scores of self protection skills against threatening in pre,***

post and followup" is rejected. It means that there was a significant effect of visual prompting technique on self protection skills against threatening.

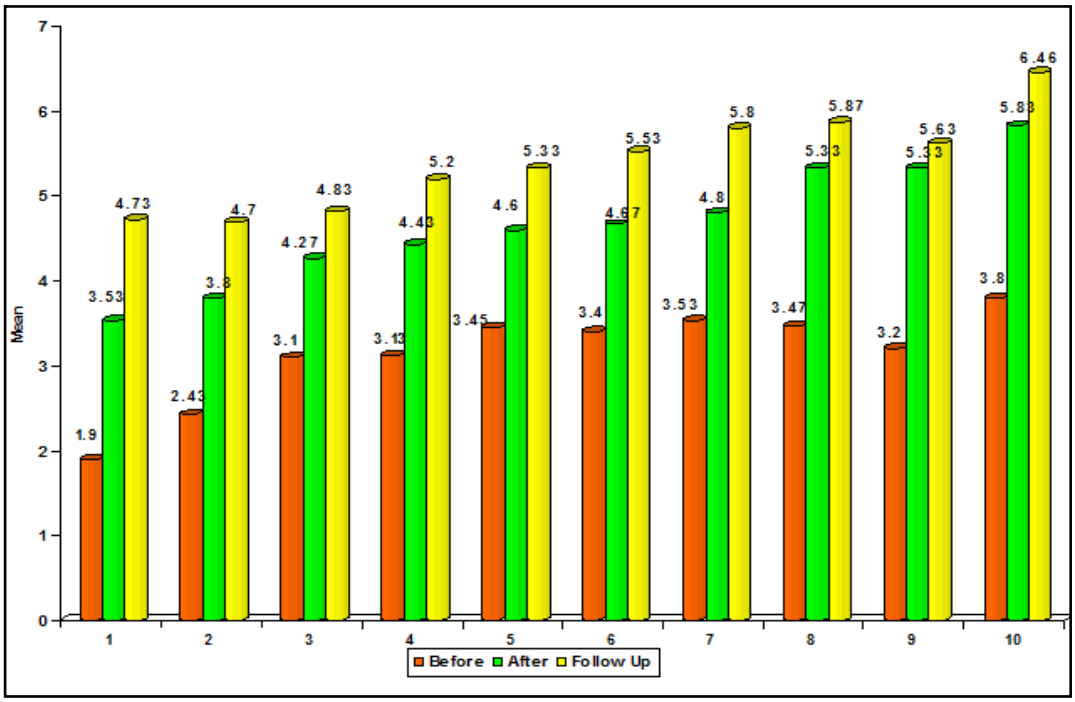
It was also evident that 't' value for pre and posttest is 5.64 and 3.43 for posttest and followup which are significant at five percent levels. Therefore the null hypothesis stated that ***"there is no significant difference between the mean scores of self protection skills against molestation in pre, post and followup"*** is rejected. It means that there was a significant effect of visual prompting technique on self protection skills against molestation.

Comparing the 't' value 4.91 for pre and posttest and 4.34 for posttest and followup which are significant at five percent levels. Therefore the null hypothesis stated that ***"there is no significant difference between the mean scores of self protection skills against involving in sexual activities in pre, post and followup"*** is rejected. It means that there was a significant effect of visual prompting technique on self protection skills against involving sexual activities.

The table value presents the 't' value is 6.33 for pre and posttest and 2.64 for posttest and followup which are significant at five percent levels. Therefore the null hypothesis stated that ***"there is no significant difference between the mean scores of self protection skills against exhibitionism in pre, post and followup"*** is rejected. It means that there was a significant effect of visual prompting technique on self protection skills against exhibitionism. .

The table value shows that the 't' value is 6.97 for pre and posttest and 1.55 for posttest and followup which are significant at five percent levels. Therefore the null hypothesis stated that ***"there is no significant difference between the mean scores of self protection skills against pornography in pre, post and followup"*** is rejected. It means that there was a significant effect of visual prompting technique on self protection skills against pornography.

The table value reveals that the 't' value is 5.28 for pre and posttest and 4.08 for posttest and followup which are significant at five percent levels. Therefore the null hypothesis stated that ***"there is no significant difference between the mean scores of self protection skills against touching the private parts in pre, post and followup"*** is rejected. It means that there was a significant effect of visual prompting technique on self protection skills against touching the private parts.



Self protection skills against sexual abuse with respect to domains

1. Hugging
2. Kissing
3. Sexy talk
4. Fondling
5. Threatening
6. Molestation
7. Involves in sexual activity
8. Exhibitionism
9. Pornography
10. Touching the private parts

Figure 4.6: Pre post and followup mean scores of self protection skills against sexual abuse with respect to domains

4.9 Impact of visual prompting technique overall self protection skills against sexual abuse

It presents the overall mean and S.D's of pre post and followup scores of self protection skills against sexual abuse.

Table 4.9: Overall mean and S.D's of self protection skills against sexual abuse

Area	No	Df	Testing	Mean	S.D	t-value
Self protection skills against sexual abuse	30	29	Before	31.43	10.47	11.44**
			After	46.60	7.27	7.43**
			Followup	54.10	5.69	

****Significant at 1% level**

The above table portrays that the 't-value is 11.44 and 7.43 for the self protection skills against sexual abuse among the females with mild intellectual disability. This is significant at one percent level. The table indicates that before, after and followup mean scores of self protection skills against physical abuse among females with Mild Intellectual Disability differed significantly. Therefore the null hypothesis stated ***as "there is no significant difference between the mean score of self protection skills against physical abuse before and after introduction of visual prompting techniques and followup"*** is rejected. Hence it is concluded that the visual prompting technique enhanced the self protection skills against sexual abuse among the females with Mild Intellectual Disability.

The result was supported by Mazzucchelli (2001) that self protection curricula for individuals with developmental disabilities may be presented through the use of multisensory stimuli, (i.e) through pictures, manipulative or videos as well as simplifying language and providing positive reinforcement to encourage skill retention.

4.10 Percentage scores of knowledge on self protection skills against sexual abuse before and after intervention and followup

This section presents the rating of scores namely never defended, very rarely defended, rarely defended, occasionally defended, frequently defended, very frequently defended and successfully defended for self protection skills against physical abuse before and after intervention and followup.

Self protection skills against sexual abuse before and after Intervention and followup

A seven point rating scale was used. When the sample "successfully defended (**SD**)" the score of seven points was given (i.e. attack the abuser along with any of the self protection skills such as facial expression, tell 'no', scream, run out, and report). If the sample very frequently defended (**VFD**) from the abuser (i.e. by reporting along with any of the other skills such as facial expression, tell 'no', run out, scream) the score of six point was given. When the sample frequently defended (**FD**) from the abuser (i.e. by run out from the situation by using any of the other skills such as facial expression tell 'no', and scream) the score of five points was given. If the sample occasionally defended (**OD**) from the abuser (i.e. by scream along with other skills such as facial expression, tell 'no') the score of four points was given. If the sample rarely defended (**RD**) from the abuser (i.e. by saying tell 'no' along with facial expression) the score of three points was given. When the sample very rarely defended (**VRD**) from the abuser (i.e. only by showing facial expression) the score of two points was allotted. If the sample never defended (**ND**) from the abuser, the least score of 1 point was given.

Table 4.10: Percentage scores of self protection skills against Sexual Abuse before and after Intervention and followup

Behaviour		Skills before Intervention								Skills After Intervention								Skills After Follow up							
		ND	VRD	RD	OD	FD	VFD	SD	Total	ND	VRD	RD	OD	FD	VFD	SD	Total	ND	VRD	RD	OD	FD	VFD	SD	Total
Hugging	No	20	1	5	1	2	1	0	30	0	0	20	6	2	2	0	30	0	0	0	15	10	3	2	30
	%	66.7	3.3	16.7	3.3	6.7	3.3	0	100	0	0	66.7	20	6.7	6.6	0	100	0	0	0	50	33.3	10	6.7	100
Kissing	No	13	2	9	3	1	2	0	30	0	0	14	11	3	1	1	30	0	0	0	14	13	1	2	30
	%	43.3	6.66	30	10	3.3	6.66	0	100	0	0	46.66	36.66	10	3.3	3.3	100	0	0	0	46.66	43.3	3.3	6.66	100
Sexy Talk	No	7	3	13	1	1	3	2	30	0	0	9	11	5	3	2	30	0	0	2	9	12	6	1	30
	%	23.3	10	43.33	3.3	3.3	10	6.66	100	0	0	30	36.66	16.66	10	6.66	100	0	0	6.66	30	40	20	3.3	100
Fondling	No	7	0	13	4	4	2	0	30	0	0	6	10	10	3	1	30	0	0	0	6	14	8	2	30
	%	23.3	0	43.33	13.3	13.3	6.66	0	100	0	0	20	33.33	33.33	10	3.3	100	0	0	0	20	46.66	26.66	6.66	100
Threatening	No	4	2	10	7	4	3	0	30	0	0	2	13	10	5	0	30	0	0	1	4	12	10	3	30
	%	13.3	6.6	33.33	23.3	13.3	10	0	100	0	0	6.66	43.3	33.33	16.66	0	100	0	0	3.3	13.3	40	33.33	10	100
Molestation	No	3	1	13	8	4	6	0	30	0	0	5	9	10	3	3	30	0	0	1	3	10	11	5	30
	%	10	3.3	43.3	26.66	13.3	20	0	100	0	0	16.66	30	33.33	10	10	100	0	0	3.3	10	33.33	36.66	16.66	100
Involves in sexual activities	No	2	0	16	7	3	1	1	30	0	0	7	6	7	6	4	30	0	0	0	5	7	7	11	30
	%	6.66	0	53.3	23.3	10	3.3	3.3	100	0	0	23.3	20	23.3	20	13.3	100	0	0	0	16.66	23.3	23.3	36.6	100
Exhibitionism	No	3	3	11	7	3	2	1	30	0	1	1	2	9	17	0	30	0	0	0	1	7	17	5	30
	%	10	10	36.66	23.3	10	6.6	3.3	100	0	3.3	3.3	6.66	30	56.66	0	100	0	0	0	3.3	23.3	56.66	16.66	100
Pornography	No	6	3	11	4	2	3	1	30	0	1	3	0	7	19	0	30	0	0	0	5	5	16	4	30
	%	20	10	36.66	13.3	6.66	10	3.3	100	0	3.3	10	0	23.3	63.33	0	100	0	0	0	16.66	16.66	53.33	13.3	100
Touching the Private Parts	No	7	0	9	4	1	4	5	30	0	0	2	2	8	5	13	30	0	0	0	3	1	5	21	30
	%	23.3	0	30	13.3	3.3	13.3	16.66	100	0	0	6.66	6.66	26.66	16.66	43.33	100	0	0	0	10	3.3	16.17	70	100

ND-Never Defended, VRD-Very Rarely Defended, RD-Rarely Defended, OD-Occassionally Defended, FD-Frequently Defended, VFD-Very Frequently Defended, SD-Successfully Defended

Sixty six percent were never defended (passive) for Hugging in the pretest when compared to the other behaviors whereas considerably it was reduced to 0% in the posttest and in the followup. Only 10% were very rarely defended (Facial Expression) for sexy talk in the pretest as against 0% in the posttest and in followup.

Fifty three percent were able to rarely defend (say 'Tell 'no'") for doing unwanted sexual activities and 43% for sexy talk fondling and molestation in the pretest. Noticeably 20% in the posttest as against 6% in the followup. 'Tell 'no'" got reduced while the higher order of self protection skills such as Screaming, Reporting, Run Out and Defense increased.

For the next scoring of occasionally defended (Skill of Scream) 26% were used against molestation whereas it was increased to 43% and 50% in posttest and in followup. With regard to the next scoring of frequently defended ("Run Out") from sexual abuse situation only 13% were able to do so in the pretest as against 33% in posttest against fondling, threatening and molestation and in the followup it was increased to 46%.against fondling, 43% against kissing and 40% against sexy talk.

Only 20% were able to very frequently defend (report) from molestation in pretest as against 20% in the posttest and it has increased up to 46%, 43% and 40% for the behaviours such as fondling , sexy talk and molestation in the followup.

Six percent of the mildly intellectually disabled were able to defend themselves from sexy talk in the pretest whereas it had increased to 33% in the posttest and 36% in the followup. Hence the overall intervention had improved the self protection skills among females with Mild Intellectual Disability.

The result of the study reflects the view of Lee YK, Tang CS (1998) that the modified behavior skill training improved the prevention of sexual abuse among females Chinese adolescents with Mental Retardation.

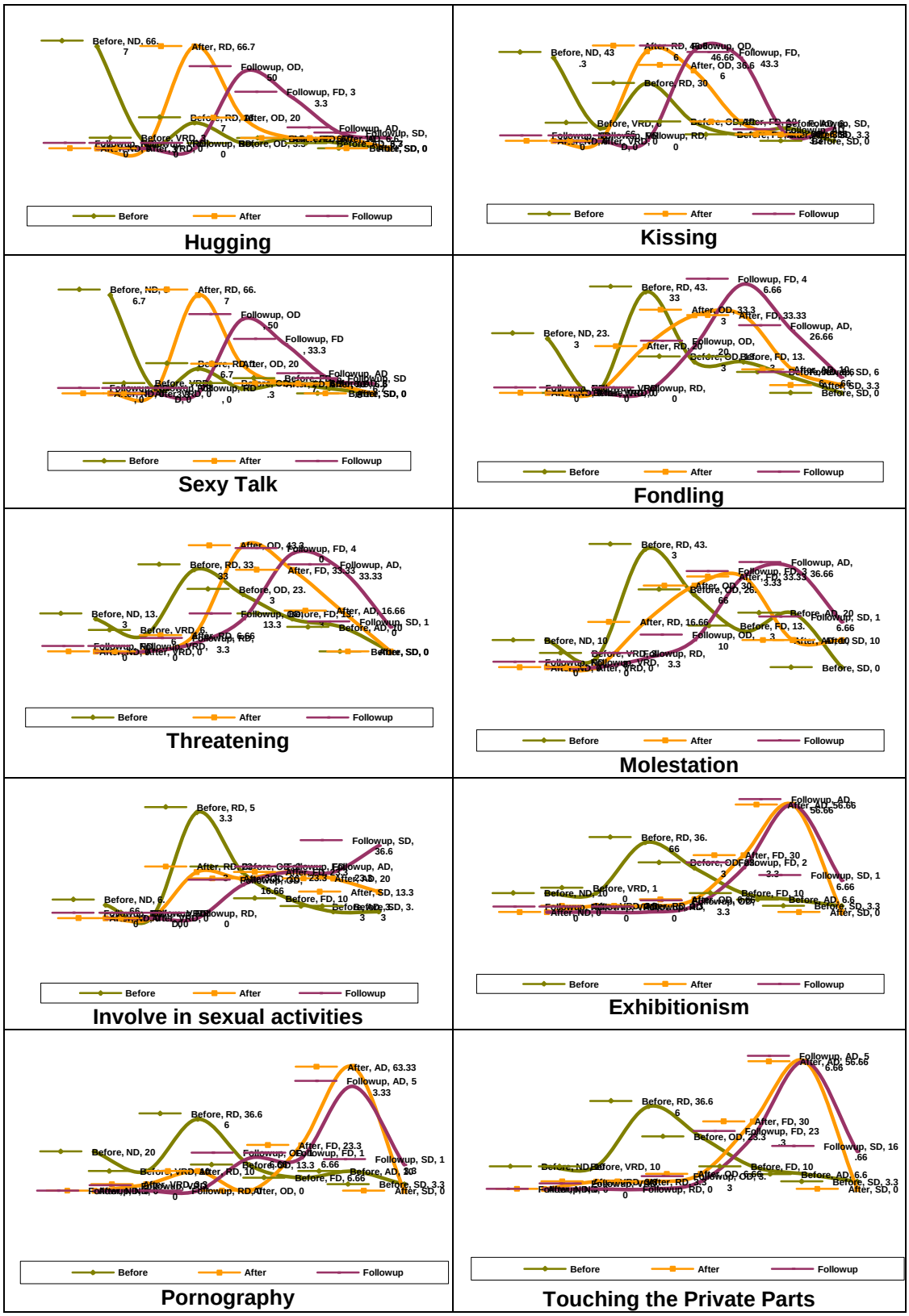


Figure 4.7: Self protection skills against Sexual Abuse before and after Intervention and in followup

4.11 Interaction analysis of visual prompting technique on self protection skills against physical abuse and the post hoc analysis

Interaction analysis

Mean and SD's of pre, post and followup for self protection skills regarding physical abuse for different age groups of mild intellectually disabled females.

Table 4.11: Mean and SD's of self protection skills against physical abuse with respect to age

Age group	Self protection skills					
	Pre		Post		Followup	
	Mean	S.D	Mean	S.D	Mean	S.D
14-19 yrs (15)	42.33	14.32	51.53	7.91	55.87	5.38
20-25 yrs (15)	36.53	15.12	49.53	8.18	57.60	5.72

Repeated measures ANOVA for physical abuse with respect to age

Source	Sum of Squares	df	Mean Square	F
Between Age groups	92.011	1	92.011	0.42
Error	6095.422	28	217.694	
Between Periods	4609.400	2	2304.700	48.69**
Interaction-Periods vs Age	212.822	2	106.411	2.25
Error(Periods)	2650.444	56	47.329	

**Significant at 1% level

Bonferronni post hoc comparison of age with respect to periods

Within subjects factor comparing Levels		Mean difference between levels	Standard error of difference	Sig at 5% level
Pre	Post	11.100	1.906	5.82
Pre	Followup	17.300	2.313	7.49
Post	Followup	6.200	0.902	6.87

From the above table, it is evident that the F value is 0.42 which is not significant. It indicates that the mean scores of self protection skills against physical abuse do not differ significantly with respect to age groups. Therefore the null hypothesis stated that ***"there is no significant difference between the age group in the acquisition of self protection skills against physical abuse"*** is not rejected.

With regard to the periods in the acquisition of knowledge on self protection skills with respect to physical abuse is significant at 0.01 levels. Hence the null hypothesis stated that "***there is no significant difference between the periods in the acquisition of self protection Skills against physical abuse with respect to age group"*** is rejected.

While considering the interaction between the age groups and periods are 2.25 which is not significant. It indicates that there was no significant influence of resultant interaction between age groups and periods with respect to self protection skills against physical abuse. So in this context the null hypothesis stated that "***there is no significant influence of age on periods among the females with mild intellectual disability with respect to physical abuse"*** is not rejected. Hence it was concluded as self protection skills against physical abuse were found to be independent of interaction between the age and the periods.

The post hoc comparison of the results shows that the mean scores of pre & post, post & followup and followup & pretest results were significant at 0.05 levels after adjusting the effect of age in acquisition of self protection skills against physical abuse.

Table 4.12: Mean and SD's of self protection skills against physical abuse with respect to education of parents

Education of the parents	Self protection skills					
	Pre		Post		Followup	
	Mean	S.D	Mean	S.D	Mean	S.D
Literate (20)	42.25	14.40	52.00	7.73	57.55	5.65
Illiterate (10)	33.80	14.56	47.60	8.02	55.10	5.15

Repeated measures ANOVA for physical abuse with respect to education of parents

Source	Sum of Squares	df	Mean Square	F
Between Education	520.200	1	520.200	2.57
Error	5667.233	28	202.401	
Between Periods	4587.700	2	2293.850	46.91**
Interaction- Periods * Education	124.900	2	62.450	1.28
Error(Periods)	2738.367	56	48.899	

**Significant at 1% level

Bonferronni post hoc comparison of Education of the parents with respect to periods

Within Subjects Factor		Mean Difference Between Levels	Standard Error of Difference	Sig at 5% level
Comparing Levels				
Pre	Post	11.100	1.905	5.83
Pre	Followup	17.300	2.362	7.33
Post	Followup	6.200	0.954	6.49

From the above table, it is evident that the F value is 2.57 which is not significant. It indicates that the mean scores of self protection skills against physical abuse do not differ significantly with respect to education of the parents. Therefore the null hypothesis stated that ***"there is no significant***

difference between the education of the parents in the acquisition of self protection skills against physical abuse" is not rejected.

With regard to the periods in the acquisition of knowledge on self protection skills with respect to physical abuse is significant at 0.01 levels. Hence the null hypothesis stated that "***there is no significant difference between the periods in the acquisition of self protection skills against physical abuse with respect to the education of the parents"*** is rejected.

While considering the interaction between the education of the parents and periods is 1.28 which is not significant. It indicates that there was no significant influence of resultant interaction between education of the parents and periods with respect to self protection skills against physical abuse. So in this context the null hypothesis stated that "***there is no significant influence of education of parents on periods among the females with mild intellectual disability with respect to physical abuse"*** is not rejected. Hence it was concluded as self protection skills against physical abuse were found to be independent of interaction between the age and the periods.

The post hoc comparison of the results shows that the mean scores of pre & post, post & followup and followup & pretest results were significant at 0.05 levels after adjusting the effect of education of the parents in acquisition of self protection skills against physical abuse.

Table 4.13: Mean and SD's of self protection skills against physical abuse with respect to family income

Family income	Self protection skills					
	Pre		Post		Followup	
	Mean	S.D	Mean	S.D	Mean	S.D
Lower (21)	33.67	13.50	48.00	7.56	55.43	5.54
Middle (9)	52.89	6.64	56.44	5.59	59.78	4.38

Repeated measures ANOVA for physical abuse with respect to family income

Source	Sum of squares	df	Mean square	F
Between family income	2152.534	1	2152.534	14.93**
Error	4034.899	28	144.104	
Between Periods	2639.068	2	1319.534	34.863**
Interaction- periods * family income	743.690	2	371.845	9.82**
Error(periods)	2119.577	56	37.850	

**Significant at 1% level

Bonferronni post hoc comparison of family Income with respect to periods

Within subjects factor		Mean difference between levels	Standard error of difference	Sig at 5% level
Comparing levels				
Pre	Post	11.100	1.692	6.56
Pre	Followup	17.300	2.039	8.48
Post	Followup	6.200	0.901	6.88

From the above table, it is clear that the F value is 14.93 which are significant at 0.01 levels. Therefore the null hypothesis stated that ***"there is no significant difference between family income in the acquisition of self protection skills against physical abuse"*** is rejected. It may be

therefore concluded that females belonged to different family incomes have significant difference in acquisition of self protection skills against physical abuse.

With regard to the periods in the acquisition of knowledge on self protection skills with respect to physical abuse is significant at 0.01 levels. Hence the null hypothesis stated that "***there is no significant difference between the periods in the acquisition of self protection skills against physical abuse with respect to the income of the family"*** is rejected.

While considering the interaction between the family income and periods is 9.82 which is significant at 0.01 levels. It indicates that income of the family has influence of interaction on periods with respect to self protection skills against physical abuse. So in this context the null hypothesis stated that "***there is no significant influence of income of family on periods among the females with mild intellectual disability with respect to physical abuse"*** is rejected. Hence it was concluded as self protection skills against physical abuse were found to be dependent of interaction between the income of the family and the periods.

The post hoc comparison of the results shows that the mean scores of pre & post, post & followup and followup & pretest results were significant at 0.05 levels after adjusting the effect of family income in acquisition of self protection skills against physical abuse.

Table 4.14: Mean and SD's of self protection skills against physical abuse with respect to locality

Locality	Self protection skills					
	Pre		Post		Followup	
	Mean	S.D	Mean	S.D	Mean	S.D
Rural (10)	30.60	15.28	44.20	4.29	52.00	1.94
Urban (20)	43.85	12.68	53.70	7.52	59.10	5.21

Repeated measures ANOVA for physical abuse with respect to locality

Source	Sum of squares	df	Mean square	F
Between locality	1980.050	1	1980.050	13.17**
Error	4207.383	28	150.264	
Between periods	4594.144	2	2297.072	47.03**
Interaction- periods * area	128.100	2	64.050	1.31
Error(Periods)	2735.167	56	48.842	

**Significant at 1% level

Bonferronni post hoc comparison of locality with respect to periods

Within subjects factor		Mean difference between Levels	Standard error of difference	Sig at 5% level
Comparing levels				
Pre	Post	11.100	1.910	5.81
Pre	Followup	17.300	2.358	7.34
Post	Followup	6.200	0.946	6.55

From the above table, it is clear that the F value is 13.17 which is significant at 0.01 levels. Therefore the null hypothesis stated that ***"there is no significant difference between locality in the acquisition of self protection skills against physical abuse"*** is rejected. It may be therefore concluded that females belonged to different locality have

significant difference in acquisition of self protection skills against physical abuse.

With regard to the periods in the acquisition of knowledge on self protection skills with respect to physical abuse is significant at 0.01 levels. Hence the null hypothesis stated that "***there is no significant difference between the periods in the acquisition of self protection skills against physical abuse with respect to the locality"*** is rejected.

While considering the interaction between the education of the parents and periods is 1.31 which is not significant. It indicates that there was no significant influence of resultant interaction between locality and periods with respect to self protection skills against physical abuse. So in this context the null hypothesis stated that "***there is no significant influence of locality on periods among the females with mild intellectual disability with respect to physical abuse"*** is not rejected. Hence it was concluded as self protection skills against physical abuse were found to be independent of interaction between the locality and periods.

The post hoc comparison of the results shows that the mean scores of pre & post, post & followup and followup & pretest results were significant at 0.05 levels after adjusting the effect of Locality in acquisition of self protection skills against physical abuse.

Table 4.15: Mean and SD's of self protection skills against physical abuse with respect to type of institutions

Type of institution	Self protection skills					
	Pre		Post		Followup	
	Mean	S.D	Mean	S.D	Mean	S.D
Residential (6)	24.33	10.33	46.33	4.27	57.33	4.59
Non residential (24)	43.21	13.32	51.58	8.39	56.58	5.82

Repeated measures ANOVA for physical abuse with respect to type of institution

Source	Sum of squares	df	Mean square	F
Between type of institution	874.225	1	874.225	4.60*
Error	5313.208	28	189.757	
Between periods	5326.850	2	2663.425	78.81*
Interaction - Periods * type of institution	970.850	2	485.425	14.36*
Error(Periods)	1892.417	56	33.793	

*Significant at 5% level

Bonferronni post hoc comparison on type of Institution with respect to periods

Within subjects factor		Mean difference between levels	Standard error of difference	Sig at 5% level
Comparing levels				
Pre	Post	11.100	1.633	6.79
Pre	Followup	17.300	1.896	9.12
Post	Followup	6.200	0.854	7.26

From the above table, it is clear that the F value is 4.6 which is significant at 0.01 levels. Therefore the null hypothesis stated that ***"there is no significant difference between the type of institution in the acquisition of self protection skills against physical abuse"*** is rejected. It may be therefore concluded that females belonged to different type of

institution has significant difference in acquisition of self protection skills against physical abuse.

With regard to the periods in the acquisition of knowledge on self protection skills with respect to physical abuse is significant at 0.01 levels. Hence the null hypothesis stated that ***"there is no significant difference between the periods in the acquisition of Self protection skills against physical abuse with respect to the different type of institution"*** is rejected.

While considering the interaction between the family income and periods is 14.36. This is significant at 0.01 levels. It indicates that the type of institution has influence of interaction on periods with respect to self protection skills against physical abuse. So in this context the null hypothesis stated that ***"there is no significant influence of type of institution on periods among the females with mild intellectual disability with respect to physical abuse"*** is rejected. Hence it was concluded as self protection skills against physical abuse were found to be dependent of interaction between the type of institution and the periods.

The post hoc comparison of the results shows that the mean scores of pre & post, post & followup and followup & pretest results were significant at 0.05 levels after adjusting the effect of institution in acquisition of self protection skills against physical abuse.

4.16 Interaction analysis of visual prompting technique on self protection skills against sexual abuse and the post hoc analysis

Table 4.16: Mean and SD's of self protection skills against sexual abuse with respect to age

Age	Self protection skills					
	Pre		Post		Followup	
	Mean	S.D	Mean	S.D	Mean	S.D
14-19 yrs (15)	32.47	11.92	46.73	6.82	52.73	4.79
20-25 yrs (15)	30.40	9.07	46.47	7.94	55.47	6.33

Repeated measures ANOVA for sexual abuse with respect to age

Source	Sum of squares	df	Mean square	F
Between age	.400	1	.400	.003
Error	4188.089	28	149.575	
Between periods	8000.556	2	4000.278	163.685**
Interaction periods * Age	88.200	2	44.100	1.805
Error(Periods)	1368.578	56	24.439	

**Significant at 1% level

Bonferronni post hoc comparison of age with respect to periods

Within subjects factor		Mean difference between levels	Standard error of difference	Sig at 5% level
Comparing levels				
Pre	Post	15.167	1.361	11.14
Pre	Followup	22.667	1.482	15.29
Post	Followup	7.500	1.004	7.47

From the above table, it is evident that the F value is .003 which is not significant. It indicates that the mean scores of self protection skills against sexual abuse do not differ significantly with respect to age groups. Therefore the null hypothesis stated that ***"there is no significant difference***

between the age group in the acquisition of self protection skills against sexual abuse" is not rejected.

With regard to the periods in the acquisition of knowledge on self protection skills with respect to physical abuse is significant at 0.01 levels. Hence the null hypothesis stated that ***"there is no significant difference between the periods in the acquisition of self protection skills against sexual abuse with respect to age group"*** is rejected.

While considering the interaction between the age groups and periods is 1.80 which is not significant. It indicates that there was no significant influence of resultant interaction between age groups and periods with respect to self protection skills against sexual abuse. So in this context the null hypothesis stated that "***there is no significant influence of age on periods among the females with mild intellectual disability with respect to sexual abuse"*** is not rejected. Hence it was concluded as self protection skills against physical abuse were found to be independent of interaction between the age and the periods.

The post hoc comparison of the results shows that the mean scores of pre & post, post & followup and followup & pretest results were significant at 0.05 levels, after adjusting the effect of age in acquisition of self protection skills against sexual abuse.

Table 4.17: Mean and SD's of self protection skills against sexual abuse with respect to education of parents

Education of the parents	Self protection skills against sexual abuse					
	Pre		Post		Followup	
	Mean	S.D	Mean	S.D	Mean	S.D
Illiterate (10)	31.00	11.68	44.30	8.35	51.60	6.20
Literate (20)	31.65	10.11	47.75	6.59	55.35	5.12

Repeated measures ANOVA for sexual abuse with respect to education of parents

Source	Sum of squares	df	Mean square	F
Between education	136.939	1	136.939	.95
sError	4051.550	28	144.698	
Between periods	6775.244	2	3387.622	133.804**
Interaction-periods * Education	38.978	2	19.489	.770
Error(Periods)	1417.800	56	25.318	

**Significant at 1% level

Bonferronni post hoc comparison of education of parents with respect to periods

Within Subjects Factor		Mean difference between Levels	Standard error of difference	Sig at 5% level
Comparing Levels				
Pre	Post	15.167	1.348	11.25
Pre	Followup	22.667	1.527	14.84
Post	Followup	7.500	1.044	7.1

From the above table, it is evident that the F value is 0.95 which is not significant. It indicates that the mean scores of self protection skills against sexual abuse do not differ significantly with respect to education of the parents. Therefore the null hypothesis stated that ***"there is no significant***

difference between the education of the parents and the acquisition of self protection skills against sexual abuse" is not rejected.

With regard to the periods in the acquisition of knowledge on self protection skills with respect to physical abuse is significant at 0.01 levels. Hence the null hypothesis stated that "***there is no significant difference between the periods in the acquisition of self protection skills against sexual abuse with respect to the education of the parents"*** is rejected

While considering the interaction between the education of the parents and periods is 0.77 which is not significant. It indicates that there was no significant influence of resultant interaction between education of the parents and periods with respect to self protection skills against sexual abuse. So in this context the null hypothesis stated that "***there is no significant influence of education of parents on periods among the females with mild intellectual disability with respect to sexual abuse"*** is not rejected. Hence it was concluded as self protection skills against sexual abuse were found to be independent of interaction between the age and the periods.

The post hoc comparison of the results shows that the mean scores of pre & post, post & followup and followup & pretest results were significant at 0.05 levels after adjusting the effect of education of the parents in acquisition of self protection skills against sexual abuse.

Table 4.18: Mean and SD's of self protection skills against of sexual abuse with respect to family income

Family income	Self protection skills					
	Pre		Post		Followup	
	Mean	S.D	Mean	S.D	Mean	S.D
Lower (21)	28.52	10.08	44.33	6.84	52.29	4.84
Higher (9)	38.22	8.27	51.89	5.46	58.33	5.48

Repeated measures ANOVA for sexual abuse with respect to family income

Source	Sum of squares	df	Mean square	F
Between family income	1140.224	1	1140.224	10.47**
Error	3048.265	28	108.867	
Between periods	6302.007	2	3151.004	124.760**
Interaction-periods * Family income	42.407	2	21.204	.840
Error(Periods)	1414.370	56	25.257	

**Significant at 1% level

Bonferronni post hoc comparison of family income with respect to periods

Within subjects factor		Mean difference between levels	Standard error of difference	Sig at 5% level
Comparing levels				
Pre	Post	15.167	1.359	11.16
Pre	Followup	22.667	1.519	14.92
Post	Followup	7.500	1.036	7.24

From the above table, it is clear that the F value is 10.47 which are significant at 0.01 levels. Therefore the null hypothesis stated *that **"there is no significant difference between family income in the acquisition of self protection skills against sexual abuse"*** is rejected. It may be therefore concluded that females belonged to different family incomes have

significant difference in acquisition of self protection skills against sexual abuse.

With regard to the periods in the acquisition of knowledge on self protection skills with respect to physical abuse is significant at 0.01 levels. Hence the null hypothesis stated that "***there is no significant difference between the periods in the acquisition of self protection skills against sexual abuse with respect to the income of the family"*** is rejected.

While considering the interaction between the education of the parents and periods is 0.84 which is not significant. It indicates that there was no significant influence of resultant interaction between family income and periods with respect to self protection skills against sexual abuse. So in this context the null hypothesis stated that "***there is no significant influence of family income on periods among the females with mild Intellectual disability with respect to sexual abuse"*** is not rejected. Hence it was concluded as self protection skills against sexual abuse were found to be independent of interaction between the family income and the periods.

The post hoc comparison of the results shows that the mean scores of pre & post, post & followup and followup &p retest results were significant at 0.05 levels after adjusting the effect of family income in acquisition of self protection skills against sexual abuse.

Table 4.19: Mean and SD's of self protection skills against of sexual abuse with respect to locality

Locality	Self protection skills					
	Pre		Post		Followup	
	Mean	S.D	Mean	S.D	Mean	S.D
Rural (10)	28.80	12.59	45.50	8.50	52.30	6.22
Urban (20)	32.75	9.30	47.15	6.75	55.00	5.34

Repeated measures ANOVA for sexual Abuse with respect to locality

Source	Sum of squares	df	Mean square	F
Between locality	153.089	1	153.089	1.06
Error	4035.400	28	144.121	
Between periods	7277.544	2	3638.772	141.596**
Interaction-periods * locality	17.678	2	8.839	.344
Error(Periods)	1439.100	56	25.698	

**Significant at 1% level

Bonferronni post hoc comparison of locality with respect to periods

Within subjects factor		Mean difference between levels	Standard error of difference	Sig at 5% level
Comparing levels				
Pre	Post	15.167	1.356	11.19
Pre	Followup	22.667	1.548	14.64
Post	Followup	7.500	1.040	7.21

From the above table, it is evident that the F value is 1.06 which is not significant. It indicates that the mean scores of self protection skills against sexual abuse do not differ significantly with respect to locality. Therefore the null hypothesis stated that ***"there is no significant difference between the locality in the acquisition of self protection skills against sexual abuse"*** is not rejected.

With regard to the periods in the acquisition of knowledge on self protection skills with respect to physical abuse is significant at 0.01 levels. Hence the null hypothesis stated that "***there is no significant difference between the periods in the acquisition of self protection skills against physical abuse with respect to the locality"*** is rejected.

While considering the interaction between the education of the parents and periods is 0.34 which is not significant. It indicates that there was no significant influence of resultant interaction between locality and periods with respect to self protection skills against sexual abuse. So in this context the null hypothesis stated that "***there is no significant influence of locality on periods among the females with mild intellectual disability with respect to sexual abuse"*** is not rejected. Hence it was concluded as self protection skills against sexual abuse were found to be independent of interaction between the locality and periods.

The post hoc comparison of the results shows that the mean scores of pre & post, post & followup and followup & pretest results were significant at 0.05 levels after adjusting the effect of locality in acquisition of self protection skills against sexual abuse.

Table 4.20: Mean and SD's of self protection skills against of sexual abuse with respect to type of institution

Type of institution	Self protection skills					
	Pre		Post		Followup	
	Mean	S.D	Mean	S.D	Mean	S.D
Residential (6)	23.50	4.85	39.00	3.74	49.67	5.79
Non-residential (24)	33.42	10.60	48.50	6.69	55.21	5.21

Repeated measures ANOVA for sexual abuse with respect to type of institution

Source	Sum of squares	df	Mean square	F
Between type of institution	996.669	1	996.669	8.74**
Error	3191.819	28	113.994	
Between periods	5659.572	2	2829.786	113.126**
Interaction-periods * Type of institution	55.972	2	27.986	1.12
Error (Periods)	1400.806	56	25.014	

**Significant at 1% level

Bonferronni post hoc comparison of type of institution with respect to periods

Within subjects factor		Mean difference between levels	Standard error of difference	Sig at 5% level
Comparing levels				
Pre	Post	15.167	1.371	11.06
Pre	Followup	22.667	1.515	14.96
Post	Followup	7.500	0.999	7.50

From the above table, it is clear that the F value is 8.74 which is significant at 0.01 levels. Therefore the null hypothesis stated that ***"there is no significant difference between the type of institution in the acquisition of self protection skills against sexual abuse"*** is rejected. It may be therefore concluded that females belonged to different type of

institution has significant difference in acquisition of self protection skills against physical abuse.

With regard to the periods in the acquisition of knowledge on self protection skills with respect to physical abuse is significant at 0.01 levels. Hence the null hypothesis stated that "***there is no significant difference between the periods in the acquisition of self protection skills against sexual abuse with respect to the different type of institution"*** is rejected.

While considering the interaction between the type of institution and periods is 1.12 which is not significant. It indicates that there was no significant influence of resultant interaction between type of institution and periods with respect to self protection skills against sexual abuse. So in this context the null hypothesis stated that "***there is no significant influence of type of institution on periods among the females with mild intellectual disability with respect to sexual abuse"*** is not rejected. Hence it was concluded as self protection skills against sexual abuse were found to be independent of interaction between the type of institution and periods.

The post hoc comparison of the results shows that the mean scores of pre & post, post & followup and followup & pretest results were significant at 0.05 levels after adjusting the effect of institution in acquisition of self protection skills against sexual abuse.

93-95,97-100,102-104,106-108,110-112,114-116,118-121,123-142

96,101,105,109,113,117,122
vv