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ROLE OF NUDGES IN PERSONAL HYGIENE HABITS AMONG EARLY GRADERS

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ABSTRACT

The main objective of the study is to find the role of nudges in personal hygiene habits (PHH) among early graders. The descriptive research was carried out on a sample of 226 ECE students from public high and higher secondary schools by using mixed method research design. Personal hygiene habits knowledge and practices of students were observed in with nudges and without nudges schools. The data were analyzed by using SPSS. The findings showed that hygiene nudges are playing key role in shaping personal hygiene habits among early graders. Therefore, it is recommended to install hygiene nudges in the schools country wide to improve personal hygiene habits practices.

Keywords: Personal Hygiene, Habit/practice, Nudges, Early Graders

INTRODUCTION

In recent years, several studies have tested the behavioral nudges for promoting hand washing with promising result. In Bangladesh, implemented contextual cues in the form of bright footpaths with footprints leading from outdoor toilets to a constructed hand washing station in two schools, and found hand washing rates increased from 7 % to 72%. A nudge is a way to support or guide someone toward a particular desired activity without telling them what to do or forcing them to. It should ideally be something simple, lovely, sociable, and timely (Dreibelbis R et al 2016). In order to stop the spread of infectious diseases and ensure that children enjoy long, healthy lives, good cleanliness is essential. Additionally, it keeps students from skipping class, which enhances their academic performance. The education of students about cleanliness is crucial. Many kids gain some of the most basic hygiene knowledge in school, where they may also be exposed to cleanliness habits that may not be encouraged at home. Through health education and by serving as role models for schoolchildren, teachers may teach kids about WASH. Methods that have been shown to produce the longest-lasting learning results and successfully promote the transition toward healthy behaviours can be employed for this goal (UNICEF, 2020).

Early childhood school students' adherence to good personal hygiene practices may help to prevent infectious infections. Individual and communal cleanliness can lessen dangers, particularly from communicable diseases, and improve a community's general health. Instilling excellent hygiene practices in youngsters does more than just keep them safe from illness and germs. Additionally, it enhances their general health and keeps them feeling and smelling clean and fresh (Blackwell C, et al., 2018). Washing hands and brushing teeth are two examples of personal hygiene practices that keep germs, viruses, and fungi out of our bodies. Additionally, adopting these behaviours will help us safeguard our activity and mental wellness. Additionally,

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maintaining proper hygiene can enable us to feel good about ourselves. People who neglect their personal hygiene, such as those with unkempt clothing, offensive body odor, and poor breath, may face prejudice, which will primarily result in mental health issues. But the most crucial thing to remember about this topic is that while everyone has their own hygiene habits, some people maintain them better than others, largely due to cultural, societal, and familial norms. (Rasool, 2012)

In this research study, the role of nudges in personal hygiene habits among early graders was observed. For this purpose, the role of nudges in improving the personal hygiene habits observed. The researcher has delimited to the personal hygiene nudges among other hygiene nudges.

1. Washing hands nudges

Washing hands nudge should display like this, wet your hands with water. Apply soap to your hands and rub to form lather. Make sure that children clean even in between the fingers and under the nails (Naluonde T et al., 2019).

2. Trimming nail nudges

Children should be encouraged to regularly trim their nails by gentle prods. To keep their nails clean at all times, teach kids to properly scrub and wash under them. Additionally, keep an eye out for and routinely trim your child's toe nails. (Pfattheicher S et al., 2018)

3. Clean and tidy hair nudges

Teach the children that poor hair hygiene can cause problems like dandruff, lice, and infections of the scalp. Comb hair after every bath. Use towel to dry hair.

4. Teeth brushing nudge

Children should wash their teeth at least twice every day. Always use a child's toothbrush because they are smaller and gentler on the gums that are still developing. Brush the children's teeth on all surfaces.

5. Sneezing and coughing nudges

By covering the mouth and nose, you may show kids how to sneeze and cough. Encourage kids to sneeze or cough into a tissue or handkerchief. Teach them to use their elbow or sleeve if they don't already have one of those. If they do use their sleeve, gently compliment them by saying something like, "I observed that you utilized your sleeve. I appreciate you doing it. They'll be able to recall this and carry it out once more in the future". (Naluonde T et al 2019).

STATEMENT OF THE PROBLEM

Effectiveness in the notion that employing nudges to encourage habit formation is far more beneficial than attempting to impose change based on more established norms. The application of the Nudge theory relies on encouragement and assistance. Direct instruction or enforcement is avoided. It provides the conditions for people to decide to change on their own. Personal hygiene practices usually involve acquired behavioral reactions that are prompted by hygiene nudges/cues and preceding behaviours in a particular order, such as morning bathing, teeth brushing, hair combing, hand washes before and after using the bathroom, etc. This study

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will evaluate how nudges help young elementary school students to form good personal hygiene habits

.OBJECTIVE OF THE STUDY

To determine the role of nudges in personal hygiene habits among early graders.

SIGNIFICANCE OF THE STUDY

For kids to be healthy and to learn effectively, they must practice good personal hygiene habits. Nevertheless, due to ignorance, lack of ability, or lack of awareness, children frequently fail to perform basic hygienic practices like hand washing, nail clipping, tooth brushing, bathing, and toilet use. Along with worm infestation, scabies, and dental caries among school-aged children are the most frequently reported health conditions in Pakistan as a result of inadequate personal cleanliness. The rational approach of this study is that children of early childhood schools can develop personal hygiene habits with the help of observing their immediate surroundings. A nudge is a subtle adjustment to an individual's environment to push the person towards a more desirable outcome. The main principle for nudging is to make things easy to understand.

Nudging in the form of graffiti and wall paintings in school premises i.e. classrooms, boundary wall, wash basins, toilets can make children change their behavior and start developing personal hygiene habits. Early promotion of excellent hygiene helps kids form hygiene habits that last a lifetime. Through the course of their development, this can greatly lower the danger of bacterial infections and cross contamination.

Delimitations

The study was limited to early graders (ECE Students) of high and higher secondary schools in Tehsil Rawalpindi.

Literature Review

In order to control non-communicable diseases, primary preventive behaviours such as choosing healthy foods, abstaining from alcohol, quitting smoking, increasing physical activity, and managing chronic conditions on one's own have received the most attention in systematic reviews of nudge interventions. To our knowledge, papers on nudge tactics for controlling infectious diseases have not been compiled, and this oversight offers a chance for a scoping study. Without restricting people's freedom, nudges have been found to be beneficial in encouraging health and cleanliness. The argument in favor of nudges is rather simple: They successfully enhance health without restricting people's freedom (Vlaev et al., 2016).

Numerous factors, such as the behaviour exhibited by family members, friends, and those portrayed in the media and educational system, influence students' personal hygiene (Tailor et al., 2010). One of the most crucial aspects of our daily lives is the practice of good personal hygiene. Personal hygiene is the technique of keeping one's own body clean. Personal hygiene knowledge and good hygiene practices play a significant role in elements that relate to healthy living and the reduction of disease-related risks.These risk factors for health are directly connected to some crucial daily activities that involve honorable deeds required duties, such as washing hands with soap before meals and after urinating, brushing teeth at least twice a day,

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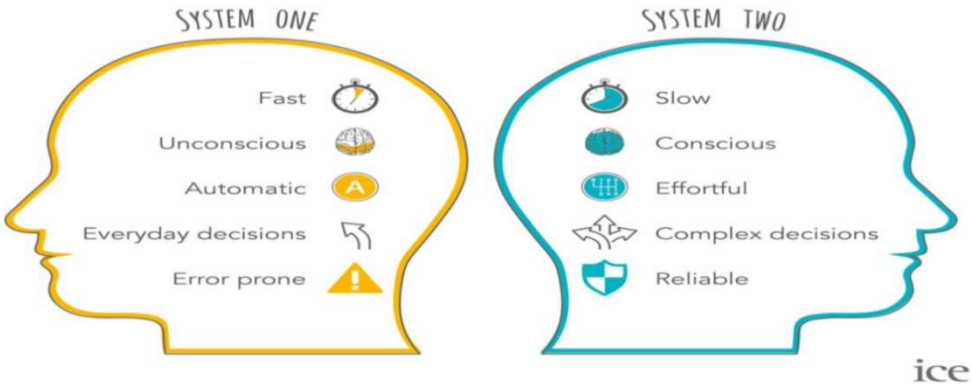
especially after breakfast and after meals, taking regular baths with soap, maintaining short nails, and engaging in regular exercise (Ali et al.,2013).

The health of students can be greatly improved and diseases can be prevented with good personal hygiene knowledge. However, there are many things an individual can do to guarantee that and maintain good health, including maintaining proper personal cleanliness and preventing the spread of disease-causing organisms in the environment (Odigwe, 2015). The current lack of knowledge makes it difficult to create better methods for improving personal cleanliness, which is crucial for reducing the burden of communicable diseases in poor nations (Khatoon, et al., 2017).

Dual process theory, which holds that there are two cognitive processes for processing information, is related to nudges (Thaler and Sunstein 2008). Cognitive psychology has a long history with dual process theory.The words "System 1" and "System 2" refer to two methods of information processing. System 1 is sometimes known as "automatic," because it comprises of unrestrained, effortless, quick, associative thought. System 1 leverages cognitive constraints, biases, and rules of thumb to facilitate this fast style of thought. System 2—also known as "reflective"—represents a more intentional method of thinking and is regulated, deliberate, slow, deductive, and self-aware. Filling out a tax form, comparing two TVs for the best price, and parking your car in a tight spot are all examples of typical activity made easier by System 2. System 1 frequently controls our conduct rather than System 2, which carefully considers our actions because it needs more work. This may cause behaviour at odds with one's long-term



objectives.

A choice architect uses (empirical evidence about) the various ways in which people's decisions are "framed" and impacted by their surroundings and psychological makeup to intentionally guide them in a certain direction—in this case, health promotion or disease prevention relatively. (Saghai 2013, 489). Additionally, decision architecture is frequently unavoidable. Why not use our understanding of its effects for the better if decisions must be made in one direction or another? (Thaler and Sunstein 2008). In order to increase the likelihood that people will advance their own objectives, as they understand them, nudges should "build choice architecture" (Sunstein 2015).

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One of the behavioural economics techniques known as nudging seeks to change the environment in order to affect behaviour. To suggest that it might also be an effective way to shape behaviours in educational settings However, there has not yet been much nudging in education. To outline the important factors to take into account when using nudging in education, making the case that successful application requires a focus on the nudge's long-term outcomes and underlying mechanisms. Then, by distinguishing between nudges that are relevant for resolving these challenges, we want to facilitate the adoption of nudging in education. We distinguish between Type 1 and Type 2 nudges, as well as transparent and non-transparent nudges, resulting in four nudge categories, based on the paradigm presented by Hansen and Jespersen (European Journal of Risk Regulation, 4(1), 3-28, 2013).

Method and Procedure

The Detail is given as the following:

Design

The design was used as mixed method research. The data was analyzed quantitative and qualitatively.

Sample

There were 226 participants who took part in this descriptive research study.

Instrument

An observational checklist was used as instrument collecting the data for practices of personal hygiene habits among early graders. A questionnaire was used to assess knowledge of personal hygiene habits of early graders. The reliability of instrument was measured as 0.747 and validity of the test was determined by the expert's opinion.

Data Analysis

DATA was analyzed on the basis of variables by using SPSS software to determine the role of nudges in personal hygiene habits among early grader in with nudges and without nudges schools.

Overall Results

The overall mean score of personal hygiene habits knowledge and practices were discussed in the following tables.

Table 1. Overall mean score of Personal Hygiene Habits (Students' Perception)

Variables	Schools	N	Mean	SD
Washing Hands	Without Nudges	126	4.87	0.676
	With Nudges	116	3.26	0.601

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Trimming Nails	Without Nudges	126	1.89	0.477
	With Nudges	116	1.04	0.305
Neat Tidy Hair	Without Nudges	126	1.373	0.0532
	With Nudges	116	1.141	0.0343
Brushing Teeth	Without Nudges	126	1.74	0.0505
	With Nudges	116	1.12	0.0393
Sneezing Coughing	Without Nudges	126	1.438	0.0508
	With Nudges	116	1.1785	0.0389

Table 1 indicated that washing hands knowledge among early graders of without nudges schools was 4.87 and without nudges schools was 3.26. And SD was .676 and .601 respectively. The mean difference of (4.87-3.26) was 1.61. Trimming nails variable of without nudges schools was 1.89 and SD was .477 and with nudges schools is 1.04 and .305 SD respectively. It showed that SD values were close to the mean. Neat and tidy hair knowledge of without nudges schools is 1.373 and SD is .0532 and with nudges schools is 1.141 and .0343 SD respectively. Brushing teeth students' knowledge of without nudges schools is 1.74 and SD is .0505 and with nudges schools is 1.12 and .0393 SD respectively. Sneezing & Coughing Students' knowledge of without nudges schools is 1.438 and SD is .0508 and with nudges schools is 1.1785 and .0383 SD respectively.

Table 2. Overall mean score of Personal Hygiene Habits (Students' Practices)

Variables	**Schools**	**Students**	**Mean**	**SD**
Washing Hands	Without Nudges	126	2.806	1.333
	With Nudges	116	2.538	1.122
Trimming Nails	Without Nudges	126	2.317	1.204
	With Nudges	116	2.707	1.103
Neat Tidy Hair	Without Nudges	126	2.376	1.216
	With Nudges	116	2.767	1.133
Brushing Teeth	Without Nudges	126	2.688	1.245
	With Nudges	116	2.931	1.157
Sneezing Coughing	Without Nudges	126	2.333	1.25
	With Nudges	116	2.693	1.097

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Table 2 indicated that washing hands students' practices of without nudges schools was 2.806 and SD is 1.333 and with nudges schools is 2.538 and 1.122 SD respectively. It showed students' practices of washing hands of with nudges schools and without nudges schools had slight difference. Trimming Nails Students' practices of without nudges schools is 2.317 and SD is 1.204 and with nudges schools is 2.717 and 1.103 SD respectively. It showed the students' practices of trimming nails of without and with nudges schools had significant difference. neat & tidy hair Students' practices of without nudges schools is 2.376 and SD is 1.216 and with nudges schools is 2.767 and 1.133 SD respectively. Brushing Teeth Students' practices of without nudges schools is 2.688 and SD is 1.245 and with nudges schools is 2.767 and 1.133 SD respectively. Sneezing & Coughing Students' practices of without nudges schools is 2.333 and SD is 1.250 and with nudges schools is 2.693 and 1.097 SD respectively.

Findings

The findings of this study emphasize how crucial it is to use nudges in educational contexts. Schools should think about expanding the availability and exposure of nudges to encourage students to practice better personal hygiene. Posters, reminders, or interactive displays are just a few examples of nudges that can be used to persuade students to develop and uphold healthy hygiene practices. Teachers and authorities can cooperate to create a safer and more hygienic setting for students by bringing the nudge initiative to schools that do not currently have it.

Conclusion

The results showed that role of nudges in habits formation are significant as they motivate the children towards change in behavior gently and automatically. Availability of nudges should be improved in schools and this program should be expanded to the without nudges schools.

Discussion

According to Neal D et al, (2015) nudges influence us to take certain actions without our conscious choice to do so. Keep in mind that nudging is not a means of imposing any specific behavioral restrictions or mandates. Accordingly, Dreibelbis R et al., (2016) some studies recommend "inexpensive nudges" as an alternative behavior modification technique, others reach the view that their efforts cannot support expensive nudge infrastructure

Conclusion

Based upon data analysis the results were significant. It was found that personal hygiene knowledge and practices were observed in both without and with nudges school premises. There was a significant difference exist in different sub construct of personal hygiene habits. The data showed that children of with nudges schools had better practices than that of without nudges school children.

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Recommendations

On the basis of the observations made during the study, the following recommendations are suggested:

1. In terms of personal hygiene habits knowledge and practices among early graders, nudges play a key role. Hygiene nudges may be expanded to other schools.

2. Both with and without nudges schools may improve knowledge and practices of personal hygiene habits through personal hygiene awareness presentations.

3. All the stakeholder i.e. administration, community, parents, teachers and care givers should pay attention to form personal hygiene habits of the early graders as these habits last for life time.

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