"A STUDY TO ASSESS THE EFFECTIVENESS OF VIDEO ASSISTED TEACHING ON KNOWLEDGE REGARDING GOOD TOUCH AND BAD TOUCH AMONG GIRLS OF SELECTED UPPER PRIMARY SCHOOL OF NADIAD CITY"

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ABSTRACT
Introduction
In the modern era, social media and society are frequently the scene of cases. Girls' safety is currently a source of worry. In the current situation, young girls who lack sufficient maturity and lack a basic understanding of the world are the biggest victims. Every parent must now teach their children the disparity among a good touch and a poor touch. The purpose of this study is to educate girls in upper primary school about appropriate and inappropriate touch.
Background of the study
This study is important as it will create a consciousness and awareness amidst the young girls. It helps children better understand how to protect themselves from abuse and it encourage open communication between parents and their children. At the point when we run over news on kid misuse, grabs, attack, and so forth, we clearly stress over kids. In the present times, a parent genuinely must show their kid great touch and terrible touch. Many guardians believe that their kid is excessively youthful to grasp the distinction between the great and awful touch, sexual turn of events and other such points, however she isn't. Guardians ought to suggest these topics easily so she finds out about it since the beginning and without getting terrified.[1]
Objectives

1. To assess level of knowledge regarding Good touch and Bad touch among girls of selected Upper Primary school of Nadiad city.
2. To determine the effectiveness of Video assisted teaching on knowledge regarding good touch and Bad touch among girls of selected Upper Primary school of Nadiad city.
3. To find out the association between pre-test knowledge score and selected socio-demographic score among girls of selected Upper Primary school of Nadiad city.

Major findings and results of the study

The distribution of sample according to age sample 0 (0%) belong age group of 9 years, sample 134(25.7%) belong age group of 10 years, sample 186 (35.6%) belong age group of 11 years, sample 202 (38.7%) belong age group of 12 years.
Regarding the Religion girls of Upper primary School out of 523 samples, 208 (30.3%) were Hindu, 158 (39.8%) Muslim, 156 (29.9%) Christian and there was no one belongs to other religion.
Regarding the Father's educationgirls of Upper primary School out of 523 samples, 157 (30.1%) were doing government job, 209 (40%) were doing private job, 156 (29.9%) were self employee and none of them were unemployed.
Regarding the Mother's educationgirls of Upper primary School out of 523 samples, 124 (23.8%) were doing government job, 214 (41%) were private employee, 184 (35.2%) were self employee and none of them were homemaker.

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Regarding the Total number of sibling's girls of Upper primary School out of 523 samples, 128 (24.5%) had 1 sibling, 217 (41.6%) had 2 siblings and 177 (33.9%) had 3 siblings and none of them had more than 3 siblings.

Regarding the Type of family girls of Upper primary School out of 523 samples, 335 (60.5%) stays in Joint family, 187 (39.5) stays in nuclear familyand none of them stays in extended family.

Regarding the previous knowledge on good touch and bad touch out of 523 samples, 316 (60.5%) had knowledge about good touch and bad touch and 206 (39.5%) had no knowledge about good touch and bad touch.

Regarding the source of information out of 523 samples, 157 (30.1%) source were parents, 156 (29.9%) source were their teacher, 139 (26.6%) source was from social media, 70 (13.4%) was from friends and none of them source was their relatives.

Conclusion:

Finish of this research discoveries are as per the following:

Before and after the intervention, tests were administered: a pre-test and a post-test. The findings show that the knowledge of the girls in the chosen Upper Primary school has improved. The obtained mean enhancement score was -1.37.

The current study involved nursing students from a chosen upper primary school in the city of Nadiad. It can be said that the proportion of females at a certain upper primary school who scored well and poorly on knowledge tests was satisfactory. The majority of girls learned about appropriate contact and inappropriate touch from their parents and teachers. Such subjects cannot be disregarded. Every parent should teach their kids the proper and improper ways to touch. Girls should be made aware of the value of good and poor touch through social media and public forums. Based on the results of our most recent research, we think that the country's higher educational authorities may create and implement laws and standards that will increase public knowledge of good and bad touch and foster a culture of concern for it.

Key words: Knowledge, Attitude, Practice, Nurses, Standard safety precautions

2.0 Introduction

Touch is a brief word with only five letters, two vowels, and three consonants. Not difficult at all, is it? But it's not as easy as it appears. I prefer to think of it as a succinct term with a rich connotation. There are many different kinds of touch, including therapeutic contact, safe touch, unsafe touch, and good touch. You must have noticed the word "bad" in the previous phrase; yep, there is also a bad touch.[2]

Literature Review

Utkarsha Kamble, SushamaShete 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" used an evaluative strategy in a single group Design for the pre- and post-tests. In Karad city, Maharashtra, a total of 60 women with children in school were chosen using the purposeful sampling technique. The questionnaire was created to assess your knowledge of the topic as it relates to preventing sexual, emotional, and physical abuse. While the 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. Calculating the p value revealed that it was 0.0001 and statistically significant. The study came to the conclusion that a video-assisted training curriculum on child abuse prevention was helpful in enhancing and upgrading knowledge among moms of school-age children.[3]

Andrea Donitta. G (2018) conducted a study on "Level of Knowledge Regarding Good and Bad Touch among Adolescence in Selected Setting, Chennai."Ten adolescents were chosen for the study using a simple random sample method and a descriptive research methodology. According to the study's findings, 50% of adolescents had enough awareness of appropriate and inappropriate touch. Only 20% had sufficient expertise, while 30% had only moderate knowledge. The study's findings show that sexual abuse does not just target one gender.[4]

3.0 Research Methodology

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Research Approach: Quantitative approach
Research Design: One group Pretest-posttest experimental design
Research Variables

1) **Dependant variables:** Knowledge
2) **Demographic variables:** Demographic variables of nurses such as age, religion, occupation of father, occupation of mother, total number of siblings, type of family, previous knowledge on good touch and bad touch and source of information.
3) **Sampling method: -** Convenient sampling technique

Study population: -Girls studying in upper primary school of Nadiad city
Study Setting: Upper primary school of Nadiad city
Study Size: - 523 girls
Sample criteria
Inclusion criteria

1. Those who are willing to participate.
2. those who are literate in both Hindi and English.
3 .Participants whose age falls between 11 to 14 years.

Exclusion criteria

1. those who aren't present when the data is being collected.
2. Participants who provides in complete information.
3. The nurses who will participate in data collecting are ill or unavailable.

TOOL FOR DATA COLLECTION

Section-1: It includes information on the demographics of girlssuch as age, religion, occupation of father, occupation of mother, total number of siblings, type of family, previous knowledge on good touch and bad touch and source of information.
Section-2: It contains structured self administered questionnaire comprising of 29 questions to assess the knowledge good touch and bad touch.

METHOD OF DATA COLLECTION

Information papers and permission forms made up the study materials. The survey is written in English. A linguist then translated it into Gujarati while maintaining semantic equivalence.

Reliabilityassess using the test-retest procedure.
The following headings are used to present the data analysis findings.
Section I: Analysis of socio-demographic characteristics of girls of selected Upper Primary school.
Section II: Analysis of association between pre test score and socio demographic variables among girlsof selected Upper Primary school.
Section III: Analysis of Association between pre test score and socio demographic variables among girlsof selected Upper Primary school.

SECTION-I:ANALYSIS OF SOCIO-DEMOGRAPHIC CHARACTERISTICS OFNURSES
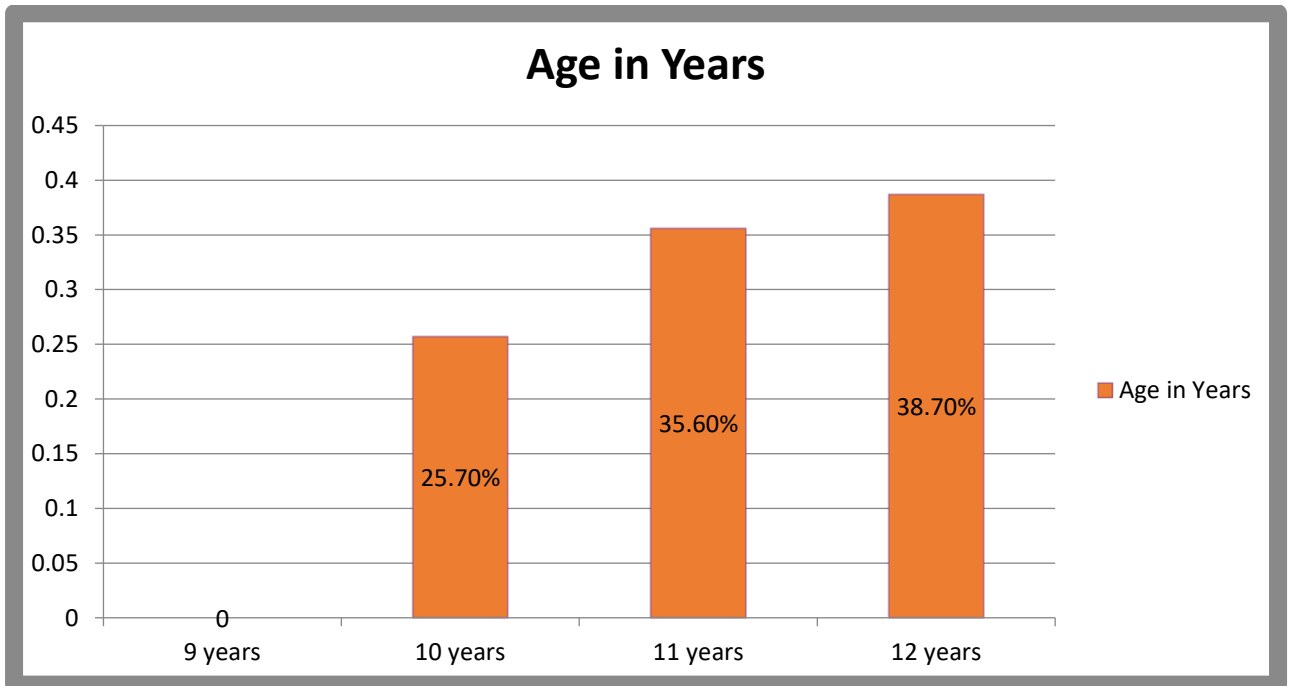
Table No.5.1 Analysis of the socio demographic variables ofgirls of selected Upper Primary school

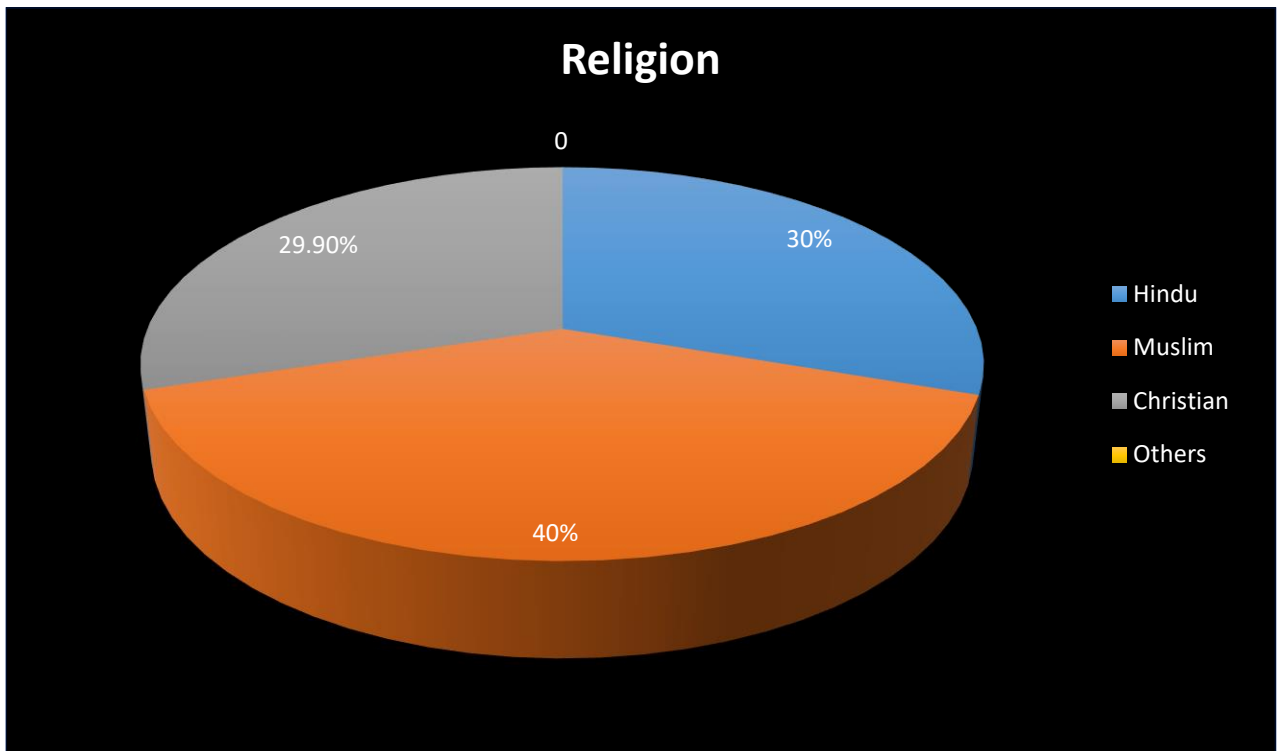| S.N.	Variables	Frequency	Percentage
1.	**Age in years**		
	9years	0	0
	10 years	134	25.7 %
	11years	186	35.6 %
	12years	202	38.7 %
2.	**Religion**		

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	Hindu	208	30.3 %
	Muslim	158	39.8 %
	Christian	156	29.9 %
	Others	0	0
3.	**Occupation of father**		
	Government employee	157	30.1 %
	Private employee	209	40 %
	Self employee	156	29.9 %
	Unemployed	0	0
4.	**Occupation of mother**		
	Government employee	124	23.8 %
	Private employee	214	41 %
	Self	184	35.2 %
	Homemaker	0	
5.	**Total number of siblings**		
	1 sibling	128	24.5 %
	2 sibling	217	41.6 %
	3 sibling	177	33.9 %
	More than 3 sibling	0	0
6.	**Type of family**		
	Joint	335	60.5 %
	Nuclear	187	39.5 %
	Extended	0	0
7.	**Do you already know what constitutes good and bad touch?**		
	Yes	316	60.5%
	No	206	39.5%
8.	**If yes, what is the most reliable/appropriate source of information?**		
	Parents	157	30.1 %

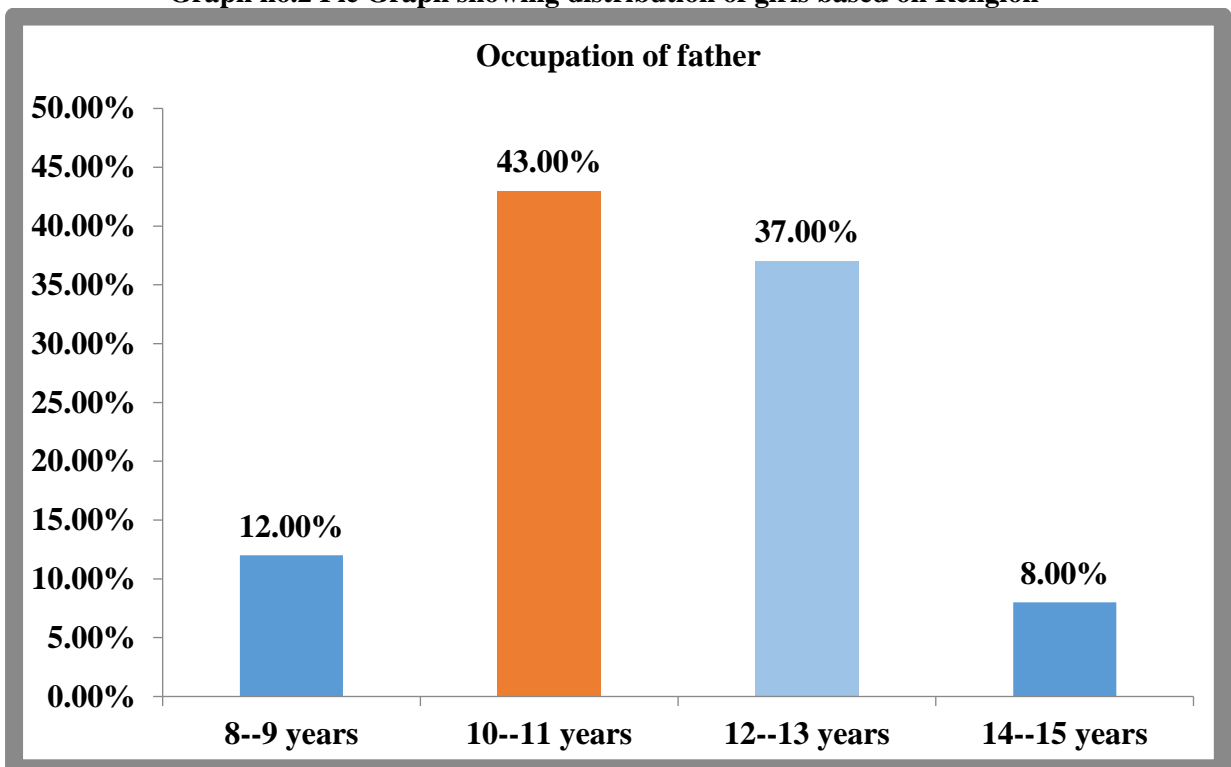|	Teacher	156	29.9 %
	Social media	139	26.6 %
	Friends	70	13.4 %
	Relatives	0	0

Table 5.1.1revealed that the age distribution of the samples is as follows: sample 0 (0% of the sample) belongs to the 9–10 year age group, sample 134 (25.7%) to the 10–11 year age group, sample 186 (35.6%) to the 11–12 year age group, and sample 202 (38.7%) to the 12–14 year age group.

Regarding the Religion girls of Upper primary School out of 523 samples, 208 (30.3%) were Hindu, 158 (39.8%) Muslim, 156 (29.9%) Christian and there was no one belongs to other religion.

Regarding the Father's educationgirls of Upper primary School out of 523 samples, 157 (30.1%) were doing government job, 209 (40%) were doing private job, 156 (29.9%) were self employee and none of them were unemployed.

Regarding the Mother's educationgirls of Upper primary School out of 523 samples, 124 (23.8%) were doing government job, 214 (41%) were private employee, 184 (35.2%) were self employee and none of them were homemaker.

Regarding the Total number of sibling's girls of Upper primary School out of 523 samples, 128 (24.5%) had 1 sibling, 217 (41.6%) had 2 siblings and 177 (33.9%) had 3 siblings and none of them had more than 3 siblings.

Regarding the Type of family girls of Upper primary School out of 523 samples, 335 (60.5%) stays in Joint family, 187 (39.5) stays in nuclear familyand none of them stays in extended family.

Out of 523 samples, 316 (60.5%) had prior knowledge of good touch and bad touch, while 206 (39.5%) did not. This is in relation to the prior knowledge of good touch and bad touch.

Regarding the source of information out of 523 samples, 157 (30.1%) source were parents, 156 (29.9%) source were their teacher, 139 (26.6%) source was from social media, 70 (13.4%) was from friends and none of them source was their relatives.
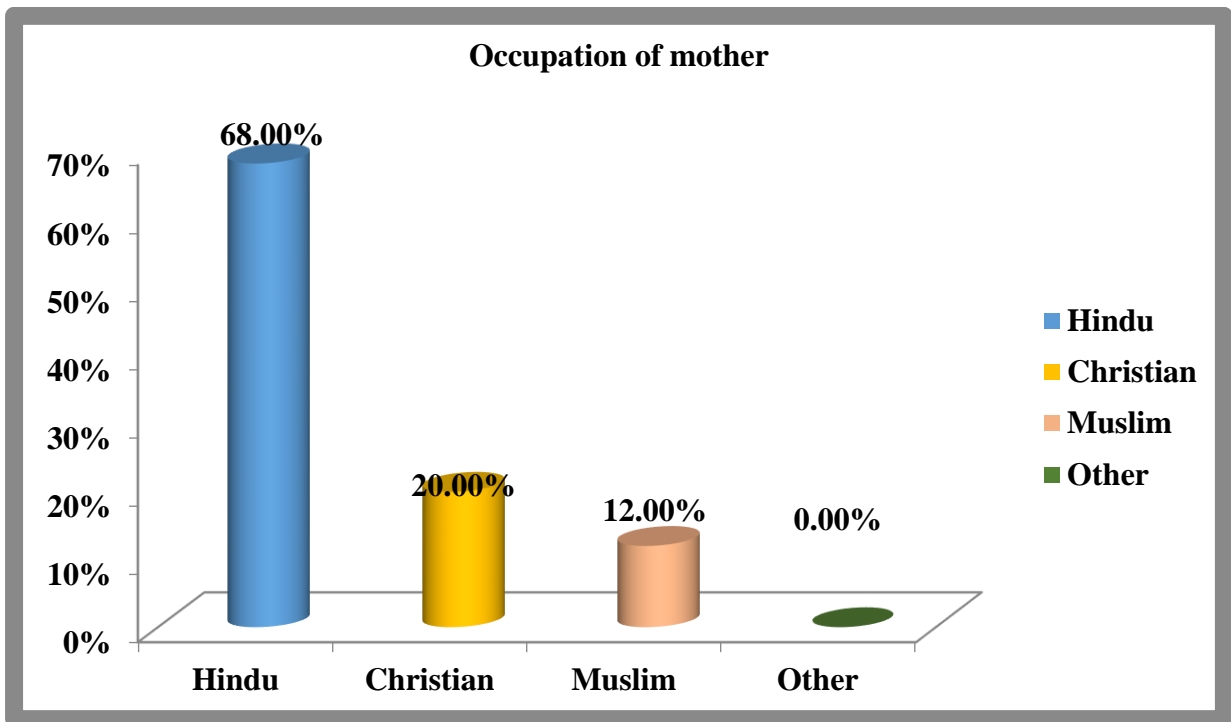

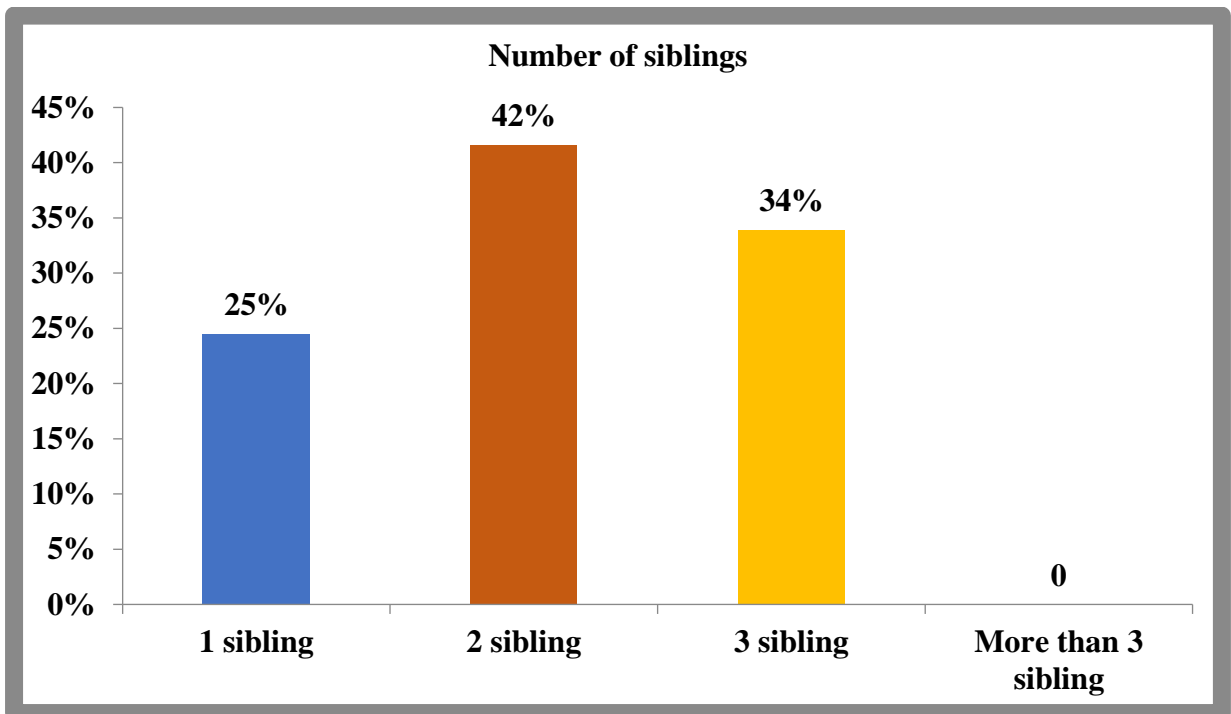**Graph no.1 Bar Graph showing distribution of girls based on Age**

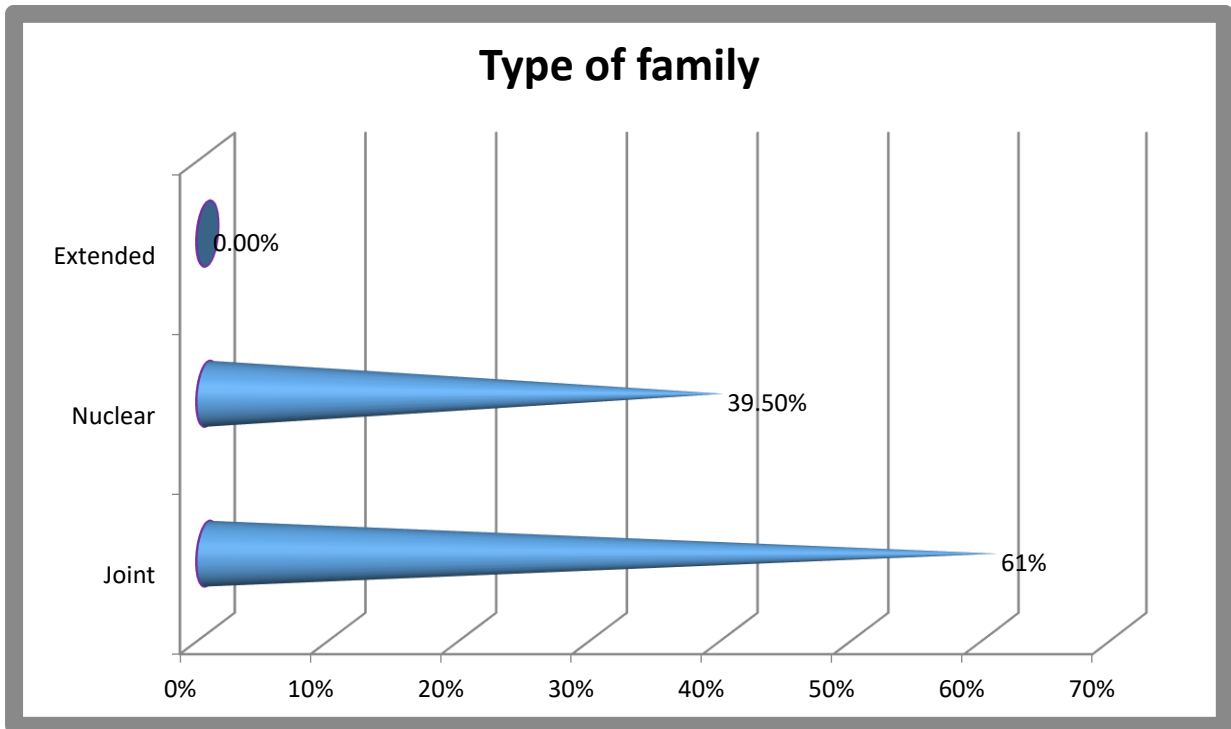**Graph no.2 Pie Graph showing distribution of girls based on Religion**

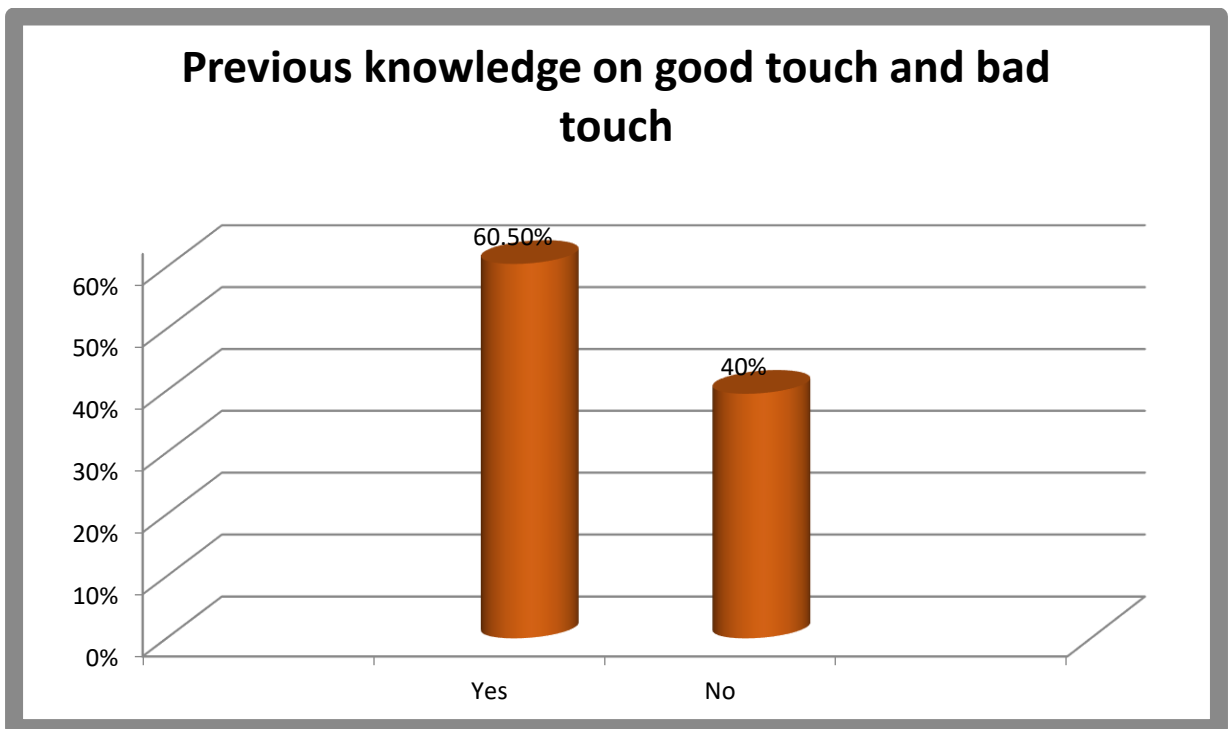**Graph no.3 distribution of daughters according on fathers profession**

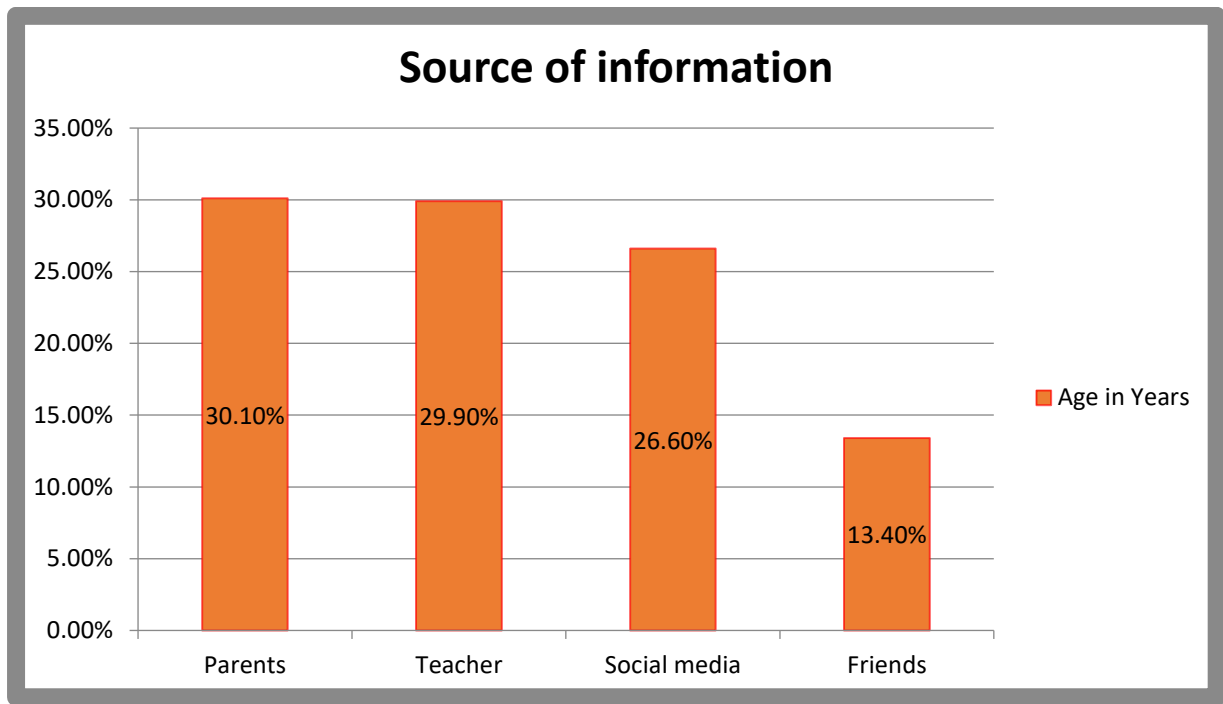**Graph no.4 distribution of daughters according on mother's profession**

Graph no.5 based on the number of siblings, a distribution of girls.

Type of family

Extended — 0.00%

Nuclear — 39.50%

Joint — 61%

(0% 10% 20% 30% 40% 50% 60% 70%)

Graph no.6 based on the type of household, the distribution of girls

Previous knowledge on good touch and bad touch

Yes — 60.50%

No — 40%

(0% 10% 20% 30% 40% 50% 60%)

Graph no.7 Bar Graph showing distribution of girls based previous knowledge on good touch and bad touch

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Source of information

Graph no.8 Girls are distributed according to source of information in a bar graph.

SECTION–II
SECTION-2: VIDEO ASSISTED TEACHING'S IMPACT ON KNOWLEDGE
Table-5.2: Paired T-test distribution of girls.

	Enhancement Mean	**Standard Deviation**	**Paired T-test**	**P-value**
Pretest - Posttest	1.37	1.91	164.2	P<0.05 Sig.=0.00

To determine the statistical significance of the mean knowledge score for good touch and bad touch between the pre-test and post-test, the results of paired t-test analysis are carried over. Hence the above table shows that there was significant effectiveness on before and after conduction of the intervention among the girls.

SECTION –III
SECTION-5: Association between pre test score and socio demographic variables among girls (N=161)

DEMOGRAPHIC DATA	F	Level of Knowledge			χ²- Value	Tabulated Value P-Value
		Adequate	Inadequate	Moderate		
Age in years					**32.17 df= 4 S**	**P<0.05 Sig 0.00 9.48**
9 Years	0	0	0	0		
10 Years	134	0	7	127		
11 Years	136	1	1	184		
12 Years	202	14	1	187		
Religion					**33.37 df= 4**	**P<0.05 Sig 0.00**
Hindu	208	0	7	151		
Muslim	158	15	2	191		

Christian	156	0	0	156	**S**	**9.48**
Other	0	0	0	0		
Occupation of father					**57.01** **df= 4** **S**	**P<0.05** **Sig 0.00** **9.48**
Government employee	157	0	9	148		
Private employee	209	0	0	209		
Self employee	15	15	0	141		
Unemployed	0	0	0	0		
Occupation of mother					**32.89** **df= 4** **S**	**P<0.05** **Sig 0.001** **9.48**
Government	124	0	3	121		
Private	214	0	6	208		
Self	184	15	0	169		
Homemaker	0	0	0	0		
Number of siblings					**35.59** **df= 4** **S**	**P<0.05** **Sig 0.000** **9.48**
1 sibling	128	0	2	126		
2 sibling	217	0	7	210		
3 sibling	177	15	0	162		
More than 3 siblings	0	0	0	0		
Type of family					**6.22** **df= 2** **S**	**P<0.05** **Sig 0.000** **5.99**
Joint	335	6	8	321		
Nuclear	187	9	1	177		
Extended	0	0	0	0		
Do you already know what constitutes good and bad touch?					**1.36** **df= 2** **NS**	**P>0.05** **5.99**
Yes	316	7	6	303		
No	206	9	1	177		
If yes, what is the most reliable/appropriate source of information					**47.05** **df= 6** **S**	**P<0.05** **Sig 0.000** **5.99**
Parents	157	0	9	148		
Teacher	156	0	0	156		
Social media	139	12	0	127		
Friends	70	3	0	67		
Relatives	0	0	0	0		
Others	0	0	0	0		

S: Significant at 5% level (P<0.05),   NS: Not significant at 5% level (P>0.05)
(f)= **Frequency,   (%) =Percentage.**

Table 5.3 shows the results of a chi square analysis that was done to determine the relationship between pre-test scores and socio-demographic factors among females at a particular Upper Primary school.

The categories such as age, religion, occupation of father, occupation of mother, total number of siblings, type of family, previous knowledge about good touch and bad touch and appropriate source of information were accounted for determining the association with pre-test of the received response. Out of the entire demographic only do you have previous knowledge on good touch and bad touch was not found significant. Age, religion, occupation of father, occupation of mother, total number of siblings, type of family and appropriate source of information were found significant associated at P value <0.05 with knowledge.

Therefore, the null hypothesis was rejected, and the research hypothesis was accepted as there is significant variation between girls' levels of knowledge and their demographic characteristics, as shown by the above-mentioned selected demographic factors.

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