

## EFFECTIVENESS OF VIDEO ASSISTED TEACHING ON KNOWLEDGE REGARDING GOOD TOUCH AND BAD TOUCH AMONG GIRLS OF SELECTED UPPER PRIMARY SCHOOL

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### ABSTRACT

*Introduction: The Good Touch, Bad touch activities aim to teach child about appropriate sexual behavior. ' A Good touch is that cares for them, is necessary for their health or safety makes them feel safe or is fun and Bad touch is touch that makes them feel scared, any secrete touch or touch on their private parts. The statistics indicate that sexual and physical abuse of children and adolescent girls is alarmingly high. Below 16 years raped every 155th minute and one in every 10 children are sexually abused at any point in time. Design: A quantitative approach using pre experimental pre-test post-test design with one group. Participants: 150 Girls were selected using Non-Probability Convenient sampling technique in Mehsana District. Interventions: Video assisted teaching was given to the Girls. Tool: Self Structured Questionnaire was used to assess the level of Knowledge regarding Good touch and Bad touch among Girls. Results: In this study overall the highest percentage in the demographic data including the Age group 60.66% (12year), Religion 98% (Hindu), Class of study 50.66% (7th class), Mother's educational status 30.66% (Graduate and Above), Type of family 55.33(joint), Number of Sibling 38.66%(one), Income of family /month 44.66%(Above 15000), Area of residence 84 % (Urban), Knowledge about Good touch and Bad touch (50.66%) No, Source of information, (28%) Mass media. The post- test mean score (8.1 ±1.36) and was higher than the mean pre-test knowledge score (17.14 ±1.39). The calculated "T" value (180.99) was greater than the table value (1.96) at 0.05 level of significance. The Video Assisted teaching was effective in increasing the Knowledge regarding Good touch and Bad touch. Chi-square test to associate the level of knowledge and selected demographic variable. Conclusion: The findings of the study revealed that Video assisted teaching on knowledge regarding Good touch and Bad touch among Girls.*

**Keywords:** Good Touch-Bad Touch, Video Assisted Teaching

## INTRODUCTION

The Good Touch, Bad touch activities aim to teach child about appropriate sexual behavior. ‘ A Good touch is that cares for them, is necessary for their health or safety makes them feel safe or is fun and Bad touch is touch that makes them feel scared, any secrete touch or touch on their private parts. However, in present time the term good touch and bad touch are replaced by safe and unsafe touch. The statistics indicate that sexual and physical abuse of children and adolescent girls is alarmingly high. Below 16 years raped every 155th minute and one in every 10 children are sexually abused at any point in time.

## OBJECTIVES

- i) To Assess the knowledge regarding 'Good touch and Bad touch among Upper Primary school girls.
- ii) To evaluate the effectiveness of video assisted teaching regarding Good touch and Bad touch among Upper Primary school girls.
- iii) To find out the association of the knowledge with their selected demographic variable.

## RESEARCH METHODOLOGY

The research method adopted for the present study was pre-experimental approach as the study demanding development of an intervention (video assisted teaching) for Girl's, of selected upper primary schools of Mehsana district and determining its effectiveness statistically. A quantitative approach using pre experimental pre-test post-test design with one group. Non-probability Convenient sampling technique is used for selecting Girls who met the designated set of criteria during the period of data collection.

## RESULTS

Demographic Variable		F	score			DF	X <sup>2</sup>	T value	Result
			poor	average	Good				
Age in year	10	12	05	07	00	2	1.057	5.99	NS
	11	47	13	34	00				
	12	91	31	60	00				

<b>Religion</b>	<b>Hindu</b>	<b>147</b>	<b>47</b>	<b>100</b>	<b>00</b>	<b>1</b>	<b>0.65</b>	<b>3.84</b>	<b>NS</b>
	<b>Muslim</b>	<b>03</b>	<b>02</b>	<b>01</b>	<b>00</b>				
	<b>Christian</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>				
	<b>Others</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>				
<b>Class of study</b>	<b>5<sup>th</sup></b>	<b>19</b>	<b>07</b>	<b>12</b>	<b>00</b>	<b>3</b>	<b>2.157</b>	<b>7.82</b>	<b>NS</b>
	<b>6<sup>th</sup></b>	<b>52</b>	<b>19</b>	<b>33</b>	<b>00</b>				
	<b>7<sup>th</sup></b>	<b>76</b>	<b>23</b>	<b>53</b>	<b>00</b>				
	<b>8<sup>th</sup></b>	<b>3</b>	<b>00</b>	<b>03</b>	<b>00</b>				
<b>Mother's Education status</b>	<b>Illiterate</b>	<b>5</b>	<b>03</b>	<b>02</b>	<b>0</b>	<b>04</b>	<b>8.927</b>	<b>9.49</b>	<b>NS</b>
	<b>Primary education</b>	<b>22</b>	<b>07</b>	<b>15</b>	<b>0</b>				
	<b>Secondary education</b>	<b>36</b>	<b>10</b>	<b>26</b>	<b>0</b>				
	<b>Higher education</b>	<b>41</b>	<b>11</b>	<b>30</b>	<b>0</b>				
	<b>Graduated &amp; above</b>	<b>46</b>	<b>18</b>	<b>28</b>	<b>0</b>				
<b>Type of family</b>	<b>Nuclear</b>	<b>63</b>	<b>25</b>	<b>38</b>	<b>0</b>	<b>2</b>	<b>3.393</b>	<b>5.99</b>	<b>NS</b>
	<b>Joint</b>	<b>83</b>	<b>22</b>	<b>61</b>	<b>0</b>				
	<b>Extended</b>	<b>04</b>	<b>02</b>	<b>02</b>	<b>0</b>				
<b>Number of siblings</b>	<b>One</b>	<b>58</b>	<b>20</b>	<b>38</b>	<b>00</b>	<b>3</b>	<b>7.624</b>	<b>7.82</b>	<b>NS</b>
	<b>Two</b>	<b>49</b>	<b>19</b>	<b>37</b>	<b>00</b>				
	<b>Three</b>	<b>31</b>	<b>09</b>	<b>22</b>	<b>00</b>				
	<b>More than three</b>	<b>12</b>	<b>08</b>	<b>04</b>	<b>00</b>				

<b>Income of family/month</b>	<b>Less than 5000</b>	<b>8</b>	<b>5</b>	<b>3</b>	<b>00</b>	<b>3</b>	<b>4.032</b>	<b>7.82</b>	<b>NS</b>
	<b>5001to 10000</b>	<b>34</b>	<b>12</b>	<b>22</b>	<b>00</b>				
	<b>10,001 to 15000</b>	<b>41</b>	<b>11</b>	<b>30</b>	<b>00</b>				
	<b>15000</b>	<b>67</b>	<b>21</b>	<b>46</b>	<b>00</b>				
	<b>Above 15000</b>								
<b>Area of residence</b>	<b>Rural</b>	<b>24</b>	<b>04</b>	<b>20</b>	<b>00</b>	<b>1</b>	<b>6.739</b>	<b>3.84</b>	<b>NS</b>
	<b>Urban</b>	<b>126</b>	<b>45</b>	<b>81</b>	<b>00</b>				
<b>Knowledge about good touch and bad touch</b>	<b>Yes</b>	<b>74</b>	<b>25</b>	<b>49</b>	<b>00</b>	<b>1</b>	<b>0.0129</b>	<b>3.84</b>	<b>NS</b>
	<b>No</b>	<b>76</b>	<b>24</b>	<b>52</b>	<b>00</b>				

## SUMMARY AND CONCLUSION

The conclusion drawn from the finding of the study are as follows: The ‘t’ test done to find the effect of Video assisted teaching on knowledge among Girls of Urban Progressive High School. It revealed that there is highly significant gain in knowledge of the Girls, after the administration of the Video assisted teaching regarding Good touch and Bad touch.

The knowledge score of Girls regarding Good touch and bad touch as revealed in the pre-test showed average knowledge score, where as in post-test the awareness scores of the samples showed marked increase, which indicates that the video assisted teaching is effective in increasing the knowledge of the samples regarding good touch and Bad touch.

Also the calculated ‘t’ value is 180.99 which is significantly higher than the ‘t’ table value of 1.96 at 0.05 level of significance, which means that we reject  $H_0$  and accepted  $H_1$ . Therefore, there is significant difference between average values of pre and post- test regarding general knowledge about, GOOD TOUCH AND BAD TOUCH which gives an interpretation that there is significant gain in knowledge score of the sample in the post-test phase. This indicates that the video assisted teaching is effective in increasing the knowledge of the samples.

It clearly indicates that the level of knowledge scores of the adult Girls in the post-test phase is

higher than in the pre -test phase. This shows that Video assisted teaching was proved effective in increasing the knowledge level of the Girls regarding Good touch and Bad touch.

From all the above findings it can be concluded that most of the Girls had average knowledge regarding Good touch and Bad touch in the pre-test. After administration of Video assisted teaching, knowledge of majority of the Girls had considerably increased to a higher score in post-test than compared to the pre-test scores.

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