

A Study to Evaluate Effectiveness of Video Assisted Teaching on Knowledge of Appropriate and Inappropriate Touch Among School Going Children in Selected School of the City: A- Pre-Experimental Study

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Abstract -The time changed from “reciting poem and fairy tales” to “teaching about good touch and bad touch. -Sarika Rana The first sensory input in life is attributed to the fetal sensation of tactile sensation when it is formed in the mother and feels protection. Parents, siblings, oldest, friends and teachers play an important role in the development of a child. Sex education is extremely important for all children. Therefore, it should be taught to the grade, like in mathematics. Parents sometimes find it uncomfortable when talking about these sensitive topics, but learning must start with parents at home. Grade year is one of the most important periods of human development. How childhood relationships are ultimately formed with others, like children, and perceived themselves. Many mental illnesses in adults, including great precession, personality disorders, and self-positional behaviour, were associated with childhood sexual abuse. A meta-analysis of 13 (13) studies (including studies on kindergarten children) reported that 28% of children who were sexually abused provided information that they had sexual behaviour problems. Close contact and touch are important aspects of human relationships. In general, touch can transmit warmth, redirect aggression, and express a range of emotions. Calm, caring, and comforting touch can convey deep emotional connection. However, touch can also be used in oppressive, controlling, or punitive ways. When caring for young people, touch occurs in various contexts—such as during leisure activities or while providing direct physical care. A child’s past experiences can significantly influence how they perceive and respond to touch. Some children may have been subjected to inappropriate or abusive touch in the past, and caregivers may be unaware of this history. For certain children, physical affection might have been associated with sexual abuse. Understanding the potential meanings and

interpretations of touch in such contexts is essential for identifying risks and ensuring the protection of both children and caregivers. A particular touch may feel personally distressing, but that does not necessarily mean a crime has occurred. The specific details of the interaction can provide a strong defense, even in serious allegations such as sexual misconduct. It is crucial to teach children that inappropriate touch is wrong. Inappropriate content includes sexually explicit material, false or misleading information, violence, extremist or terrorist content, and hate speech. Exposure to such content can be harmful to young people, though the extent of its impact is difficult to measure, as many incidents go unreported. Close contact and touch are important aspects of human relationships. In general, touch can transmit warmth, redirect aggression, and express a range of emotions. Calm, caring, and comforting touch can convey deep emotional connection. However, touch can also be used in oppressive, controlling, or punitive ways. When caring for young people, touch occurs in various contexts—such as during leisure activities or while providing direct physical care. A child’s past experiences can significantly influence how they perceive and respond to touch. Some children may have been subjected to inappropriate or abusive touch in the past, and caregivers may be unaware of this history. For certain children, physical affection might have been associated with sexual abuse. Understanding the potential meanings and interpretations of touch in such contexts is essential for identifying risks and ensuring the protection of both children and caregivers. A particular touch may feel personally distressing, but that does not necessarily mean a crime has occurred. The specific details of the interaction can provide a strong defense, even in serious allegations such as sexual misconduct. It is crucial to teach children that inappropriate touch is

wrong. Inappropriate content includes sexually explicit material, false or misleading information, violence, extremist or terrorist content, and hate speech. Exposure to such content can be harmful to young people, though the extent of its impact is difficult to measure, as many incidents go unreported. **OBJECTIVE OF THE STUDY** Primary Objectives To assess the effectiveness of video assisted teaching programme knowledge regarding appropriate and inappropriate touch among school going children. Secondary objectives To Assess the pre-test Knowledge score regarding appropriate touch and inappropriate touch among school going children in selected school. To assess Post –test on knowledge score regarding appropriate touch and inappropriate touch among school going children in selected school. To assess the effectiveness of video assisted teaching on knowledge regarding appropriate touch and inappropriate touch among school going children. To find the association between posttest knowledge score regarding appropriate touch and inappropriate touch among school going children with their selected demographic variable. **Result** The hypothesis was tested statistically with the distribution of pre-test and post-test mean score. The levels of knowledge during the pre-test and post- test were compared to prove the effectiveness of planned educational teaching. Tabulated' value was compared with calculated 't' value. The pre- test mean score of knowledge was 8.6833 and standard deviation of 2.33972, were as in post- test the mean score of knowledge was 24.0500 and standard deviation of 2.71484. The standard error of the mean was 0.35048. The calculated 't' value was 41.138. Which was found to be significant at $p < 0.05$ level. This indicate that the video assisted teaching was effective to improve knowledge regarding appropriate and inappropriate touch in selected school of the city. Among the 60 school-going children surveyed, most (43.3%) are 9 years old, with others under or over 10. Academically, they are mainly in 3rd to 6th Standards, with the highest number in 4th Standard (33.3%). The majority are Hindu (75%), followed by Muslims (11.7%), Christians (1.7%), and others (11.7%). Fathers are primarily engaged in business (33.3%), government (21.7%), or private jobs (18.3%), while mothers mostly have government jobs (46.7%), followed by business (25%) and labor (21.7%). Regarding siblings, 36.7% have none, 35% have one, and 28.3% have two. In terms of hobbies, most children watch TV (81.7%), while fewer prefer playing, drawing, or other activities. Transportation-wise, 56.7% use auto- rickshaws, and 43.3% use buses. Knowledge about appropriate touch is partial for 43.3%, lacking in 31.7%, and clear in 25%. Most children (90%) learn about it from teachers, while only 10% learn from parents. The analysis of pre-test knowledge scores highlights the distribution of

participants understanding before the intervention. The results indicate that pre-assessment knowledge scores of 60 respondents categorized into different levels based on their percentage scores. Among them, 4 respondents (6.7%) had a poor knowledge score, falling within the 0%-33% range. The majority, 44 respondents (73.3%), had an average knowledge score ranging between 33.01% and 75%. Additionally, 12 respondents (20.0%) demonstrated a good knowledge score, ranging from 75.01% to 100%. The analysis of post-test knowledge scores highlights the distribution of participants understanding after the intervention. The results indicate that the intervention post-test shows, 8 respondents (13.3%) had a poor knowledge score within the 0%-33% range. A total of 23 respondents (38.3%) had an average knowledge score ranging between 33.01% and 75%. Notably, 29 respondents (48.3%) achieved a good knowledge score, falling within the 75.01%-100% range. The minimum score recorded in this assessment was 18, while the maximum score reached 28. **conclusion** analysis of pre-test knowledge scores highlights the distribution of participants understanding before the intervention. The results indicate that pre-assessment knowledge scores of 60 respondents categorized into different levels based on their percentage scores. Among them, 4 respondents (6.7%) had a poor knowledge score, falling within the 0%-33% range. The majority, 44 respondents (73.3%), had an average knowledge score ranging between 33.01% and 75%. Additionally, 12 respondents (20.0%) demonstrated a good knowledge score, ranging from 75.01% to 100%. The analysis of post-test knowledge scores highlights the distribution of participants understanding after the intervention. The results indicate that the intervention post-test shows, 8 respondents (13.3%) had a poor knowledge score within the 0%-33% range. A total of 23 respondents (38.3%) had an average knowledge score ranging between 33.01% and 75%. Notably, 29 respondents (48.3%) achieved a good knowledge score, falling within the 75.01%-100% range. The minimum score recorded in this assessment was 18, while the maximum score reached 28. Analysis reveals that there is association of knowledge score is with age and There is no association found between knowledge with all demographic variables.

I. INTRODUCTION

The first sensory input in life is attributed to the fetal sensation of tactile sensation when it is formed in the mother and feels protection. Parents, siblings, oldest, friends and teachers play an important role in the development of a child. Sex education is extremely

important for all children. Therefore, it should be taught to the grade, like in mathematics. Parents sometimes find it uncomfortable when talking about these sensitive topics, but learning must start with parents at home. Grade year is one of the most important periods of human development. How childhood relationships are ultimately formed with others, like children, and perceived themselves. Many mental illnesses in adults, including great precession, personality disorders, and self-positional behaviour, were associated with childhood sexual abuse. A meta-analysis of 13 (13) studies (including studies on kindergarten children) reported that 28% of children who were sexually abused provided information that they had sexual behaviour problems¹. Touch' is a positive experience that gives your loved one a certain sense. A good touch gives strengthening and is essential for health and good behavior. A bad touch can be unsure and can lead to mental disorders, secret touches and touches in your private parts. Good and poor touches are words that are primarily used to describe which touches are safe and unsafe. Good grades are always feeling care, love, love and help. There is no unpleasant experience for the child. A bad touch is something you don't want and you feel uncomfortable. As a child, it is the most important stage in the development cycle. All abuse of children has a negative effect on the physical and mental health of the victim. During your childhood, you will acquire more knowledge from your area. Parents feel shy when they embrace these sensitive topics with their children. Mature people can share their knowledge about sex education in today's world. Parents must talk to their children about the good and bad things. They also want to talk about sexual development and sexual identity at a very young age. Children are very interested in the body parts, including the genitals, and need instructions to learn something about the body parts.² All cases of child abuse are supported by the silence of victims, parents and relatives. Most often, victims cannot recognize whether it is good or poor, and they ignore them. There are many types of sexual abuse, including sexual kissing, sexual assault, rape, stalking, porn, touch, harassment, and more. Child abuse ignores physical, sexual, emotional abuse, and belts, steps, bites, burns, and choked physical abuse. Sexual abuse is when a person touches a private part of the body or shows a naked picture that makes a picture without clothes. Emotional abuse includes

criticism, guilt, shame, or embarrassment from friends, family, or employees. Neglect is a form of abuse, which means not paying attention to someone or something. Close contact and touch are important aspects of human relationships. In general, touch can transmit warmth, redirect aggression, and express a range of emotions. Calm, caring, and comforting touch can convey deep emotional connection. However, touch can also be used in oppressive, controlling, or punitive ways. When caring for young people, touch occurs in various contexts—such as during leisure activities or while providing direct physical care. A child's past experiences can significantly influence how they perceive and respond to touch. Some children may have been subjected to inappropriate or abusive touch in the past, and caregivers may be unaware of this history. For certain children, physical affection might have been associated with sexual abuse. Understanding the potential meanings and interpretations of touch in such contexts is essential for identifying risks and ensuring the protection of both children and caregivers. A particular touch may feel personally distressing, but that does not necessarily mean a crime has occurred. The specific details of the interaction can provide a strong defense, even in serious allegations such as sexual misconduct. It is crucial to teach children that inappropriate touch is wrong. Inappropriate content includes sexually explicit material, false or misleading information, violence, extremist or terrorist content, and hate speech. Exposure to such content can be harmful to young people, though the extent of its impact is difficult to measure, as many incidents go unreported. This study is important as it will create a consciousness and awareness among 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.

II. OBJECTIVE OF THE STUDY

Primary Objectives

To assess the effectiveness of video assisted teaching programme knowledge regarding appropriate and inappropriate touch among school going children.

Secondary objectives

- 1) To Assess the pre-test Knowledge score regarding appropriate touch and inappropriate touch among school going children in selected school.
- 2) To assess Post –test on knowledge score regarding appropriate touch and inappropriate touch among school going children in selected school.
- 3) To assess the effectiveness of video assisted teaching on knowledge regarding appropriate touch and inappropriate touch among school going children.
- 4) To find the association between posttest knowledge score regarding appropriate touch and inappropriate touch among school going children with their selected demographic variable.

III. MATERIAL AND METHOD

In this study a quantitative research approach will be used to assess the effectiveness of video assisted

teaching program on knowledge regarding appropriate touch and inappropriate touch among school going children. With this approach it could be possible to describe the knowledge of school going children regarding appropriate and inappropriate touch. It also helps investigation to evaluate video assisted teaching program regarding appropriate and inappropriate touch. In the present scenario, one group pre-test post-test only is used which comes under pre-experimental design. Setting is the physical location and condition in which data collection take place in a study. The present study was conducted in selected school of the city. For the present study, a non-probability purposive sampling technique was used. This method was chosen because it allows the selection of participants based on specific criteria relevant to the study objectives. In this study, the reliability of the tool was determined by administering the questionnaire to 10 samples. Karl Pearson correlation coefficient formula was used for reliability. The questionnaire was said to be reliable if the correlation coefficient was more than 0.915. The correlation coefficient 'r' of the questionnaire was 0.915, which is more than 0.915. hence the questionnaire was found to be reliable.

IV. RESULT

Table no. IV.1: Frequency Distribution of school going children with selected demographic variables.

Sr. No.	Demographic Variables	(Frequency =f)	Percent %
1.	Age (yrs)		
	8 years	9	15.0
	9 years	26	43.3
	10 years	25	41.7
2.	Class		
	3 rd Std	16	26.7
	4 th Std	20	33.3
	5 th Std	17	28.3
	6 th Std	7	11.7
3.	Religion		
	Hindu	45	75.0
	Muslim	7	11.7
	Christian	1	1.7
	Others	7	11.7
4.	Occupation of father		

	Private job	11	18.3
	Government job	13	21.7
	Labourer	10	16.7
	Business	20	33.3
	Unemployed	6	10
5.	Occupation of mother		
	Private job	4	6.7
	Government job	28	46.7
	Labourer	13	21.7
	Business	15	25.0
6.	Total No. of siblings		
	None	22	36.7
	One	21	35.0
	Two	17	28.3
7.	Hobbies		
	Watching television	49	81.7
	Playing	8	13.3
	Drawing	1	1.7
	Others	2	3.3

Table IV.2: Table showing frequency and percentage wise distribution of pretest knowledge score of school going children regarding appropriate and inappropriate touch in selected school of the city.

n = 60

Level of pretest Knowledge Score (PRE)	Score Range (in %)	Level of pretest Knowledge Score	
		Frequency (f)	Percentage (%)
Poor Score	0 - 33	4	6.7
Average Score	33.01 to 75	44	73.3
Good Score	75.01 to 100	12	20.0
Minimum Score		4	
Maximum Score		15	
Mean Knowledge Score		8.6833± 2.3397	

IV.3 Table showing frequency and percentage wise distribution of post-test knowledge score of school going children regarding appropriate and inappropriate touch

Knowledge Score (POST)	Score Range (in %)	Level of Knowledge Score	
		Frequency (f)	Percentage (%)
Poor Score	0 - 33	8	13.3
Average Score	33.01 to 75	23	38.3
Good Score	75.01 to 100	29	48.3
Minimum Score		18	

Maximum Score	28
Mean Knowledge Score	24.05± 2.7148

Table IV.4: Table showing comparison of pre-test and post-test grading score

Knowledges	Overall	Mean	N	Std. Deviation	Std. Error Mean	df	T- Test	P- value
Pre		8.6833	60	2.3397 2	0.30206	5	- 41.	<0.0 01
Post		24.050 0	60	2.7148 4	0.35048	9	138	

SECTION D ASSOCIATION LEVEL OF POST TEST KNOWLEDGE APPROPRIATE TOUCH AND INAPPROPRIATE TOUCH AMONG SCHOOL GOING CHILDREN WITH THEIR SELECTED DEMOGRAPHIC VARIABLE.

Table IV.5: - Association of knowledge score regarding appropriate and inappropriate touch in relation to age in years.
n = 60

Age years in	No.of School Going Children's	Poor	Average	Good	X2-value
8 Years	9	3	6	0	13.431, P=0.037 Significant
9 years	26	3	11	12	
10 Years	25	2	6	17	

Table IV.6: - Association of knowledge score regarding appropriate and inappropriate touch in relation to Class

n = 60

Class	No.of School Going Children's	Poor	Average	Good	X2- value
3rd Standard	16	1	7	8	4.400, P=0.623 NS
4th Standard	20	4	9	7	
5th Standard	17	2	4	11	
6th Standard	7	1	3	3	

Table IV.7: - Association of knowledge score regarding appropriate and inappropriate touch in relation to Religion.

n=60

Religion	No.of School Going Children	Poor	Average	Good	X2- value
Hindu	45	6	18	21	4.812, P=0.777 NS
Muslim	7	2	2	3	
Christian	1	0	0	1	
Others(specify)	7	0	3	4	

Table IV.8: - Association of knowledge score regarding appropriate and inappropriate touch in relation to Occupation of father

n= 60

Occupation of Father	No. of School Going Children's	Poor	Average	Good	X2-value
Private Job	11	4	6	1	17.659, P=0.024 Significant
Government Job	13	3	6	4	
Labourer	10	1	2	7	
Business	20	0	7	13	
Unemployed	6	0	2	4	

Table IV.9: - Association of knowledge score regarding appropriate and inappropriate touch in relation to Occupation of mother

n=60

Occupation of Mother	No. of School Going Children's	Poor	Average	Good	X2- value
Private Job	4	0	2	2	3.550, P=0.737 NS
Government Job	28	3	11	14	
Labourer	13	1	5	7	
Business	15	4	5	6	

Table IV.10: Association of knowledge score regarding appropriate and inappropriate touch in relation to Total no. of siblings

n=60

Total No. of Siblings	No. of School Going Children's	Poor	Average	Good	X2- value
None	22	3	10	9	1.530, P=0.821 NS
One	21	2	7	12	
Two	17	3	6	8	

Table IV.11: - Association of knowledge score regarding appropriate and inappropriate touch relation to Hobbies

n = 60

Hobbies	No. of School Going Children's	Poor	Average	Good	X2- value
Watching Television	49	7	18	24	2.028, P=0.917 NS
Playing	8	1	3	4	
Drawing	1	0	1	0	
Others	2	0	1	1	

Table IV.12: - Association of knowledge score regarding appropriate and inappropriate touch relation to Mode of transport.

n=60

Mode of Transport	No. of School Going Children's	Poor	Average	Good	X2-value
By Bus	26	4	15	7	8.982, P=0.011 Significant

Table IV.13: - Association of knowledge score regarding appropriate and inappropriate touch in relation to Previous knowledge.

n=60

Knowledge of appropriate touch and inappropriate touch.	No. of School Going Children's	Poor	Average	Good	X2- value
Yes	15	2	7	6	2.564, P=0.633 NS
No	19	2	5	12	
Rarely Known	26	4	11	11	

Table IV.14: - Association of knowledge score regarding appropriate and inappropriate touch in relation to Source of information.

n=60

Source of information	No. of School Going Children's	Poor	Average	Good	X2- value
Parents	6	0	4	2	2.595, P=0.273 NS
Teachers	54	8	19	27	

V. RELIABILITY ANALYSIS

Person's Correlation Coefficient	0.915
Reliability	0.917

By using Parallel form method of reliability, it is found to be 0.917 and hence tool is reliable and valid.

VI. CONCLUSION

Conclusion analysis of pre-test knowledge scores highlights the distribution of participants understanding before the intervention. The results indicate that pre-assessment knowledge scores of 60 respondents categorized into different levels based on their percentage scores. Among them, 4 respondents (6.7%) had a poor knowledge score, falling within the 0%-33% range. The majority, 44 respondents (73.3%), had an average knowledge score ranging between 33.01% and 75%. Additionally, 12 respondents (20.0%) demonstrated a good knowledge score, ranging from 75.01% to 100%. The analysis of post-test knowledge scores highlights the distribution of participants understanding after the intervention. The results indicate that the intervention post-test shows, 8 respondents (13.3%) had a poor knowledge score within the 0%-33% range. A total of 23 respondents (38.3%) had an average knowledge score ranging between 33.01% and 75%. Notably, 29 respondents (48.3%) achieved a good knowledge score, falling within the 75.01%-100% range. The minimum score recorded in this assessment was 18, while the maximum score reached 28. Analysis reveals that there is association of knowledge score is with age and There is no association found between knowledge with all demographic variables.

VII. DISCUSSION

The findings of the study were discussed with reference to the objectives stated in chapter I and with the findings of the other studies in this section. The

present study was undertaken as, "A pre- experimental study to assess the effectiveness of video assisted teaching program on knowledge of appropriate and inappropriate touch among school going children in selected school of the city."

VIII. ACKNOWLEDGEMENT

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