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## The effectiveness of Video-Assisted Teaching on psychosocial problems of adolescents in terms of knowledge and attitude among school teachers at a selected corporation school

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### ABSTRACT

*Psychosocial problems are highly prevalent and one of the hidden public health problems amongst the children and adolescents. The present Pre Experimental (one group pre-test post-test design) study aimed to evaluate the effectiveness of Video Assisted Teaching on psychosocial problems of adolescents in terms of knowledge and attitude among school teachers, Coimbatore. 60 school teachers working at Rathinapuri Corporation Higher Secondary School was selected by using non-Probability Convenience Sampling Technique. Self-administered questionnaire and Likert scale was used to assess the level of knowledge and attitude. Calculated paired 't' test value of knowledge ( $t=29.9$ ) and attitude ( $t=20.1$ ) showed highly significant at  $p \leq 0.01$  in pre and post-test, which reveals that Video Assisted Teaching was effective in gaining knowledge and developing favourable attitude on psychosocial problems of adolescents among school teachers. The calculated Karl Pearson's 'r' value ( $r=0.7$ ) of knowledge and attitude in post-test showed a positive correlation. Video-Assisted Teaching is an interesting effective way of teaching-learning strategy that can be used at any place, time, all the age group for improving knowledge and developing desirable attitude.*

**Keywords**— Effectiveness, Knowledge, Video-assisted teaching, Attitude, Psychosocial problems of adolescence, School teachers

### 1. INTRODUCTION

According to WHO (2016), Adolescence has been defined as the period in human growth and development that occurs after childhood and before adulthood, from ages 10-19 years. The term psychosocial refers to the psychological and social factors that influence mental health. Social influences such as peer pressure, parental support, cultural and religious background, socioeconomic status, and interpersonal relationships all help to shape personality and influence psychological makeup. Children with psychosocial disorders frequently have difficulty functioning in social situations and may have problems effectively communicating with others. Causes of psychosocial problems include biological, genetic, familial and social factors or biopsychosocial influences. The common psychosocial problems include depression, anxiety, eating disorders, conduct disorders, suicide and delinquent behaviours.

### 2. MATERIALS AND METHODS

Pre-experimental and one group pre-test post-test design were adopted after obtaining Permission the Final study was conducted. Non-probability convenience sampling technique was used for selecting the sample size of 60 school teachers. Self-administered questionnaire and Likert scale to assess the level of Knowledge and level of attitude on psychosocial problems among school teachers. After assessment the Video Assisted Teaching was implemented to enhance their knowledge and attitude, Post-test was done.

#### 2.1 ETHICAL CLEARANCE

The study was approved by ethical committee members after that Prior written permission was obtained from the Corporation Commissioner and Corporation Educational Officer. Verbal consent was obtained from the samples to conduct the study.

#### 2.2 PROCEDURE OF DATA COLLECTION

During the first day of the first week, the investigator selected 60 samples. During the last day of the first week, samples were gathered in a classroom as a group at 3 pm - 4 pm. A self-administered questionnaire and Likert scale were distributed to all the samples to assess the pre-test level of knowledge and attitude on psychosocial problems of adolescents. Samples were divided into 3 groups according to blocks such as B block, C block and D block. During the first day of 2<sup>nd</sup>-week Video Assisted Teaching regarding psychosocial Problems of adolescents was implemented by using LCD and Speaker with a duration of 60 minutes.

3. RESULT AND INTERPRETATION

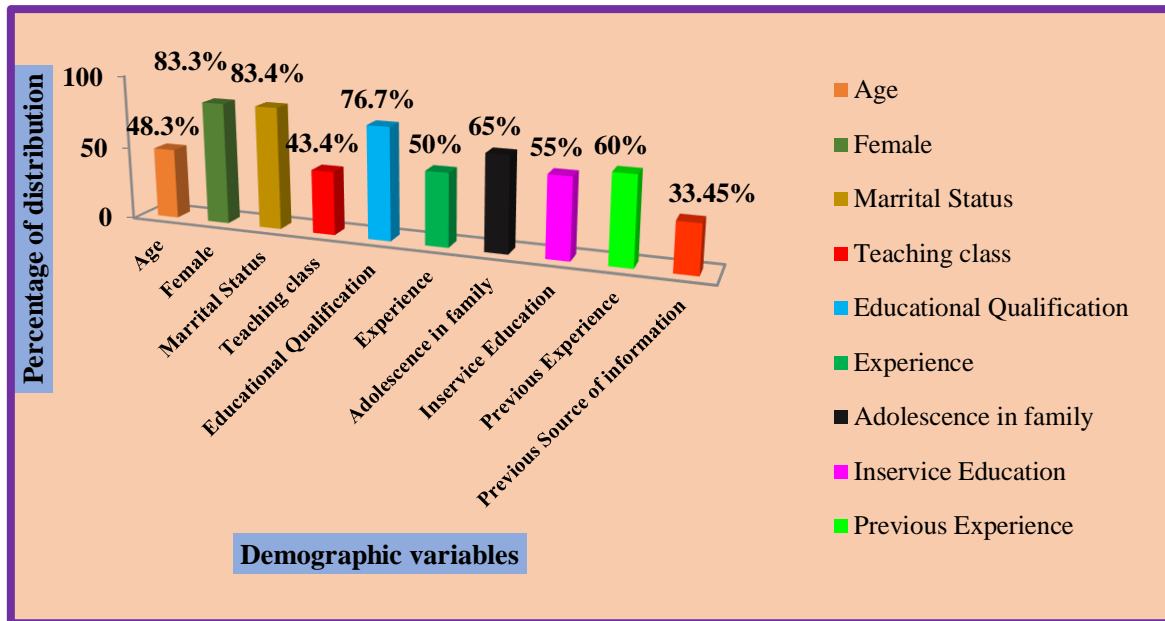


Fig. 1: Frequency and percentage distribution of school teachers according to their demographic variables.

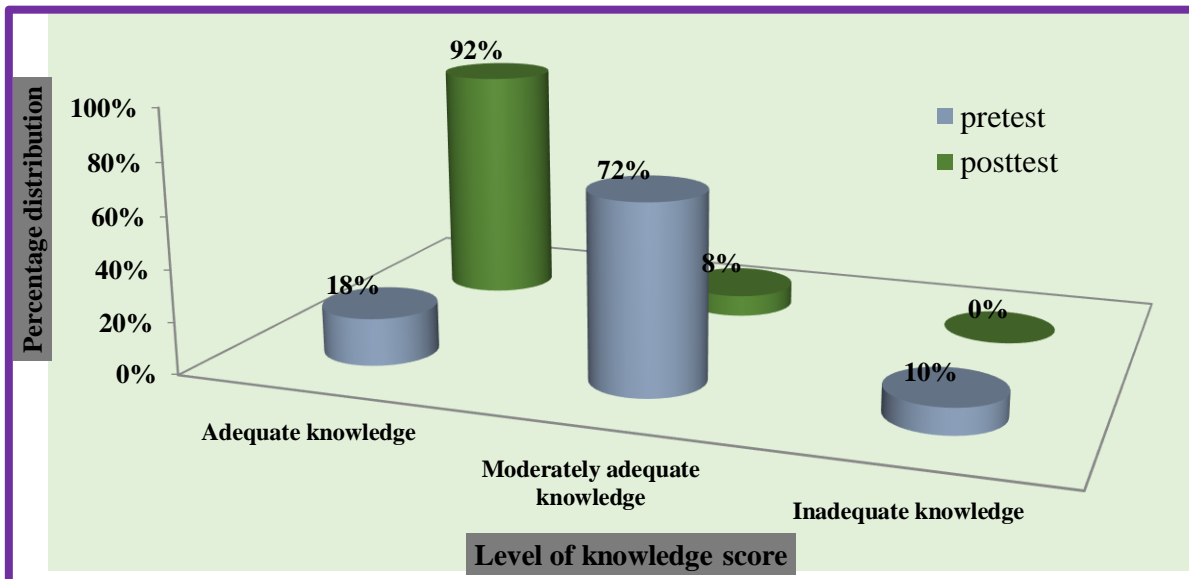


Fig. 2: Frequency and percentage distribution of samples according to the level of knowledge on psychosocial problems of adolescents.

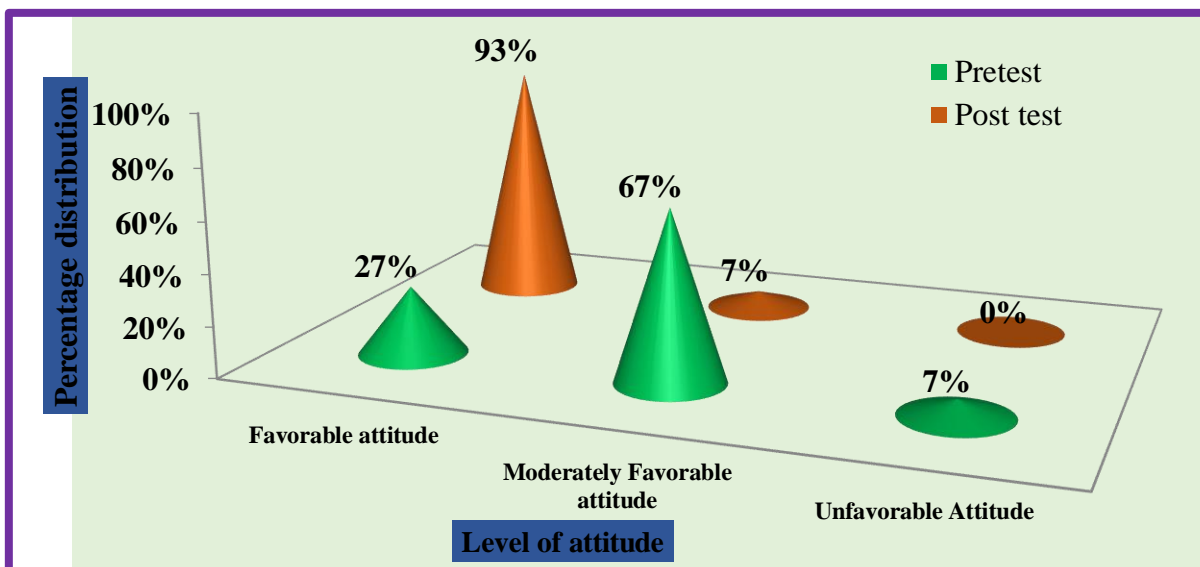


Fig. 3: Frequency and percentage distribution of samples according to the level of attitude on psychosocial problems of adolescents.

**Table 1: Mean, Standard Deviation, Mean Percentage, Mean difference and paired ‘t’ test value of knowledge on psychosocial problems of adolescents among samples during pre and post-test.**

n=60					
Level of knowledge.	Mean	SD	Mean percentage	Mean difference	Paired ‘t’ test value
Pre test	14.36	3.52	55.2%	7.59	<b>**29.9</b>
Post test	21.95	2.6	91%		

Table value=2.00

df=59

**\*\* Highly significant at p≤0.01**

**Table 2: Mean, Standard Deviation, Mean Percentage, Mean difference and paired ‘t’ test value of attitude on psychosocial problems of adolescents among samples during pre and post-test.**

n=60					
Level of attitude.	Mean	SD	Mean percentage	Mean difference	Paired ‘t’ test value
Pre test	49.28	15.5	49.28%	33.72	<b>**20.1</b>
Post test	83	10.01	83%		

Table value= 2.00

df=59

**\*\*Highly significant at p≤0.01**

**Table 3: Karl Pearson’s correlation co-efficient value on knowledge and attitude regarding psychosocial problems of adolescents among samples in post-test.**

Variables	Post test		Karl Pearson’s correlation co-efficient value.
	Mean	SD	
Knowledge	21.9	2.84	<b>0.7</b>
Attitude	83	11.27	

#### 4. DISCUSSION

Among the samples in the pre-test, majority 43 (71.7%) of the samples had moderately adequate knowledge. In post-test most 55(91.7%) of the samples had adequate knowledge whereas 5(8.3%) samples had moderately adequate knowledge. In the pre-test, most 40 (66.7%) of the samples had a moderately favourable attitude. In post-test most 56(93.3%) samples had a favourable attitude.

#### 5. CONCLUSION

The result of the study revealed that Video Assisted Teaching was effective in improving the level of knowledge and attitude regarding the psychosocial problems of adolescents among school teachers.

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