



# A Study To Assess The Effectiveness Of Video Assisted Teaching Programme On Knowledge And Perception Regarding Mental Health Condition Among Adolescent At Selected School Of Bhopal

<sup>1</sup>Prof. Soney Toppo, <sup>2</sup>Ms. Kusum Yadav, Ms. Prachi Vishwakarma, <sup>3</sup>Sneha Tiwari, Vinod Shah, Khushboo Bhagat, Mamta Turkar, Munni Sisodiya

<sup>1</sup>Principal, <sup>2</sup>Nursing Tutor, <sup>3</sup>Student

<sup>1</sup>Nursing,

<sup>1</sup>Career College Of Nursing, Bhopal, India.

**Abstract:** This study is conducted to check the effectiveness of video-assisted teaching program among adolescent knowledge and perception regarding mental health conditions at selected school of Bhopal. It has been observed that the number of cases related to mental health issues is rapidly increasing amongst youths, thus necessitating focused interventions in terms of awareness, understanding, and positive perceptions regarding mental health. A quantitative study design was employed in the research whereby 40 adolescent participants were purposively selected to be evaluated on their knowledge and perceptions both before and after the intervention. Initial appraisal revealed that 87.5% of the participants have moderate knowledge, while 10% have inadequate knowledge, and only 2.5% have adequate knowledge. Additionally, compared to 45% of students who have favorable views on mental health, 55% of them have negative views.

Significant progress was seen following the video-assisted instruction program: the mean increase in knowledge was 13.256 (SD = 3.908), and the mean change in perception was 10.923 (SD = 2.370). The success of the intervention is confirmed by statistical analysis using the t-test, which reveals a substantial increase in both knowledge and perception ( $t = 6.01$ ,  $p < 0.05$  for knowledge and  $t = 3.41$ ,  $p < 0.05$  for perception). The study itself confirms the potential of multimedia education in raising knowledge and attitudes toward mental health and psychological well-being among the teenagers themselves, even when age, gender, and family background cannot actually be regarded as major predictors of result.

The study emphasizes the value of using video-based instruction into school-based mental health programs to impart knowledge and provide support to teenagers in the fight against mental health issues. The adoption of comprehensive educational programs in mental health awareness inside Indian schools and beyond will be further empowered by expanding the findings via more study with a variety of demographics.

**Index Terms** - Adolescents, Mental Health, Video-Assisted Teaching, Knowledge, Perception, Educational Intervention, Bhopal, Multimedia Learning.

## I. INTRODUCTION

There is now a growing concern about the increase in cases of mental illness among adolescents globally. The WHO statistics indicate that there are 10-20% adolescents suffering from mental health disorders. Most are not diagnosed and treated in regions where little knowledge on mental health issues is taught in schools or even stigmatized. Adolescent ages represent a critical period for significant psychological, emotional, and social changes. Adolescents are exposed to multiple stressors-be it pressure of school, social demands, and identity formation among others-which might cause anxiety, depression, and other mental health problems. Mental health awareness among adolescents in India is rather low due partly to the cultural stigma attached to the affliction of mental health issues, poor education in health matters, and limited access to mental health services. It is evident that the problem of mental illness has gained significant heights in Indian society, and this kind of stigma would deter adolescents to even seek help or open their mouths on mental health issues. Schools would be an ideal platform to fill up such a deficit with well-designed education programs that could lead adolescents towards understanding mental health, recognizing symptoms, and adopting supportive behaviors. Video-based teaching methods, for instance, provide an avenue to effectively teach youth better than the traditional lecture method due to the fact that multimedia make complex information easier to relate to and understand.

## II. LITERATURE REVIEW

Previous literature reviews indicate that educational interventions have significant outcomes in the knowledge and attitudes of adolescents pertaining to their views on mental health. As illustrated, for example, in the findings of Ms. Vidhya S. With video-assisted teaching, adolescents' knowledge regarding mental illness: A study published in 2014 found that there was a significant rise in scores of knowledge after the intervention. A similar study further suggests that video contents are instrumental in demystifying mental health concepts, thus enhancing openness towards subject and making it easier to have a more amenable climate for adolescents. Video-assisted learning is specific for complicated subjects as it has visual elements to augment memory retrieval.

The current work is an extension of the existing knowledge and encompasses changes in perception towards adolescents following video-assisted teaching. Thus, it endeavors to provide a comprehensive view of the way in which multimedia teaching might influence young people's awareness of and attitudes about mental health. Video-assisted learning is one of those pedagogical tools that can break the language barrier, can really portray real-life scenarios, and catch the attention of the students with its visual approach, suitable in filling gaps in mental health education in Indian schools.

## III. OBJECTIVES

- To evaluate the adolescents' grasp of mental health at a chosen school in Bhopal.
- To evaluate the adolescents' perception of mental health at a chosen school in Bhopal.
- To evaluate the impact of a video-assisted teaching program on adolescents' understanding of mental health at a chosen school in Bhopal.
- To determine the relationship between adolescent mental health knowledge and demographic variables.
- To evaluate the impact of a video-assisted teaching program on adolescents' perceptions of mental health at a chosen school in Bhopal.
- To determine the relationship between demographic variables and teenagers' perceptions of mental health.

## IV. SUBJECT MATTER

The video-assisted teaching program conceptualized for this research aimed at enhancing knowledge and perception change regarding mental health among the adolescent. The program had been developed with consultation from mental health professionals and educational experts in an endeavor to ensure that the contents were indeed informative, entertaining, and age appropriate. Video content was prepared to cover all the fundamental aspects of mental health-definitions, types of mental health condition, causes of conditions like depression, symptoms, and available treatments. It also tackled some usual myths and lies about mental health, a campaign that meant showing the public that mental health is just as important as physical health and approached issues without stigma.

The intervention was conducted for a period of one week with pre-and post-assessment periods to measure the effectiveness of this intervention. The participants included 40 adolescents from Vivekananda Vidyapeeth School at Bhopal who were selected through purposive sampling. Both knowledge and perception levels were measured with the help of a structured questionnaire designed. Knowledge related questions included basic mental health concepts, and perception checked whether or not the students have positive or negative attitudes toward mental health issues.

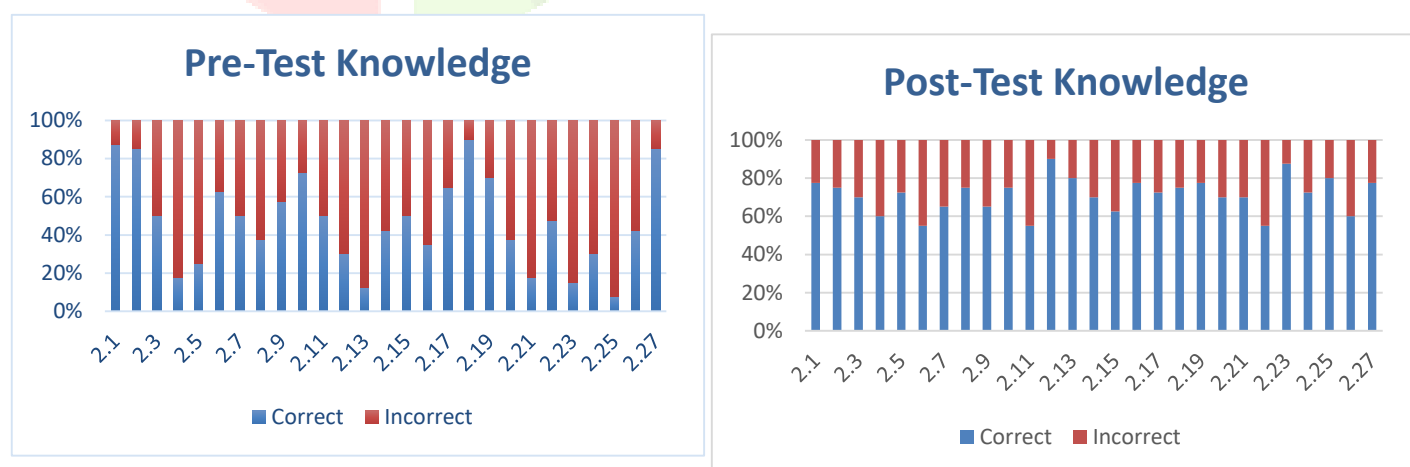
The assessments were conducted before and after the intervention to capture shifts in knowledge and perception. The data was analyzed using statistical methods, including mean scores and standard deviations for both knowledge and perception, as well as t-tests to evaluate significance levels.

## V. RESEARCH METHODOLOGY

The current study utilized a quantitative research approach in quasi-experimental design for determining the effectiveness of the video-assisted teaching program to improve adolescents' knowledge and perceptions of mental health. The study was carried out in a selected school at Bhopal. Purposive sampling of 40 adolescents between the ages of 11-19 was taken. Questionnaires to evaluate the participants' knowledge and perceptions about mental health were used pretest and posttest. The knowledge questionnaire has 27 items and its scores are categorized as either inadequate, moderate, or adequate. The perception questionnaire has 15 items designed to assess attitudes toward mental health, which is graded as positive or negative. Demographic data on the age, gender, and parental education were collected from the participants. Data was gathered over three days at Vivekananda Vidyapeeth, Bhopal, after taking prior permission from the school authorities and the researcher. The data collection tools were pretested by two experts in mental health nursing to establish their validity, while a pilot study was carried out to test the reliability. The results showed deficits and misconceptions in adolescents' perception of mental health. Results were analyzed in order to establish the extent to which the video-assisted program enhances both knowledge and attitudes and recommendations are forwarded to incorporate such interventions in school curricula.

## VI. RESULTS

The study findings pointed to some important changes both in the knowledge and perception of mental health across adolescents after video-based teaching. Such findings have significant implications and lead one to believe that video-based learning indeed can be one of the best options of media in education for sensitive matters like mental health. Here is a more detailed breakdown of results. In most of the adolescents before intervention, only a moderate level of knowledge about mental health conditions existed. More specifically, 87.5% displayed a moderate level, 10% had an inadequate level, and 2.5% adequate. This profile indicates there is a wide gap in awareness on mental health among the teenagers that needs to be approached by accessible, interactive, and well-designed curricula. .



**Fig.1- Bar graph shows the responses of knowledge questionnaire given by the adolescents regarding awareness towards mental health before and after video assisted teaching program.**

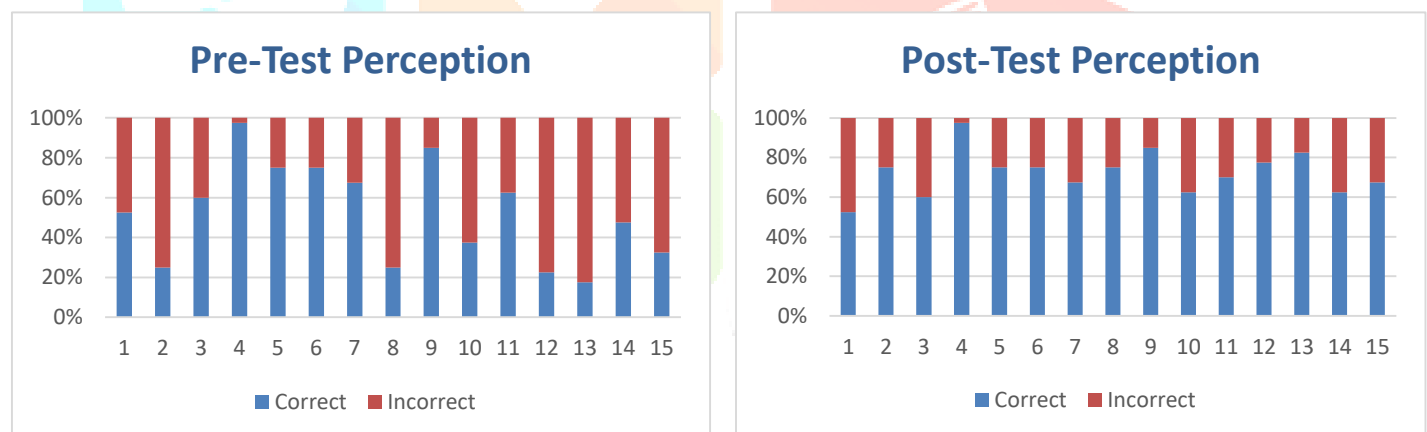
Results of the primary appraisal in terms of perception revealed that 55% of adolescents perceived mental health conditions with negative perception while 45% perceived them with a positive perception. Such a high rate of perception in negative aspects can be indicative of the presence of stigmas and

misunderstandings about mental health among the students. This corresponds with societal attitudes at large, which often discourage open discussion about mental health

**Tab.1- Table shows effectiveness of the video assisted teaching program on awareness towards Mental Health among adolescents regarding Knowledge Questionnaire**

Categories	Mean	Standard Deviation	Paired 't' test	
			Calculated Value	Table Value
Pre test	12.84615385	2.66974982	6.01	2.022
Post test	13.25641026	3.908488461		

The video-assisted teaching program showed a substantial increase in the knowledge of the participants about mental health. After the intervention, 45% of the adolescents had adequate knowledge, while 52.5% had moderate knowledge and only 2.5% were at the lowest level, showing a notable shift in their understanding. With an overall improvement score of 13.256, and having a standard deviation of 3.908, its result on the t-test was statistically significant with  $p < 0.05$ , which supported that the improvement in their knowledge was meaningful. Meaning the video-based learning helped a lot in enhancing adolescents' understanding of complex concepts on mental health by letting these young people understand the very subject in an interesting as well as accessible manner to be followed.



**Fig.2- Bar graph shows the responses of perception questionnaire given by the adolescents regarding awareness towards mental health before and after video assisted teaching program.**

The video-assisted program had also positively affected perceptions related to mental health. At the close, 67.5% of the adolescents had positive perception about mental health as against 32.5% with negative perceptions. Such a marked increase in positive perception is evident here as the real potential of focused educational intervention in reshaping attitudes and removing the stigma associated with mental health illness. The mean was 10.923 while the standard deviation was 2.370; a t-test at a level of 3.41 ( $p < 0.05$ ) confirmed that the change in perception was statistically significant.



**Tab.2- Table shows effectiveness of the video assisted teaching program on awareness towards Mental Health among adolescents regarding Perception Questionnaire**

Categories	Mean	Standard Deviation	Paired 't' test	
			Calculated Value	Table Value
Pre test	7.769230769	2.341241179	3.41	2.179
Post test	10.92307692	2.370221238		

The study further assessed how demographic factors like age, sex, education level, family income, and the education level of parents impacted the success of the video-assisted teaching program. The outcome indicated that none of the demographic factors had a significant effect on changes in knowledge or perceptions. This suggests that the program was very effective in all the groups, thereby making it very adaptable and applicable in different school settings. This lack of demographic influence highlights the broad potential of the intervention to foster positive attitudes and enhance knowledge among adolescents, regardless of background.

## VII. CONCLUSION

The research findings on video-assisted instruction demonstrate high effectiveness in improving adolescents' knowledge and perceptions of mental health. In the study, the intervention significantly improved aspects related to both knowledge and perception, which videos are actually more engaging and accessible in a more traditional lecture. Adolescents, who have a growing dependence on digital media, respond well to video-based education, which could make them more aware of the issues and more empathetic. The change in perception from negative to positive permeates the potential of educational intervention in combating the stigma about mental health. Offering such programs with more accurate information reduces stigmatizing beliefs and encourages a supportive attitude towards peers facing mental health challenges. It would be important to influence such shifts in attitudes in fostering a school culture that should promote the openness of discussion with a person without fear.

Moreover, demographic factors have indicated age, gender, level of education, and income as having an influence over the outcomes. With video-assisted teaching it cuts across all these and works effectively. This is an important finding for educators and policymakers because it indicates that such interventions can be standardized across diverse populations. The research advocates for the inclusion of mental health education in school curricula through video-based programs, ensuring that all students are equipped with the knowledge and attitudes necessary to positively address mental health issues. Given the efficacy of this study, there is much scope for video-assisted teaching to become an extensive phenomenon in all Indian and global schools, for videos are available and adjustable according to cultural contexts as well. Future studies will include effects over a more protracted period of these interventions, with further analysis to include measures of retention over time as well as influence from repetition of mental health education exposure.

In summary, the study confirms that video-assisted teaching is an effective approach for enhancing mental health knowledge and improving perceptions among adolescents. Such interventions contribute to a healthier, more supportive environment for young people to open up and constructively address mental health issues by fostering a better understanding of mental health and reducing stigma.

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