



"A STUDY TO ASSESS THE EFFECTIVENESS OF VIDEO-ASSISTED TEACHING ON KNOWLEDGE REGARDING PREVENTION OF SEXUAL MOLESTATION AMONG SCHOOL ADOLESCENTS IN SELECTED SCHOOLS OF GUNTUR"

Mental Health Nursing

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ABSTRACT

Background: Molestation among adolescents is a growing concern, often underreported due to fear, stigma, and lack of awareness. Adolescents are particularly vulnerable because of their emotional immaturity and limited understanding of personal safety. In India, a high prevalence of child sexual abuse persists despite legal protections such as the POCSO Act. Video Assisted Teaching (VAT) has emerged as an effective educational strategy to improve awareness, empower adolescents, and promote preventive behaviors related to molestation. **Objectives:** The study aimed to assess the level of knowledge regarding molestation among adolescents in both experimental and control groups before and after the intervention, evaluate the effectiveness of Video Assisted Teaching (VAT) in enhancing knowledge, compare post-test knowledge scores between the two groups, and examine the association between post-test knowledge levels and selected demographic variables. **Methods:** A quasi-experimental pre-test-post-test control group design was used among 60 adolescents (30 experimental, 30 control) from two selected schools in Guntur, Andhra Pradesh. Participants were selected using simple random sampling. Data were collected using a structured questionnaire before and after VAT intervention in the experimental group. Descriptive and inferential statistics, including t-tests and chi-square tests, were used for analysis. **Results:** In the experimental group, the mean knowledge score increased from 12.33 (pre-test) to 23.60 (post-test), showing a statistically significant improvement ($t = 10.17, p < 0.05$). The control group showed no significant change. There was no significant association between post-test knowledge and demographic variables such as age, gender, education level, parental education, family type, or birth order. **Conclusion:** Video Assisted Teaching was effective in significantly improving adolescents' knowledge regarding molestation. The intervention is recommended for inclusion in school health education programs to enhance awareness, promote self-protection, and reduce abuse risks.

KEYWORDS

Molestation, Adolescents, Video Assisted Teaching, Knowledge, School Health, Abuse Prevention, Personal Safety

INTRODUCTION

Adolescence is a critical stage of life marked by rapid physical, emotional, and psychological changes. During this phase, adolescents begin to explore their social environments and are increasingly exposed to various risks, including sexual abuse and molestation. The vulnerability is higher due to a lack of awareness, emotional maturity, and proper guidance on personal safety.

Molestation refers to any form of unwanted sexual behavior or advances, and it often goes unreported due to fear, shame, or societal stigma. According to the **World Health Organization (2020)**, 1 in 5 girls and 1 in 13 boys experience some form of sexual abuse before the age of 18. In India, the **2007 study by the Ministry of Women and Child Development** reported that **53% of children** had faced sexual abuse, with a majority of cases involving known persons.

Despite existing laws like the **Protection of Children from Sexual Offences (POCSO) Act, 2012**, awareness and education on molestation remain limited, especially in schools. Traditional classroom methods often avoid such sensitive topics. In this context, **Video Assisted Teaching (VAT)** offers an engaging and effective alternative, helping adolescents understand molestation and empowering them with knowledge to stay safe.

Need For The Study

Globally, child sexual abuse remains a hidden epidemic. While legal frameworks exist, lack of awareness among adolescents continues to be a major challenge in combating molestation. Educational interventions that are age-appropriate and engaging are essential to address this knowledge gap.

In India, the **NCRB (2022)** recorded over **1.6 lakh crimes against children**, with **50,000+ cases related to sexual offences** under the POCSO Act. In **Andhra Pradesh**, there were **4,338 cases** of crimes against children, including molestation. **Guntur district** has reported a steady rise in molestation complaints among school-going adolescents, particularly after the COVID-19 pandemic, due to increased online exposure and reduced supervision.

Despite government initiatives, there is minimal structured education

on molestation in schools. Adolescents often lack the knowledge to recognize abuse or respond appropriately. Therefore, introducing **Video Assisted Teaching (VAT)** as a preventive educational tool is crucial. It can effectively enhance awareness, promote self-protection, and reduce the risk of abuse among adolescents in school settings.

Statement Of The Problem: A Study to Assess the Effectiveness of Video Assisted Teaching on Knowledge Regarding Molestation Among School Adolescents at Selected Schools in Guntur, Andhra Pradesh.

Objectives Of The Study

- To assess the pre-test and post-test level of knowledge regarding molestation among adolescents in experimental and control groups.
- To evaluate the effectiveness of Video Assisted Teaching on knowledge regarding molestation.
- To compare post-test knowledge between experimental and control groups.
- To assess the association between post-test knowledge levels and selected demographic variables

Hypotheses

H1: There is a significant increase in post-test knowledge scores in the experimental group compared to the pre-test.

H2: There is a significant association between post-test knowledge and selected demographic variables.

MATERIALS AND METHODS

Research Approach: A **quantitative approach** was used to assess the impact of Video-Assisted Teaching on adolescents' knowledge about molestation.

Research Design: Quasi experimental (pre-test, post-test control group) design

Setting Of The Study: The study was conducted in two selected schools in Guntur district. ZP High School was chosen for the experimental group, and St. Joseph English Medium School was

selected for the control group.

Population: The population consisted of school-going adolescents from selected schools in Guntur district.

Sample: The sample included 60 adolescents—30 from ZP High School (experimental group) and 30 from St. Joseph School (control group).

Sample Size And Sampling Technique: A total of 60 students were selected using simple random sampling through the lottery method, with 30 students assigned to each group.

Sampling Criteria:

Inclusion Criteria

- Adolescents who can read/write English
- Willing to participate and present during data collection

Exclusion Criteria

- Absent during data collection
- Previously received molestation education

Variables

Independent Variable: Video Assisted Teaching (VAT) on knowledge regarding molestation

Dependent Variable: Knowledge regarding molestation among adolescents

Development And Description Of The Tool: The tool comprised of two sections:

Section A: Demographic details

Section B: 30 multiple-choice questions (1 mark each)

Table-1: Scoring Interpretation:

Level of knowledge	Score	Percentage
In adequate knowledge	0-15	0-50%
Moderately adequate knowledge	16-22	51-75%
Adequate knowledge	23-30	76-100%

Ethical Consideration: Ethical clearance was obtained from the ethical committee of College of Nursing. Permissions were granted by PHC medical officers of Venigandla and Lalpuram villages. Oral consent was obtained from participants, who were informed of their right to withdraw at any time.

Data Collection Procedure: Phase 1 involved administering the pre-test to both groups after obtaining consent. In Phase 2, the experimental group received Video-Assisted Teaching for three days, followed by a seven-day observation period. Phase 3 included the post-test on the 8th day using the same structured questionnaire.

Data Analysis Plan

Descriptive Statistics: Frequency, percentage, mean, and standard deviation were used to describe demographic data and knowledge levels.

Inferential Statistics:

Dependent T-test: To assess the effectiveness of VAT within the experimental group.

Independent T-test: To compare post-test scores between experimental and control groups

Chi-square Test: To determine the association between post-test knowledge and demographic variables

Data Analysis And Interpretation:

Frequency And Percentage Distribution Of Demographic Variables: In the experimental group, the majority of adolescents were aged 11–12 years (36.67%), followed by 12–13 years (30%), and the remaining were between 09–11 years. A similar pattern was observed in the control group, with 43.33% aged 11–12 years. Females were slightly higher in both groups 53.33% in experimental and 60% in control. Most students were studying in 6th and 7th standards. First-born children comprised the largest group 46.66% in both experimental

and control groups. A majority of parents were graduates 56.66%, and most participants came from nuclear families 56.66% in experimental and 60% in control groups.

Table-2: Frequency And Percentage Distribution Of Pre-test And Post-test Knowledge Levels Regarding Molestation Among Adolescents In The Experimental Group (n = 30). N = 30

S.No	Level of Knowledge	Pre-Test (n/%)	Post-Test (n/%)
1	Inadequate Knowledge	20 (67%)	4 (13.33%)
2	Moderately Adequate Knowledge	5 (17%)	6 (20%)
3	Adequate Knowledge	5 (17%)	20 (66.67%)

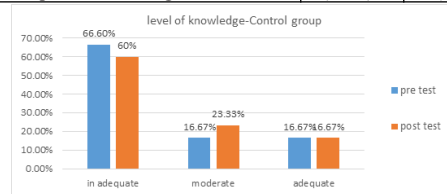


Figure 1: Comparison of Pre-test and Post-test Knowledge Levels Regarding Molestation in the Control Group (n=30)

DISCUSSION

Objective 1: To assess the pre-test and post-test level of knowledge regarding molestation in experimental and control groups.

In the **experimental group**, the mean pre-test score was 12.33, which significantly increased to 23.60 in the post-test. In contrast, the **control group** showed no significant change (pre-test mean: 12.53; post-test mean: 13.60). This indicates that adolescents initially had **inadequate knowledge** on molestation, but **VAT effectively improved their awareness. Hypothesis 1 (H1) accepted.**

Objective 2: To evaluate the effectiveness of VAT on knowledge regarding molestation.

A **paired 't' test** in the experimental group showed a **t-value of 10.17**, which was statistically significant ($p < 0.05$). This confirms that VAT had a **positive impact** on adolescents' knowledge regarding molestation, validating its effectiveness as a teaching tool. **Hypothesis 1 (H1) accepted.**

Objective 3: To compare the post-test knowledge between experimental and control groups.

The experimental group's post-test mean score (23.60 ± 3.15) was significantly higher than that of the control group (13.60 ± 3.46). An independent t-test ($t = 10.17$, $p < 0.05$) confirmed the effectiveness of Video Assisted Teaching (VAT) in improving knowledge

Objective 4: To find the association between post-test knowledge and selected demographic variables.

Chi-square analysis revealed **no significant association** ($p > 0.05$) between post-test knowledge levels and demographic variables such as age, gender, education level, parental education, family type, or birth order. This suggests that the effectiveness of Video Assisted Teaching (VAT) was consistent across all demographic groups. Hence, **Hypothesis 2 (H2) was rejected.**

CONCLUSION

The study demonstrated that **Video Assisted Teaching (VAT)** is a highly effective method to enhance knowledge regarding molestation among school adolescents. The experimental group showed a significant improvement in post-test scores compared to the control group, indicating the positive impact of VAT. Most students initially had inadequate knowledge, but after the intervention, many attained adequate understanding. These results emphasize the importance of including structured, interactive educational tools like VAT in school health programs to empower adolescents with the knowledge and confidence to protect themselves against molestation

Nursing Implications

Nursing Education

- VAT can be used by nurse educators to teach sensitive topics like molestation effectively.

- Structured tools like questionnaires and videos help assess and reinforce adolescent knowledge.

Nursing Practice

- School health nurses can utilize VAT to educate adolescents on personal safety and abuse prevention.
- It helps students recognize, resist, and report molestation confidently.

Nursing Administration

- Administrators can implement VAT-based programs in schools as part of health education.
- The structured tool can be used to evaluate program outcomes and guide improvements.

Nursing Research

- Further studies can explore the long-term effectiveness of VAT on adolescent knowledge and behavior.
- Comparative research with other teaching methods can identify best practices for abuse prevention education.

Recommendations

- Replicate the study with a larger, more diverse sample across urban and rural schools.
- Conduct follow-up studies to assess long-term knowledge retention and behavior change.
- Integrate VAT into school health programs for educating adolescents on molestation.
- Use VAT for other sensitive topics like bullying, peer pressure, and mental health.

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