

A Study to Assess the Effectiveness of Video Assisted Teaching Programme on Knowledge regarding Breast Self - Examination among the Adolescent Girls at Maharishi Vidya Mandir Higher Secondary School - Bahour Puducherry

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ABSTRACT: Breast Self-Examination is a simple, non-invasive and cost-effective method. Breast Self-Examination is a early detection which plays a crucial role in reducing breast cancer. However, awareness and practice of Breast Self-Examination among adolescent girls remain low due to cultural barriers, embarrassment and inadequate health education. Adolescence is a critical period for instilling lifelong health promoting behavior, make school-based interventions particularly valuable. This study aims to assess the effectiveness of a video assisted teaching programme on knowledge regarding Breast Self-Examination among adolescent girls. The samples were selected from IX- XII std students at Maharishi Vidya Mandir Higher Secondary School, Bahour, Puducherry using purposive sampling technique. Data were collected using demographic variables and structured questionnaires in the pre-test. A video teaching session was administered to the sample on the day of pre -test. After one week a post test was conducted with the same structured questionnaires. The study results showed that Video assisted teaching programme has significant positive impact on knowledge regarding Breast Self-Examination among the students 98% (68) of adolescent girls have adequate knowledge regarding Breast Self-Examination after video assisted teaching programme. The video assisted teaching programme was found to be effective in improving the knowledge level regarding Breast Self-Examination among adolescent girls. In this study there is no significant association between post-test level of knowledge regarding Breast Self-Examination and their demographic variables.

KEYWORDS: VATP, BSE, Adolescent girls.

1. INTRODUCTION:

Breast Self-Examination (BSE) is considered an essential, simple, and cost-effective method that allows women to identify any abnormal breast changes at an early stage. Breast cancer is one of the most common cancers affecting women globally and has become a serious public health problem in both developed and developing countries. According to the **World Health Organization (WHO, 2024)**, breast cancer constitutes nearly one-fourth of all cancers diagnosed among women worldwide, with over 2.3 million new cases reported annually. Early detection through regular screening and awareness programmes has proven to be the most effective strategy in reducing morbidity and mortality associated with breast cancer. Despite its significance, awareness and practice of BSE remain considerably low, particularly among adolescent girls, who represent a crucial group for early preventive education.

In **India**, Breast cancer accounts for approximately 13.5% to 27.7% of all cancer cases in Indian women. BSE awareness in India is generally low, in which studies showing only 18% to 31% of women are aware of it and even fewer actively practice it ranges from 5.7% to 22.6%. A study in **Puducherry**, found 7 out of 200 women (3.5%) were at high risk of breast cancer. BSE awareness in Puducherry ranges from approximately 16.5% to 40.6% among women and the practice rate is about 5.6% to 17.8%.

Adolescence is a formative period ideal for instilling lifelong health-promoting behaviors. However, cultural taboos and lack of education often leave adolescent girls uninformed about breast health. Traditional lectures may

fail to engage this group; thus, video-assisted teaching programs (VATP) have emerged as powerful tools to bridge the information gap through engaging, visual formats.

In the context of Puducherry, where educational opportunities are relatively high but cultural barriers persist, there exists a pressing need to evaluate innovative educational approaches to health promotion. Video-assisted teaching can play a crucial role by combining sight, sound, and motion, thus creating an impactful and lasting learning experience. Unlike static lectures, videos allow learners to visualize the actual procedure of BSE, clarify misconceptions, and reinforce correct techniques through repetition.

Therefore, the present study titled “A study to assess the effectiveness of video assisted Teaching Programme on Knowledge of Breast Self-Examination among Adolescent Girls at Higher Secondary School, Puducherry” aims to assess how effectively a video teaching program can enhance the knowledge of adolescent girls regarding BSE. By integrating health education with modern audiovisual tools, this study seeks to empower young women with essential knowledge that can lead to early detection of breast abnormalities, thereby contributing to the long-term goal of reducing breast cancer morbidity and mortality in the community.

2. STATEMENT OF THE PROBLEM

A study to assess the effectiveness of video assisted teaching programme on knowledge regarding Breast Self - Examination among the adolescent girls at Maharishi Vidya Mandir Higher Secondary School – Bahour.

3. OBJECTIVES

- To assess pre-test level of knowledge regarding Breast Self - Examination
- To evaluate the effectiveness of video assisted teaching programme by comparing pre and post-test knowledge scores.
- To identify associations between post-test knowledge and demographic variables.

4. HYPOTHESIS

- **H₀:** There is no significant association between the post- test level of knowledge among the adolescent girls and their demographic variables.
- **H₁:** There is a significant difference between the pre-test and post-test level of knowledge regarding Breast Self-Examination among the adolescent girls.

5. METHODS AND MATERIALS

5.1 Study Design and Setting: The study employed a quantitative pre-experimental one-group pre-test and post-test design. The setting was Maharishi Vidya Mandir Higher Secondary School in Bahour, Puducherry.

5.2 Participants: A sample of 70 female students (ages 14-18) was selected using a purposive sampling technique. Inclusion criteria included girls in grades IX to XII who were willing to participate and understood Tamil or English.

5.3 Instrument: Data were collected using a structured questionnaire consisting of demographic variables and knowledge-based items validated by nursing experts.

5.4 Procedure: A pre-test was conducted on October 15, 2025, followed immediately by a video teaching session on BSE. A post-test was administered one week later using the same questionnaire.

6. RESULTS

Demographics: The majority of participants (65.7%) were aged 13–15 years, and 84.3% identified as Hindu. Most students (95.7%) reached menarche between ages 12 and 14.

Knowledge Levels:

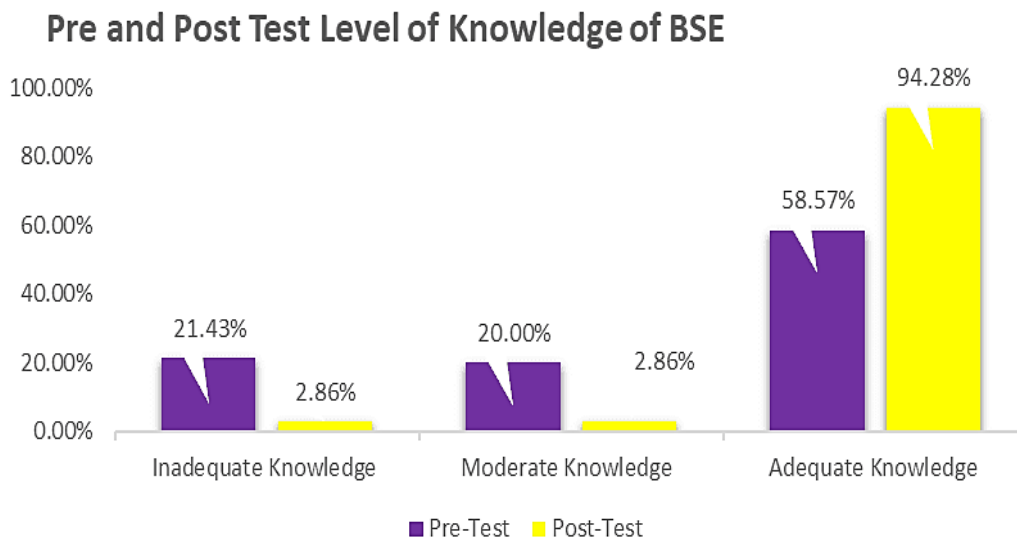
- **Pre-test:** 21.43% had inadequate knowledge, 20.00% had moderate knowledge, and 58.57% had adequate knowledge.
- **Post-test:** After the VATP, 94.28% of students achieved adequate knowledge, while only 2.86% remained at inadequate or moderate levels.

Table No: 1 Assess the effectiveness of VATP by comparing pre and post-test levels of knowledge regarding Breast Self-Examination among adolescent girls.

| Knowledge Score | Mean Score | SD | Paired differences | df | t-value | p-value |
|-----------------|------------|------|--------------------|----|---------|---------|
| Pre-test | 15.17 | 2.80 | 19.451 | 69 | 6.27 | .000 |
| Post -test | 22.16 | 1.79 | | | | |

Statistical Significance: The improvement in knowledge was statistically significant ($p < 0.05$). Interestingly, the study found a significant association between post-test knowledge and all demographic variables tested ($p > 0.05$).

Figure No: 1 Comparison of pre and post - test level of knowledge regarding Breast Self-Examination among the adolescent girls



DISCUSSION

The findings demonstrate that a structured video-assisted teaching programme significantly enhances BSE knowledge among adolescent girls. This aligns with previous research by Sreedevi et al. (2019) and Devi & Mary (2020), which highlighted the superiority of audiovisual learning over traditional lectures in nursing and college student populations.

The high rate of adequate knowledge post-intervention (94.28%) suggests that the visual nature of the video helped overcome cultural hesitation and normalized the discussion of breast health. The study also confirms that while baseline awareness may exist (58.57%), it is often incomplete without formal intervention.

LIMITATION OF THE STUDY

Data collection was initially planned from two to three higher secondary schools, due to lack of administrative permission restricted the researcher to collect data from only one Institution, namely Maharishi Vidya Mandir Higher Secondary School Puducherry, which may limit the generalizability of the findings to a broader student population.

IMPLICATIONS FOR NURSING RESEARCH

1. Further studies can be carried out with larger samples for better generalization of results.
2. Longitudinal studies can examine retention of knowledge and regular practice of BSE.
3. Comparative studies may be conducted between video teaching and other teaching methods.

CONCLUSION

This study concluded that the video assisted teaching programme was highly effective in improving the knowledge of adolescent girls regarding Breast Self-Examination. Before the intervention, only 58.57% of the students had adequate knowledge, whereas after the video assisted teaching programme, all participants (98%) achieved adequate knowledge. The statistically significant improvement in most knowledge areas confirms that audiovisual teaching is a powerful method of health education. The study highlights the importance of early education on breast health and emphasizes the nurse's role in promoting preventive health practices. Video-based teaching can be considered a simple, economical, and efficient strategy for creating mass awareness and promoting early detection of breast abnormalities among adolescent girls. This intervention, if implemented regularly, can contribute significantly to reducing the future burden of breast cancer.

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