

# Effectiveness of Video Assisted Teaching on Knowledge Regarding Autism among Teachers in Selected Primary Schools at Sarjapura, Bengaluru Rural Area

Satheesh Kumar B N<sup>1</sup>, Narsing Rao<sup>2</sup>

<sup>1</sup>M. Sc. Nursing (Mental Health Nursing), Government College of Nursing, Fort, Bengaluru, Karnataka, India  
Email: [satheeshkumarbn\[at\]gmail.com](mailto:satheeshkumarbn[at]gmail.com)

<sup>2</sup>Lecturer (Mental Health Nursing), Government College of Nursing, Fort, Bengaluru, Karnataka, India

**Abstract:** Autism spectrum disorders (ASD) affect communication, social interaction, and behavior. This study evaluates the effectiveness of video-assisted teaching (VAT) on teachers' knowledge about autism in selected primary schools in Sarjapura, Bengaluru Rural. An evaluative research design with pre-test and post-test was used. Data were collected from 60 primary school teachers using a structured knowledge questionnaire. Post-VAT, knowledge significantly improved. Findings support VAT as an effective educational tool to enhance teacher awareness on autism.

**Keywords:** Autism Spectrum Disorder, Video-Assisted Teaching, Teacher Awareness, Primary School Teachers, Knowledge Enhancement

## 1. Introduction

Autism is a complex neurodevelopmental disorder marked by impaired social interaction, communication difficulties, and repetitive behaviors. With increasing prevalence worldwide and especially in India, early identification and support from educators are vital. Teachers in primary schools can play a pivotal role in early screening and support for children with autism. This study examines whether a Video Assisted Teaching Programme (VATP) can enhance teachers' knowledge about ASD.

## 2. Methodology

An evaluative research approach with a one-group pre-test post-test design was adopted. A total of 60 primary school

teachers from selected schools in Sarjapura were selected using non-probability convenience sampling. A structured knowledge questionnaire was used before and after a VATP intervention. Post-test was administered seven days after the pre-test. Statistical analysis involved paired t-tests and chi-square tests to assess the effectiveness and association with demographic variables.

## 3. Results

Key findings from the analysis are summarized below:

Knowledge Level	Pre-Test (%)	Post - Test (%)	Improvement (%)
Inadequate	85%	0%	- 85%
Moderate	15%	20%	+5%
Adequate	0%	80%	+80%

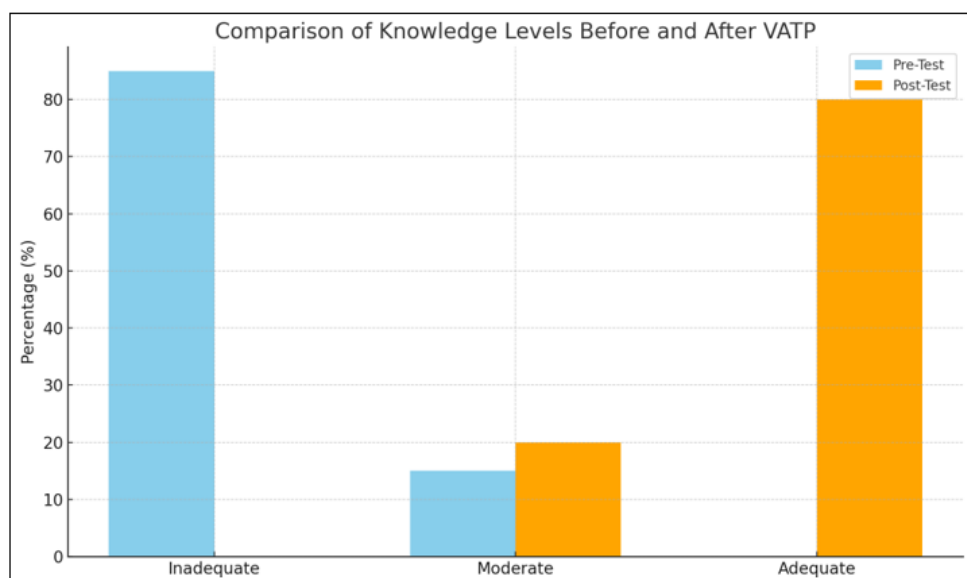


Figure 1: Comparison of knowledge levels before and after intervention.

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## 4. Discussion

The results indicated a substantial increase in knowledge post-VATP intervention, supporting previous research that video-based teaching is effective in knowledge dissemination. Most participants transitioned from inadequate to adequate knowledge levels. Demographic variables such as age and experience were significantly associated with pre-test knowledge scores.

## 5. Conclusion

Video Assisted Teaching Programme significantly improved teachers' understanding of Autism Spectrum Disorder. Implementing such programs in teacher training and in-service education can bridge awareness gaps, ensuring early detection and inclusive education.

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