

A STUDY EVALUATES THE EFFECTIVENESS OF VIDEO ASSISTED TEACHING PROGRAM (VATP) IN IMPROVING KNOWLEDGE ON ANTENATAL EXAMINATION AMONG B.SC NURSING 3RD YEAR STUDENTS AT BIMR NURSING COLLEGE, GWALIOR, M.P.

Author's Name: Sanju Devi¹

Affiliation:

1. Associate Professor, P.G. College of Nursing Gwalior M.P, India.

Corresponding Author Name and Email ID: Sanju Devi, sanjanapatel2303@gmail.com

ABSTRACT

This study was conducted with the objective to formulate video assisted teaching programme regarding antenatal examination among B.sc nursing 3rd year students, to assess the pre-test level of knowledge on antenatal examination, to assess the post-test level of knowledge on antenatal examination, to evaluate the effectiveness of video assisted teaching program on antenatal examination, to compare the pre and post test scores of antenatal examinations. The study design was a pre-experimental, one group pre-test post-test research design, 30 pregnant women who fulfil the inclusive criteria were selected based on non-probability purposive sampling, after getting informed consent from the study participant the video assisted teaching programme was administered at BIMR Nursing College, Gwalior, M.P. The study findings revealed the mean % of pre-test and post-test value is 13.63 and 21.33 respectively, standard deviation of pre-test and post-test are 3.46 and 2.95 respectively and paired' test is 9.25. The level of significance is 0.05. The t-value 2.02 which is highly significant at >0.05 which proves the effectiveness of the video assisted teaching programme.

Keywords: Antenatal, Examination, video-assisted, Effectiveness

INTRODUCTION

Royston and Armstrong 1989:

Antenatal care is an umbrella term used to describe the medical procedures and care that are carried out during pregnancy. In promoting antenatal care, it is essential that the effectiveness of this service leaves no room for doubt. However, what evidence do we have that the service we are advocating is effective? Maternal mortality is generally estimated as 500000 maternal deaths each year, of which 99% occur in developing countries. The range in developing countries is 40-800 maternal deaths per 100 000 live births, with an average of 450 maternal deaths per 100 000 live births. The main causes of direct maternal mortality suggested by Maine (1991) are: Hemorrhage 28%, Sepsis 11 %, Hypertension 17%, Abortion 19%, obstructed labor 11 %. Other 15% Antenatal care is named as one of the four pillars initiatives of the safe motherhood initiative, while many of routine antenatal care procedure have little effect on maternal mortality and morbidity. Antenatal care is a widely used strategy to improve the health of pregnant women and to encourage skilled care during child health of the practical problems that are faced when attempting to measure the effectiveness of antenatal care. The concept that women require some form of extra care during pregnancy is not being doubted. However, what needs to be questioned is what this care should be. High-risk pregnancy identification is a challenging work. Many indicators have been developed to recognize high-risk pregnancy. Their prime importance is identification of those patients whose problems are severe enough warranting referral to a better center equipped with essential obstetric care facilities

STATEMENT OF THE PROBLEM

A study to evaluate the effectiveness of Video Assisted Teaching Program (VATP) in improving knowledge on antenatal examination among B.sc Nursing 3rd year students at BIMR Nursing College, Gwalior, M.P.

OBJECTIVES

The objectives of the study are:

- To assess the pre-test level of knowledge on antenatal examination among B.sc nursing 3rd year students before video assisted teaching program.
- To assess the post-test level of knowledge on antenatal examination among B.sc nursing 3rd year students after video assisted teaching program.
- To evaluate the effectiveness of video assisted teaching program in improving knowledge among B.sc nursing 3rd year students on antenatal examination.
- To compare the pre and post test scores of B.sc nursing 3rd year students on antenatal examination.

NEED OF THE STUDY

Education is the first- line defense in the present-day world with all its revolutions. The expanding knowledge in many fields with its modifying effect on the curriculum and the advancing technologies with their effect on the instructional process leave no choice to education but to review its practices and to make the major changes necessary for today's world.

HYPOTHESIS

To achieve the objective the following hypothesis were formulated: -

H1: there will be significant gain in knowledge scores of students after the administration of Video-assisted teaching program (VATP).

H 2: There will be significant association of post test knowledge scores regarding Antenatal Assessment with personal variable

METHODOLOGY

A study to evaluate the effectiveness of Video Assisted Teaching Program(VATP) in improving knowledge on antenatal examination among B.sc Nursing 3rd year students at BIMR Nursing College, Gwalior, M.P,

RESEARCH APPROACH

An experimental study research approach was considered the best to assess the level of knowledge of antenatal examination among B.sc Nursing 3rd year students.

RESEARCH DESIGN

The research design will be adopted for the study is Pre-experimental “One group pre-test post-test only” design.

VARIABLES

INDEPENDENT VARIABLE:

The independent variable in the study is effectiveness of VATP provided to the students on antenatal examination.

DEPENDENT VARIABLE

The dependent variable in the study is knowledge of B.Sc Nursing 3rd year students on antenatal examination.

EXTRANEOUS VARIABLE

Are the demographic variables which include age, educational status, area of practice & religion.

SETTING OF THE STUDY

The present study was conducted in BIMR Nursing College, Gwalior (M.P).

POPULATION

The population in this study included is B.Sc Nursing 3rd year students in BIMR Nursing College. Size of the population consists of 30 students.

SAMPLE SIZE AND SAMPLING TECHNIQUE

In the Present study contains the study of B.Sc nursing 3rd year students. Thirty (30) students were included in the research study. Sampling technique adopted for the study is purposive sampling technique, which is a non-probability sampling method to draw samples.

CRITERIA FOR SELECTION OF SAMPLE

Inclusive criteria

- BSc Nursing 3rd year of BIMR Nursing College, Gwalior M.P.
- Willing to participate in the study.
- Present at the time study.

Exclusive criteria

- Not willing to participate in the study.
- BSc Nursing 3rd year of other college.

DEVELOPMENT AND DESCRIPTION OF TOOL

The study is aimed to assess the effectiveness of the video assisted teaching for B.Sc Nursing 3rd year students regarding antenatal examination. To accomplish the objectives of the study the following self structured tools are used: Questionnaire for demographic data, Knowledge questionnaire to assess the knowledge of the students

DATA COLLECTION PROCEDURE

- The final study was conducted from 7th March 2015 to 1st March 2016. The aim of the study was to assess the knowledge on antenatal examination among B.sc nursing 3rd year students in the selected college.
- Sample was selected by convenient sampling. Total 30 samples were selected.
- The purpose of the study was explained to the subjects.
- Information was collected through structured questionnaire to assess the knowledge of students regarding antenatal examination.
- Find out comparison between pre test and post test scores of nursing students.
- No problems were faced during data collection.

PLANS FOR DATA ANALYSIS

Analysis of data was done in accordance with the objectives.

The data obtained from 30 students were analyzed and plan for data analysis are as follows:

- a) The frequency and percentage distribution among students according to the demographic characteristics.
- b) Arithmetic mean and standard deviation of knowledge on antenatal examination among students.
- c) Mean and Standard deviation of practice on antenatal examination among students.
- d) Frequencies and percentage distribution of student's knowledge on antenatal Examination on the basis of scoring.
- e) Frequencies and percentage distribution of student's practice on antenatal examination on the basis of scoring.
- f) Find the effectiveness of video assisted teaching by paired' test.

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the data obtained from B.Sc Nursing 3rd year students BIMR Nursing College, Gwalior, M.P. The data was analyzed in frequencies percentage by using descriptive statistics.

Analysis and interpretation of data for the present study is based on data collected from 30 students of B.Sc Nursing 3rd year students at BIMR Nursing College, Gwalior, and M.P.

The data is collected through structured knowledge questionnaire.

MAJOR FINDINGS OF THE STUDY

- The distribution of the subjects by age revealed that majority of the subjects, i.e., 26 was between 20 - 21 (86.66%) and 3 was between 22 – 23 (10 %), 1 was between 18 – 19 (3.33%).

No subject was there from 16 – 17 groups.

- As per the findings of the study, majority of the subjects i.e. 11 (36.66%) was Hindu, 8 (60%) was Christian. Only 1 (3.33%) was from Muslim.
- As per the findings of the study by education of students, majority of the subjects i.e. 30 (100%) was from b.sc 3rd year. No subject was there from b.sc 2nd year.
- The distribution of the subjects by area of practice revealed that majority of the subjects, i.e., 29 (96.66%) was from private hospital. Only 1 (3.33%) was from government hospital.
- The distribution of the subjects by source of information revealed that majority of the subjects, i.e., 26 (86.66%) was from text book, 4 (13.33%) was from media. No subject was there from journal and others.
- The distribution of the subjects by performing any antenatal assessment before revealed that majority of the subjects, i.e., 18 (60%) was from yes and 12 (40%) was from no.
- The distribution of the subjects by attending any conferences regarding antenatal assessment revealed that majority of the subjects, i.e., 20 (66.66%) was no. Only 10 (33.33%) was yes.
- Description of sample with respect to knowledge level shows that the percentage of post-test scores (71.11%) is greater than pre-test score which is (45.44%). This implies that the post-test score is greater than the pre-test score.

DISCUSSION

This study intends to assess the effectiveness of video assisted teaching in improving knowledge on antenatal examination among B.Sc Nursing 3rd year students in BIMR NURSING COLLEGE, Gwalior, M.P in the year 2012-2013. This helped B.Sc nursing 3rd year students to gain knowledge on antenatal examination.

TO ASSESS THE PRE-TEST SCORES REGARDING ANTENATAL EXAMINATION.

In the present study, the mean of pre test value of group is 13.63 respectively, standard deviation of pre test and post test are 3.410 and 2.88 respectively and paired' test value is (9.259) is higher than the table value. Therefore we can say that existing knowledge is less than expected. This can be supported by research conducted by Robert LP (2009), the study was conducted to assess the knowledge of students on antenatal examination and evaluate the effectiveness of video assisted teaching program on antenatal examination in a selected College of Nursing of Delhi. The study revealed that 30% of students had knowledge on antenatal examination. The developed guideline on antenatal examination was found to be effective in enhancing the knowledge of students.

TO ASSESS THE POST TEST SCORES ON ANTENATAL EXAMINATION.

The mean of pre -test and post- test value is 13.63 and 21.33 respectively, standard deviation of pre test and post test are 3.46 and 2.95 respectively and paired 't' test is 9.259. The level of significance is 0.05. The calculated value of t (9.259) is greater than table value of t; therefore we can say that there is increase in knowledge in post test. This can be supported by supported research conducted by Yang VH, Louis SH (2009), he conducted study to find the effectiveness of a training program on antenatal examination among soon graduate vocational nursing school students in southern Taiwan. This study used the pre test questionnaires completed by all students and the post test questionnaires completed by 107 graduates after work experience as licensed nurses to assess the effectiveness of the intervention.

TO ASSESS THE EFFECTIVENESS OF VIDEO ASSISTED TEACHING PROGRAMME:

The mean of pre test and post test value is 13.63 and 21.33 respectively, standard deviation of pre test and post test are 3.46 and 2.95 respectively and paired' test is 9.25. The level of significance is 0.05. The calculated value of t (9.25) is greater than table value t, therefore we can say that it is highly significant. H1: There will be significant gain in knowledge scores of students after the administration of video assisted teaching program. This shows the effectiveness of video assisted teaching program. This can be supported by research concluded by Sr. Lina Kite (2005), to assess the effectiveness of video assisted teaching on cardiac angiography in a selected hospital, the researcher found that the VATP was effective in increasing the knowledge of the subjects and in reducing the anxiety of all subjects undergone cardiac angiography procedure and this was confirmed by the result of the study in which the post test scores was 29.30 as compared to the pre test score of 17.84 and the mean anxiety of post test score was 35.73 of the subjects as compared to the pre test anxiety score of 55.66.

COMPARISON OF PRE TEST AND POST TEST SCORES OF NURSING STUDENTS IN IMPROVING KNOWLEDGE ON ANTENATAL EXAMINATION.

In the present study the pre test score is less in comparison of post test score. This can be supported by research conducted by Pochamarn C, (2005), researched the effectiveness of education and problem solving work group on nursing practices. The objective of the study was to examine the effect of an education program in enhancing knowledge on antenatal examination. There was no difference with respects to demographic and safety nursing practices on antenatal examination during the pre-interventional period among these groups. Compared to the pre-interventional period, significant improvement on safety nursing practices for all nursing practice categories were observed in the pre-test group after the intervention (P=0.001). Compared to the post- test group, all safety

nursing practice categories were performed more often in the post-test group($p=0.001$).

CONCLUSION

The purpose of the study was to assess the effectiveness of video assisted teaching program on antenatal examination in improving knowledge of the students. Before administration of video assisted teaching program, no one was in the very good category. But after administration of video assisted teaching program most of the students were in very good category.

In pre test it was found that the students had lack of knowledge on antenatal examination. After administration of video assisted teaching program there was increase in the knowledge. So, I concluded that video assisted teaching program ensured the increase in knowledge of students which was beneficial for them.

Findings of this study in relation to other studies, earlier studies conducted by other researcher also showed that other teaching strategies like planned teaching program, pamphlets, computer assisted learning etc...are helpful in increasing the knowledge of students.

DELIMITATIONS OF THE STUDY

- The study was confined to 30 students in BIMR Nursing College. This limits the generalization of the findings of the study.
- The study was confined to 30 students, which resulted in reduced power in statistical analysis.
- Limited time available for data collection.
- The structured knowledge was developed, as no standardized tools were available.
- The questionnaire with multiple choices must have prompted the students to give responses. Hence, the possibility of getting average or good score could be a chance factor in this study, which was the limitation of the tool.

SUMMARY

This chapter dealt with the summary, major findings of the study, conclusion, discussion, nursing implications, limitations and recommendations of the study. The overall experience of conducting this study was a satisfying one. This study was a new learning experience for the researcher. The result of the present study shows that there is a great need the students to update their knowledge regarding antenatal examination

REFERENCES

1. Anamma Jacob, A COMPREHENSIVE TEXTBOOK OF MIDWIFERY. Jaypee Brothers Medical publishers, New Delhi, 1st edition 2005,pg: 25-46.

2. Basavanthappa B.T (2006) “TEXTBOOK OF MIDWIFERY AND REPRODUCTIVE HEALTH NURSING” 1st edition. New Delhi: Jaypee Brothers Medical Publisher; pg.: 241-50.
3. Basavanthappa B.T (2007) “NURSING RESEARCH” 2nd edition, New Delhi: Jaypee brothers.
4. Berek Jonathan S (2002) “NOVAK’S GYNAECOLOGY” (13th edition). Philadelphia: J.B Lippincott company; pg.: 320-21.
5. Brothers; Basavanthappa BT (2007) “NURSING THEORIES” (1st edition). New Delhi: Jaypee Brothers;
6. D.C Dutta “TEXTBOOK OF GYNAECOLOGY” Central Publication, India; 4th edition 2007; pg.: 220-30.
7. Dawn C S “TEXTBOOK OF GYNAECOLOGY, ANTENATAL ASSESSMENT” Kolkata: Dawn Book; 14th edition (2003), pg.: 103-7.
8. Donna L, Wong, Shannon E Perry; MATERNAL CHILD NURSING CARE; Mosby USA; 1998;pg:120.
9. Fraser Diane M, Cooper Margaret A “MYLES TEXTBOOK FOR MIDWIVES” Philladelphia: Churchill Livingstone; 15th edition, 2009; pg: 129-6.
10. Jayakrishnan K, Rao A Padma (2006) “ANTENATAL CARE, EXAMINATION” (1st edition). New Delhi: Jaypee Brothers Medical Publisher.
11. Kindersley Dorling “REVISED AND UPDATED ILLUSTRATED OXFORD DICTIONARY” London. Oxford University Press; 1st edition; 2008.
12. Tortora Grabowski, PRINCIPLES OF ANATOMY AND PHYSIOLOGY, 7th edition, John Wiley and Sons, USA 2000.
13. Stuart Campbell, Ash Monga; GYNAECOLOGY BY 10 TEACHER; ELST, Astra Zeneca; 17th edition, 2000. Pg.: 79-9.
14. Mahajan B K (2006) “METHODS IN BIOSTATISTICS” (6th edition). New Delhi; Jaypee Brothers Medical publisher; Pp: 130-2.
15. Padubidiri V.G, Dietary Shirish N “SHAW’S TEXTBOOK OF GYNAECOLOGY” Philadelphia; Elsevier; 15th edition, 2011, Pp: 200-5.
16. Polit DF, Hungler BD “NURSING RESEARCH: PRINCIPLES AND METHODS” Philadelphia: J.B. Lippincott company; 6th edition 2005.Pp: 120-4.
17. VL Bhargava; A TEXTBOOK OF GYNAECOLOGY AND OBSTETRICS, Suneel Galgotia Publication, New Delhi: 1st edition 1993: vol: 1; Pp: 99-8.