A STUDY TO ASSESS THE KNOWLEDGE REGARDING PERINEAL TEAR DURING DELIVERY AMONG B.SC. NURSING 4TH YEAR STUDENTS OF SELECTED NURSING COLLEGE AT JAIPUR, RAJASTHAN, WITH A VIEW TO DEVELOP AN INFORMATIONAL BOOKLET

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ABSTRACT

This present study was aimed to assess the knowledge regarding perineal tear during delivery among B.sc nursing 4th year students in selected colleges of Jaipur, Rajasthan, with a view to develop an informational booklet. A quantitative research methodology with a descriptive research design was used. Non-probability convenient sampling technique was used to select the sample of 70 B.Sc Nursing 4th year students from Govt. College of Nursing, Jaipur. A structured knowledge questionnaire was used to assess both background variables details and knowledge-related questions about perineal tear during delivery. The result showed that, A statistically significant association was identified between knowledge regarding perineal tear during delivery and the background variable (Gender (p < 0.05)) of B.sc Nursing 4th year students, while no associations was observed with other background variables (Age & Delivery Assisted/ Observed). The study revealed a significant gap in knowledge among B.Sc Nursing 4th year students, which can be improve by conducting virtual simulation programs focusing on perineal tear during delivery.

Keywords: Perineal Tear, Vaginal Delivery, Nursing Education, Obstetric Trauma, Knowledge Assessment

INTRODUCTION

Perineal trauma is a prevalent consequence of vaginal childbirth, affecting up to 85% of women undergoing spontaneous vaginal delivery[1]. Risk factors include macrosomia, instrumental delivery, primiparity, and rapid second stage labor[2]. These injuries vary in severity and if improperly managed, can result in complications like anal sphincter damage, fecal incontinence, and chronic pain[3].

Perineal tears are categorized into four degrees, with third- and fourth-degree tears involving the anal sphincter complex[4]. Despite advantage in obstetric care, recognition and management remain challenges in many healthcare settings, including india[5]. Therefore, adequate training for nursing students in the assessment and management of perineal tear is crucial[6].

STATEMENT OF THE PROBLEM

A study to assess the knowledge regarding perineal tear during delivery among B.Sc Nursing 4th year students of selected Nursing College at Jaipur, Rajasthan, with a view to develop an informational booklet.

OBJECTIVES

- To assess the knowledge regarding perineal tear during delivery among B.Sc Nursing 4th year students of selected Nursing college at jaipur, Rajasthan.
- To findout the association between knowledge regarding perineal tear during delivery among B.Sc Nursing 4th year students with their selected background variables.
- To develop an informational booklet regarding perineal tear in selected nursing college at Jaipur, Rajasthan

MATERIAL AND METHODS

A quantitative research methodology with a descriptive research design was implemented in this study. The study was conducted in Govt. College of Nursing, Jaipur, Rajasthan with a sample size of 70 B.Sc nursing 4th year students selected through non-probability convenient sampling. Data collection tools include a structured knowledge questionnaire validated by experts, and reliability was established using the Kuder-Richardson (KR_{20}) method (r = 0.76). Necessary permission for the study and data collection was secured, and informed consent was obtained from participants while ensuring their confidentiality and autonomy.

Specification of the instrument and related measurement

Part A: Background variables consist of 03 items

Part B: Self-Structured questionnaire on knowledge regarding perineal tear during delivery

Data collection tool comprised of 30 questions regarding perineal tear during delivery and each question has four options, in which one option is correct and other are incorrect answer. The maximum score expected is 30. The scoring criteria were established to quantitatively measure the level of knowledge in three categories, Good, Average and Poor, allowing for a systematic and comparative analysis across participants.

RESULT

Table No.1: Frequency and percentage distribution of Background variables of B.Sc Nursing 4th year students (N=70)

S.NO.	SOCIO DEMOGRAPHIC VARIABLE		FREQUENCY	PERCENTAGE
1.	Age – (in years)	20-21	29	42%
		22-23	31	44%
		24-25	09	13%
		26-27	01	1%
2.	Gender	Male	34	49 %
		Female	36	51%
3.	Delivery assisted/observed	Yes	67	96%
		No	03	4%

Table No. 1, represents the frequency and percentage distribution of demographical variables among the B.Sc nursing 4th year students.

According to age of B.Sc nursing 4th year students, 42% (29) was in the age group of 20-21 years, 44% (31) were in the age group of 22-23 years, 13% (09) were in the age group of 24-25 years and 1% (01) was in the age group of 26-27 years.

Regarding the gender of B.Sc nursing 4th year students 49% (34) were male and 51% (36) were female.

According to the delivery assisted/observed experience, 96% (67) students have observed/assist delivery and only 4% (03) students have not assist/observed delivery.

Table No. 2: Frequency and distribution of level of knowledge regarding perineal tear among B.Sc Nursing 4th year students

(N=70)

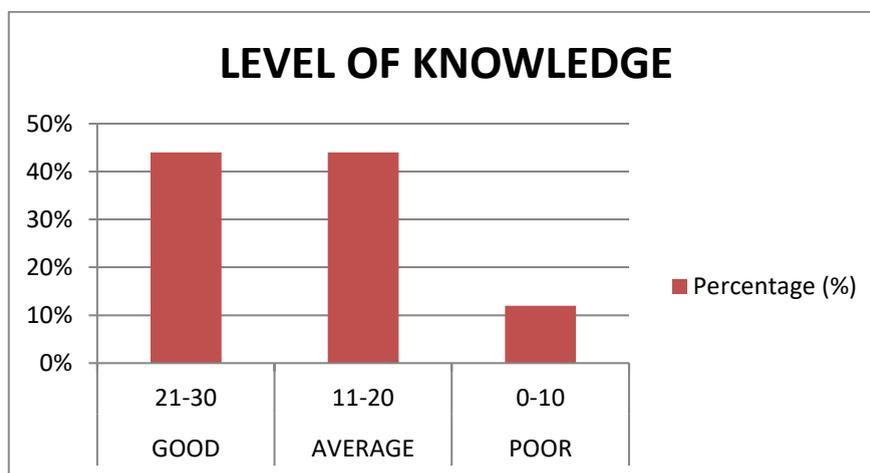| LEVEL OF KNOWLEDGE	Score	Frequency(F)	Percentage (%)
GOOD	21-30	31	44%
AVERAGE	11 - 20	31	44%
POOR	0-10	08	12%

Figure no. 1: Bar chart showing the percentage distribution of level of knowledge

Table No. 2 & Figure no. 1, represents the frequency and percentage distribution of level of knowledge regarding perineal tear during delivery among the B.Sc Nursing 4th year students. 44% (31) of students have good knowledge which are in 21-30 category, 44% (31) have average knowledge which are in 11-20 category and 12% (08) have poor knowledge which are in 0-10 category.

TABLE NO. 3, Mean, Median, Mode and Standard Deviation

S.no.	Mean	Median	Mode	Standard deviation
1.	18.87	20	21	5.06

Table No. 3, represents the, mean, median, mode and standard deviation of level of knowledge score

regarding perineal tear during delivery. In this mean was 18.87, median was 20, mode was 21 and standard deviation was 5.06.

Table No. 4: Association of the level of knowledge with selected background variables

(N=70)

S.NO.	BACKGROUND VARIABLE	CATEGORIES	FREQUENCY	KNOWLEDGE SCORE			CALCULATED VALUE	DEGREE OF FREEDOM	TABULATED VALUE	LEVEL OF SIGNIFICANCE @ 0.05
				POOR	AVERAGE	GOOD				
1.	AGE (in years)	20-21	29	05	13	11	9.49	6	12.59	N.S.
		22-23	31	02	14	15				
		24-25	09	01	04	04				
		26-27	01	00	00	01				
2.	Gender	Male	34	07	12	15	6.06	2	5.99	S.
		female	36	01	19	16				
3.	Assisted/observed delivery	YES	67	07	29	31	3.06	2	5.99	N.S.
		NO	03	01	02	00				

N.S. – Non-significant

S. – Significant

Table no.4, represents that, a statistically significant relationship was identified between knowledge regarding perineal tear during delivery and the background variable {Gender (p < 0.05)} of B.Sc Nursing 4th year students, while no associations was observed with other background variables {Age & Delivery Assisted/Observed}.The findings suggest that these background variables influence knowledge levels about perineal tear during delivery among B.Sc Nursing 4th year students.

DISCUSSION

The present study assessed the knowledge of B.Sc. Nursing 4th year students regarding perineal tears and found that a majority had average to good knowledge, with only a small percentage displaying poor understanding. These findings are consistent with Jithya & Jayabala (2018), who reported that 70% of staff nurses had average knowledge regarding perineal tear management. Similarly, Mrs. Ritika (2020) demonstrated improved knowledge after an educational program, supporting the importance of targeted interventions. The significant association between gender and knowledge in the current study aligns the findings by Jain et al. (2022), indicating varying levels of awareness among healthcare professionals. Overall, these results underscore the necessity of incorporating structured educational materials and clinical exposure into nursing curricula to bridge knowledge gaps.

CONCLUSION

The study concludes that while most B.Sc Nursing 4th year students have average to good knowledge about perineal tears, knowledge gaps persist. Structured educational interventions and clinical simulations are essential to address these deficiencies and enhance clinical preparedness.

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