

The Effectiveness of Video Assisted Teaching Programme on Knowledge and Skills Regarding Management of Post Partum Haemorrhage

Anjleena Singh

How to cite this article:

Anjleena Singh. The Effectiveness of Video Assisted Teaching Programme on Knowledge and Skills Regarding Management of Post Partum Haemorrhage. *Int J Practical Nurs.* 2024; 12(1):7-10.

Abstract

Pregnancy and child birth are natural functions from which most women recover without complication. Postpartum haemorrhage is one of the leading causes of death in women who deliver after 20 weeks of gestation.

It is defined by the World Health Organization (WHO) as post-partum blood loss in excess of 500 ml, it is a clinical diagnosis that encompasses excessive blood loss after delivery of the baby from a variety of sites: uterus, cervix, vagina.

Every year more than 585,000 women die worldwide from pregnancy and child birth related complications.

This knowledge alerts the nurse to be particularly vigilant in monitoring these women so that excessive bleeding can be anticipated and minimized. Postpartum haemorrhage is a life-threatening situation and an obstetrician's nightmare.

Keywords: Video assisted teaching programme; Effectiveness; Knowledge; Management of postpartum haemorrhage.

INTRODUCTION

Postpartum haemorrhage is a life-threatening situation and an obstetrician's nightmare. It

remains a major cause of maternal morbidity and mortality worldwide. It is still an important issue in the developing world.¹

About 13% of all deliveries may result in postpartum haemorrhage with a blood loss of more than one litre while life threatening haemorrhage occurs 1 in 1000 deliveries. There are 600,000 maternal deaths reported worldwide every year and 99% of these occur in developing countries.²

According to the WHO estimates, for every maternal death about 20 women suffer from harm to general and reproductive health. In India, around 70% of the population lives in villages and 18 million take place in peripheral areas where

Author's Affiliation: Assistant Professor, Post Graduate College of Nursing, Gwalior, Madhya Pradesh 475005, India.

Corresponding Author: Anjleena Singh, Assistant Professor, Post Graduate College of Nursing, Gwalior, Madhya Pradesh 475005, India.

E-mail: anjleena.singh24@gmail.com

Received on: 02.03.2024 **Accepted on:** 10.04.2024

maternal and perinatal services are either poor or non-existent.³

There has been an improvement in the proportion of births attended by skilled health personnel thereby reducing the chances of occurrence of maternal deaths.⁴ The efforts to improve maternal health and reduce maternal mortality have been continuous in India since 1960 under the public health program of Primary Health Care specifically under the Maternal and Child Health (MCH).⁵

OBJECTIVES

- To assess the pre-test scores of the students regarding knowledge and skill of management of postpartum haemorrhage.
- To assess the post-test scores of the students regarding knowledge and skill of management of postpartum haemorrhage.
- To assess effectiveness of video assisted teaching programme.

METHODOLOGY

A true experimental design with evaluative approach was adopted in order to evaluate the effectiveness of video assisted teaching programme regarding management of postpartum haemorrhage among selected nursing students. A structured questionnaire for knowledge and skill by observation checklist was administered to nursing students of BSc Nursing 4th year and G.N.M 3rd year. On day 1, the group was divided into experimental and control group and a pre test was conducted for both, following that a video assisted teaching programme on postpartum haemorrhage was delivered only to experimental group. Post test was conducted for the groups on day 7 to assess the effectiveness of video assisted teaching programme.

Demographic variables selected for this study are age in years, religion, marital status, clinical posting in labor ward, lab facility, etc. The present study was conducted among 60 nursing students studying in BSc Nursing 4th year and G.N.M 3rd year. Probability simple random sampling technique was used to select 60 nursing students. 30 students were divided each for the experimental group and control group respectively through chit [even and odd] system. The reliability method adopted for the present study was test-retest method. Data was analyzed using descriptive and

inferential statistics. Description of the subjects with respect to demographic variables was represented in terms of frequency and percentage. Statistical significance of the effectiveness of video assisted teaching programme was analysed using paired 't' test.

RESULTS

Among the experimental group 30 in all, majority of students were in age group 20-22 years i.e. 22(73.3%), 5(16.6%) were in 23-25 years and 3(10%) were 26-28 years. Among the control group 30 in all, majority of students were also in 20-22 years i.e. 24 (80%), 2(6.6%) in 23-25 years and 4(13.3%) in 26-28 years.

In relation to sex, for experimental group 7(23.3%) were males and majority 23 (76.6%) were females. While in control group, 4(13.3%) were males and majority 26(86.6%) were females.

With regard to educational status, in experimental group, majority 22(73.3%) were BSc nursing students and 8(26.6%) were G.N.M students. While in control group, majority 20(66.6%) were BSc nursing students and 10(33.3%) were G.N.M students.

With respect to religion, in experimental group, majority of students were Hindu 21(70%), 1(3.3%) were Muslim and 8(26.6%) were Christians. In control group, 24(80%) were Hindu, 2(6.6%) were Muslims and 4(13.3%) were Christians.

Studying the dietary pattern, in experimental group, majority were vegetarians 21(70%) and 9(30%) were non-vegetarians. In control group, majority were vegetarians 23(76.6%) and 6(23.3%) were non vegetarians.

Analysing the clinical posting in labor ward, in control group, 28(93.3%) were posted in labor ward and 2(6.6%) were not posted. In experimental group, 27(90%) were posted while 3(10%) were not posted.

Studying marital status, in experimental group, 4(13.3%) were married and majority 26(86.6%) were unmarried. In control group, 6(20%) were married and 24(80%) were unmarried.

In experimental group, the result shows that in pre-test, 30(100%) were having inadequate knowledge and skills but in post-test after administration of VATP, 19(63.3%) were having moderately adequate knowledge and skills and 5(16.6%) were adequate. In control group, no significant change was seen. Both pre-test and

post-test scores showed that all 30(100%) were having inadequate knowledge and skill. As per the first objective, to assess the pre-test scores of the experimental and control group, the result shows that in experimental group, 30(100%) were having inadequate knowledge and skill. In control group, 30(100%) were having inadequate knowledge and skill. As per the second objective, to assess the post-test scores of the experimental and control group, the result shows that in control group, all 30(100%) students were having inadequate knowledge and skill. In experimental group, 6(20%) were having inadequate knowledge and skill, 5(16.6) had adequate knowledge and skill and 19(63.3%) had moderately adequate knowledge and skill. As per the third objective, to assess the effectiveness of VATP, analysis was made between scores of experimental and control group. As VATP was only administered to experimental group. In the experimental group, the minimum pre-test score was 14 and maximum was 25, Mean and SD was 19.93 and 3.16 respectively. The minimum post test score was 24 and maximum was 35, Mean and SD was 30.36 and 3.34 respectively. The obtained 't' value for the experimental group is 4.43 i.e. statistically significant at 0.05 level. Soresearch hypothesis H1 is accepted and null hypothesis H10 is rejected.

DISCUSSION

- Majority of students who participated in the study belonged to the age group 20-22 years 73.3% in experimental group and 80% in control group.
- Majority of the students were females 86.6% in control group and 76.6% in experimental group.
- Majority of students were studying BSc Nursing 4th year 66.6% in control group and 73.3% in experimental group.
- Greater percentage of students who participated in the study were Hindu's 80% in control group and 7.3% in experimental group.
- Majority of the students were unmarried 80% in control group and 86.6% in experimental group.
- Majority of the students were posted in labor ward 93.3% in control group and 90% in experimental group. The knowledge and skill of nursing students is assessed by structured questionnaire and observation checklist for

the group.

- The pre-test was conducted before administration of video assisted teaching programme to the nursing students. Among which all 30 students were having inadequate knowledge.
- The post-test was conducted after administration of the video assisted teaching programme. The post-test knowledge scores showed a significant difference i.e. 6(20%) have inadequate knowledge and skill, 19(63.3%) have moderately adequate and 5(16.6%) have adequate knowledge and skill.
- There was no administration of video assisted teaching programme to the students. Both pre-test and post-test score showed that all 30 students were having inadequate knowledge and skill.
- A video was administered was given for 45 minutes. Post-test was conducted with the same questionnaire and checklist on the 7th day. For the experimental group, 19(63.3%) were moderately adequate, 5(16.6%) were adequate and only 6(20%) were inadequate.
- The experimental group, the minimum pre-test score was 14 and maximum was 25, Mean and SD was 19.93 and 3.16 respectively.
- The minimum post test score was 24 and maximum was 35, Mean and SD was 30.36 and 3.34 respectively. The obtained 't' value for the experimental group is 4.43 i.e. statistically significant at 0.05 level. Soresearch hypothesis H1 is accepted and null hypothesis H10 is rejected. The findings of the study will have the following implications in the various areas of nursing service, nursing education, nursing administration and nursing research.

Nursing Practice

- Survey can be conducted to identify the high-risk women.
- Screening camps can help in early detection of women with high risk of postpartum hemorrhage by assessing previous history.
- Nursing students should have knowledge regarding postpartum hemorrhage in order to identify high risk women.
- Nursing students can teach others about postpartum hemorrhage.
- Health education can be given in the community to family members.

Nursing Education

- Conferences, workshops and seminars can be held for students and nursing staff to impart and update knowledge and skill regarding management of post-partum hemorrhage.
- In-service education can be undertaken to update the knowledge and skills of nurses and students in different health care settings.

Nursing Administration

- The present study is proposed to help the nurse administrators to strategically plan and meet the health needs of the mothers.
- The administrators in both private and government sectors should take initiative actions to update knowledge and skills of the nurses and students which will help them to identify high risk mothers.
- The administrator can organize conferences, workshops and seminars for nurses and students in colleges and hospitals.

Nursing Research

- The study will be a valuable reference material for further researches.
- The results of the study would help students and nurses to be encouraged to identify, help and manage mothers having postpartum hemorrhage.

Recommendations

The study recommends the following

- A similar study can be undertaken for a large sample in different setting.
- A similar study can be conducted without control group among staff nurses.
- A comparative study can be conducted between nursing students and nursing staff.

Limitations

The following points were beyond the control of researcher

- Study is limited only to those who are willing to participate in the study.
- The study was confined to selected nursing college, which obviously imposed limits to larger generalizations.
- There was limitation due to exam schedule of the college.

CONCLUSION

Post partum haemorrhage is a major obstetric emergency which is one of the major causes of maternal and morbidity rate. If it is recognized and managed within time, it would prove to be helpful in reducing maternal morbidity.

The researcher analysed the data and came to the conclusion that the effectiveness of Video Assisted Teaching Programme (VATP) brought an impact on knowledge regarding postpartum haemorrhage and its management in experimental group and those in control group who did not receive VATP, showed no change in their knowledge and skill level.

REFERENCES

1. Basavanthappa Bt, "Review of Literature", Nursing Research, 2nd Edition, Published by Jaypee Brothers, Published at New Delhi, PP.49-52.
2. Dutta D C, "Post Partum Haemorrhage", Text Book of Obstetrics, 7th Edition, Published by New Central Book Agency (P) Ltd, Published at New Delhi, PP: 411-413.
3. Howkins and Bourne shaws, "Third stage of Labor", Textbook of Gynaecology, 14th Edition, Published by Elsevier, Published at Noida, PP: 212-214.
4. Mattson and Smith, "Pregnancy and its Complications", Core Curriculum for Maternal-Newborn Nursing, 1st Edition, Published by Saunders, Published at Philadelphia, PP: 152-155.
5. Myles, "Post Partum Haemorrhage", Myles Text Book for Midwives, 14th Edition, Published by Churchill Livingstone, Published at Philadelphia, Pg.72.