

# Effectiveness of Video Assisted Teaching Program Upon Knowledge on Childbirth Preparation among Primigravida Mothers

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## ABSTRACT

Childbirth is a natural phenomenon. A woman's experience of birth is vitally important, and her birth memories endure. A childbirth preparation is a great way to prepare the women for childbirth. Childbirth preparation classes guide the mother to cope with her pregnancy and childbirth in a very comfortable manner. Methods: Pre experimental one group Pre-test Post-test research design was used to conduct the study at selected hospitals, Bengaluru. Sixty primigravida mothers were selected through purposive sampling technique. Tools such as Demographic variable proforma and structured knowledge questionnaire were used to collect the data through self-administration method. After the pretest, Video Assisted Teaching Program on Child Birth Preparation was conducted. After two weeks of intervention, post test was conducted Results: The obtained posttest mean value (21.63) which was higher than the pretest mean value (12.60) and was significant at (P<0.05). Hence, the Video assisted teaching program was effective in improving the knowledge of primigravida mothers on childbirth preparation.

**Keywords:** Video teaching program, Primigravida, child birth preparation

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## 1. Introduction

The women who are pregnant for the first time is called as primigravida, they are very new to the pregnancy hence less knowledge about the physiological and psychological changes during pregnancy, labor and care of baby. Childbirth is a natural and universal phenomenon. Although labor is one of the most painful events in human experience, supportive care is given to reduce woman's anxiety and discomfort. (D'Silva P, Mathias A. (2016). They undergo anxiety and stress due to less knowledge and can lead to the inability of primi mothers to adjust with discomfort that mothers feel.

In early 20<sup>th</sup> century most women gave birth in their house but there were also high rates of maternal and mortality rates. Advances in obstetric technology and maternal-fetal medicine shifted birth from the home to the hospital. The likelihood for medical intervention during pregnancy and labor has subsequently increased, requiring more consumer education and preparation. (Riedmann, G Oct 2008).

Giving birth is a joyous relationship of hopes, together with a mass of fear and anxiety whether the baby will be normal and healthy and for prime mother childbirth is the new experience.

Labor is one of the important events in every woman's life. During labor, the mother needs relaxation and relief from pain. The childbirth preparation class is a great way to prepare a woman for labor and childbirth. In developed countries, the childbirth education classes are the routine service helps the mother and father to start the new routine in order to inform the parents about the healthy development of the baby. (Nazik, 2017)

A childbirth preparation classes provide confidence of knowledge, skills, coping capacity in any unfamiliar experience of labor. It empowers the women to cope up with the labor process and get ready for the delivery with complete psychological preparation. It rather enhance to improve the communication with the health team members and cope up during the labor process. Therefore, the researcher has conducted the study to assess the effectiveness of video assisted teaching program upon knowledge on childbirth preparation among primigravida mothers attending antenatal clinic at selected hospitals

## 2. Statement of the problem

A Pre experimental Study to Assess the Effectiveness of Video Assisted Teaching Program Upon Knowledge on Childbirth Preparation Among Primigravida Mothers Attending Antenatal Clinic at Selected Hospitals, Bengaluru.

## 3. Objectives

1. To assess the effectiveness of video assisted teaching program upon knowledge on childbirth preparation among primigravida mothers.
2. To associate the selected demographic variables and level of knowledge on child birth preparation among primigravida mothers after video teaching program

## 4. Null Hypotheses

**H01:** There will not be any significant difference between pre and posttest knowledge scores on childbirth preparation among primigravida mothers.

**H02:** There will not be any association between selected demographic variables and level of knowledge on childbirth preparation among primigravida mothers after video teaching program.

## 5. Methodology

A pre- experimental one-group pretest posttest design was used for this study. This study was conducted in Little Flower Hospital, Bengaluru. Purposive sampling technique was used to select the samples of 60 primigravida mothers. Tools such as demographic variable proforma and structured knowledge questionnaire were used to collect the data through self-administration method. Knowledge questionnaire consisted of 30 items on childbirth preparation and each item consist of three to four options. The score for each correct response was 1 and the highest score was 30. Higher score indicated higher knowledge. The demographic variable proforma includes age, religion, educational status, family type and source of information regarding childbirth preparation.

The formal permission from the hospital authority was obtained. The purpose of the study was explained to the primigravida mothers and informed consent was obtained. An assurance was given regarding the confidentiality before the data collection procedure. The data was collected through self-administration method using predetermined and pretested tools such as demographic variable proforma and structured knowledge questionnaire. Pretest upon knowledge on child birth preparation was conducted. After pretest, Video Assisted Teaching Program on child birth preparation was conducted for 30 minutes.

Video on childbirth preparation includes Antenatal care, Management during labor and puerperium, Neonatal care and Breast feeding was played and doubts of the primigravida mothers were clarified. After two weeks of intervention, Posttest was conducted. The data were analyzed, tabulated and interpreted using descriptive and inferential statistics.

## 6. Results & Discussion

**Table 1: Frequency and Percentage Distribution of Demographic Variables of Primigravida Mothers**  
(N= 60)

Demographic Variables	f	%
<b>Age (in years)</b>		
Up to 25	27	45
Above 25	33	55
<b>Religion</b>		
Hindu	26	43
Christian	22	36
Muslim	12	20
<b>Education</b>		
Illiterate	6	10
Schooling	40	67
Graduate	14	23
<b>Family type</b>		
Nuclear	33	55
Joint	22	37
Extended	5	8

<b>Received information</b>		
Health personnel	<b>08</b>	<b>13</b>
Relatives and friends	<b>39</b>	<b>65</b>
Media	<b>13</b>	<b>22</b>

Table 1 depicts that majority of the primigravida mothers were aged between 25-30 years (55%), 43% were Hindus, Majority of them were completed schooling (67%), most of them were belonged to nuclear family (55%), received information from friends and relatives (65%).

**Table 2: Comparison of Mean and Standard Deviation of Pretest and Posttest Scores of Primigravida Mothers**  
N=60

S.NO	Variables	Mean	SD	t value
1	Pre test	12.6	3.38	31.349*
2	Post test	21.6	2.84	

\*P<0.05

Table 2 shows that the posttest mean value (21.6) which was higher than the pretest mean value (12.6) and was significant at p<0.05

**Table 3: Association between Selected Demographic Variables and Knowledge Scores of Primigravida Mothers After Video Teaching Program**  
N= 60

Demographic Variables	Category	Knowledge scores				Chi square value (χ <sup>2</sup> )
		Moderate		Adequate		
		f	%	f	%	
<b>Age</b>	<25 Years	19	31.7	8	13	31.777 *
	>25 years	20	33.3	13	21.6	
<b>Education</b>	Illiterate	5	8.33	1	1.67	29.434 *
	Schooling	28	46.67	12	20	
	Graduates	6	10.0	8	13.33	
<b>Religion</b>	Hindu	18	30.0	8	13.33	26.224*
	Muslim	8	13.33	4	6.67	
	Christian	13	21.67	9	15.0	
	Others	-	-	-	-	
<b>Family type</b>	Nuclear family	22	36.67	11	18.33	23.672*
	Joint family	14	23.33	8	13.33	
	Extended family	3	5.00	2	3.33	
<b>Received information</b>	Health personnel	7	11.67	1	1.67	39.170*
	Relative and friends	24	40	15	25	
	Media	8	13.33	5	8.33	

\*P<0.05

It can be inferred from the above table that there was a significant association between the selected demographic variables such as age, religion, education, family type and the knowledge scores of the primigravida mothers after the video teaching program. Hence, the Null hypotheses H02 was rejected.

**7. Discussion**

Majority of the primigravida mothers were aged between 25-30 years (55%), 43% were Hindus, Majority of them were completed schooling (67%), most of them were belonged to nuclear family (55%), received information from friends and relatives (65%). During the intervention, the mothers were more active and receptive. Study findings revealed that the post test mean value

(21.6) which was higher than the pretest mean value (12.6) and was significant at  $p < 0.05$ . Similar findings were reported in the study conducted by Bendangnrao (2015) she reported that the knowledge of primigravida mothers were increased after the administration of video assisted teaching on childbirth preparation.

There was a significant association between the selected demographic variables such as age, religion, education, family type and the knowledge scores of the primigravida mothers after the video assisted teaching program.

## 8. Conclusion

This study provides an excellent framework to look at how childbirth preparation classes help the antenatal mothers to manage the pregnancy, labor and care of neonate. The study concluded that Childbirth preparation class for pregnant women focuses on preventive care and creates a childbirth experience that is safer, positive and satisfying for the childbearing women (Divya G Nair 2015)

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