



**A STUDY TO ASSESS THE EFFECTIVENESS OF VIDEO ASSISTED
TEACHING ON KNOWLEDGE OF MENSTRUAL DISORDERS AND ITS
EFFECT ON CONCEPTION AMONG STUDENTS OF SELECTED COLLEGES,
AT INDORE, (M.P.)**

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Abstract

In This Pre Experimental Design, sample consisted of 100 students selected by non probability purposive sampling technique. self structure questionnaire tools was used for assessing the knowledge of students pre test was conducted by using the same structured questionnaire and after 30 days post test was conducted using the same structured questionnaire for assessing the effectiveness of video assisted teaching on knowledge of menstrual disorders and its effect on conception Mean Percentage Of The Knowledge Score Of Post Test Mean 22.58 Was Higher Than Mean Pre Test 5.73 The 'T' Value For Total Pre Test And Post Test Was 29.6 The Data Was Analyzed In Terms Of Descriptive And Inferential Statistics.

INTRODUCTION

Menstruation is the breakdown of the endometrial lining of the uterus. This usually happens every month by releasing blood and tissue from the uterus. A healthy menstrual cycle is a possible sign of fertility. The menstrual cycle tells everything that happens in the body that the uterus receives adequate circulation, balance hormones, and information about egg maturation.

The menstrual cycle is necessary at birth, the lining of the uterus prepares itself to receive and nourish the fertilized egg. If fertilization does not occur, lining sheds and this is menstruation. Most women start menstruating when they are 14 years old, and

they continue to have it until they reach the age of 50. The entire menstrual cycle is a complex and complex change in hormonal levels and associated body changes in preparation for pregnancy. Bleeding occurs every 20 to 40 days as per clock. It's amazing how complex a man's fertility is and how most women live without the full grip that happens "under the hood". If pregnancy does not occur during a given cycle, then the whole process is repeated each month from the onset of puberty and lasts until the beginning of menstruation.

Susan Wysocki, RNC, NP, FAANP, President and CEO of the National Association of Nurse Practitioners in Women's Health (NPWH) said that if there was a change in the bleeding process, it was an indication that something was wrong with the reproductive cycle. . Cycles may be abnormal, irregular, or complete and this is called menstrual irregularities.

Menstrual irregularities or irregular menstrual cycles, including menstrual irregularities (amenorrhea), menstrual cramps (dysmenorrhea), excessive blood flow (menorrhagia), and irregular bleeding (metrorrhagia). Menstruation is affected by the severity and duration of symptoms, the underlying cause, the duration and frequency of bleeding, the type of treatment, the response to treatment and the needs of the individual.

Objectives

- To assess the pre test knowledge of menstrual disorders and its effect on conception of arts and science students.
- To assess the post test knowledge of menstrual disorders and its effect on conception of arts and science students.
- To assess the overall knowledge regarding menstrual disorders and its effect on conception before and after video assisted teaching among Arts and Science students.
- To compare the pre test and post test overall knowledge score of menstrual disorders and its effect on conception among Arts and Science students.
- To compare the post test knowledge score of Arts and Science students on menstrual disorders and its effect on conception among students.
- To associate the post test knowledge score of menstrual disorders and its effect on conception with the demographic variables.

- To associate the post test knowledge score of menstrual disorders and its effect on conception with the menstrual history.
- To associate the post test knowledge score of menstrual disorders and its effect on conception with the source of information.

HYPOTHESIS

H₁: There will be a significant difference between pre test and post test knowledge regarding menstrual disorders and its effect on conception among students.

H₂: There will be a significant difference between the knowledge regarding menstrual disorders and its effect on conception among the students.

H₃: There will be a significant association between the post test knowledge regarding menstrual disorders and its effect on conception with the demographic variables.

H₄: There will be a significant association between the post test knowledge regarding menstrual disorders and its effect on conception with the menstrual history.

H₅: There will be a significant association between the post test knowledge regarding menstrual disorders and its effect on conception with the source of information.

Methods and Material

An extensive review of literature was undertaken. The conceptual framework based on Health promotion model the An experimental research approach was used to assess the knowledge video teaching regarding menstrual disorder and it's effect on conception A pre experimental research design was Considered Appropriate For The Study "Video Assisted Teaching On Knowledge Of Menstrual Disorders And Its Effect On Conception Among Students" One group pre test and post test design was used. In order to measure the content validity of the tool, the questionnaire schedule was given to the 12 experts from the field of maternal health Nursing and community health nursing. The experts were chosen on the basis of their clinical expertise, experience, qualification and interest in the problem area. The tool was found reliability of tool was calculated with split half method and found 0.83 which is statically reliable for the present study.

RESULT

The major findings of the study revealed that It was inferred that among 100 participants (92%) had inadequate knowledge and (8%) had moderately adequate

knowledge and none of them had adequate knowledge. The post test was conducted after administration of video assisted teaching on knowledge of menstrual disorders and its effect on conception. On the day post test was conducted by using the same questionnaire. The post test knowledge scores showed a significant difference. Majority of them (80%) gained adequate knowledge and (20%) gained moderately adequate knowledge which showed that video assisted teaching on knowledge of menstrual disorders and its effect on conception was effective. The obtained pre test over all mean score was 5.73, SD 2.9, Mean percentage was 9.55% and range was 12. The obtained post test over all mean score was 22.58, SD was 2.8, Mean percentage was 37.63% and range was 8. The mean difference between the pre test and post test score was 16.85 and the obtained 't' value 29.6 was significant at $P < 0.05$ level.

It was evident that compared to pre test knowledge score there is significant increase in the post test knowledge scores. Hence the research Hypothesis (H1) is accepted. therefore it can be interpreted that the video assisted teaching on knowledge of menstrual disorders and its effect on conception it was inferred that the selected demographic variables such as Age, Religion, Class of studying, Type of family, Monthly income, Education of the father, Education of the mother, occupation of the father, occupation of the mother, were not significant with the post test level of knowledge at $P > 0.05$. Hence the Hypothesis 2 was accepted.

CONCLUSION

The study was conducted to assess the effectiveness of video assisted teaching on knowledge of menstrual disorders and its effect on conception among students studying in selected colleges. There was a statistically significant ($p > 0.01$) increase in post test knowledge score of menstrual disorders and its effect on conception among students studying in selected colleges. Therefore it is concluded that providing video assisted teaching is an effective teaching strategy in increasing the knowledge of menstrual disorders and its effect on conception among students studying in selected colleges.

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