



**A STUDY TO ASSESS THE EFFECTIVENESS OF VIDEO ASSISTED
TEACHING ABOUT HAZARDS OF PLASTICS AND ITS SAFE DISPOSAL
AMONG THE HOUSEWIVES RESIDING AT SELECTED URBAN AREA AT
INDORE, M.P.**

¹Dr. Sneha Sahay Youtham and ²Thatipati Nagamma

¹Research Guide, ²Ph.D. Scholar

Introduction

Plastic pollution threatens not only the environment, but also our health and that of future generations. This page is part of our Plastics and the Environment series, a set of online resources on the plastics crisis, its impact on people and the environment, and international cooperation to address this global problem. They include resources and news from organizations in Geneva and beyond, including UN-system organizations and other IOs, governmental authorities, civil society organizations, academic institutions and journals, and renowned newspapers.

Combating the menace of plastic waste pollution has become a global environmental challenge. Plastic pollution is capable of affecting land, waterways and oceans as a large percentage of marine and land creatures have died due to the fact that plastic is non-biodegradable and it causes hazards to soil. It also emits toxic gasses when exposed or heated up. It blocks drainage lines and fill up land space causing floods and erosion thereby causing deterioration of the Nigerian roads. Plastics wastes are also harmful to human health; they may contain harmful acids which may lead to death. Nigeria, which is the biggest oil exporting country in Africa, relies mainly on the proceeds of the oil trade for its GDP and based strategy in growing her economy. However, with the declination of oil prices and increase in plastic wastes, the world is tending towards energy and sustainable development. Therefore, an urgent need for recycling plastic wastes into a solution for wealth creation is fundamental in Nigeria. This paper

therefore seeks to identify favorable methods for recycling plastic wastes in Nigeria as a tool for solution to diversification and implementation. Evidence based examples are illustrated in the article with viable solution recommended for implementation.

Objectives

1. To assess the pre test knowledge about the hazards of plastics and its safe disposal among housewives residing at Indore M.P.
2. To assess the effectiveness of video assisted teaching about the hazards of plastics and its safe disposal among housewives residing at Indore M.P.
3. To assess the post test knowledge level regarding hazards of plastics and its safe disposal among housewives residing at Indore M.P.
4. To compare the pretest and post test knowledge about the hazards of plastics and its safe disposal among housewives residing at Indore M.P.
5. To associate the findings with the selected demographic variables.

Hypothesis

H1: There will be a significant difference between the mean pre-test and post-test score of housewives with knowledge regarding hazards of plastics.

H2: There will be a significant association between the post-test level of knowledge and selected demographic variables of housewives regarding hazards of plastics.

Methods and Material

The research approach adopted for this study is a quantitative approach. The research design selected for the present study was pre experimental one group pretest post test design. This study was conducted in urban area (Indore M.P.) It has got four wards covering a total population of 56,744. Study population In this present study the sample size was 300 housewives residing in Indore M.P. Non probability convenience Sampling technique was used for this study.

Result

In assessing the pre-test level of knowledge 62.0% of the housewives are having inadequate knowledge, 31.0% of them are having moderate knowledge and 7% of them are having adequate knowledge.

In pretest, they are having more knowledge in General aspects (58.2%) and minimum knowledge in the Coastal region (34.7%). Overall, they are having 47.5% of knowledge score. In posttest none of the housewives are having inadequate knowledge, 19.0% of them are having moderate knowledge and 81% of them are having adequate knowledge. On an average, After VAT, housewives are gained 34.2% of the knowledge than pretest. There is a good correlation between post test knowledge and the score is statistically highly significant ($p=0.001$). There is significant improvement in the level of knowledge after the video assisted teaching programme.

REFERENCE

1. Naomi E. Ervin. (2002), Advanced community health nursing practice; population –focused care, First edition, Upper saddle River, N.J; Prentice hall.
2. Park. K. (2009), Textbook of preventive and social medicine, Jabalpur; Bhanot Banarsidas.
3. Polit and Hungler. (1999), Nursing research principles and methods, Sixth edition .Philadelphia. Lippincott.
4. Susan Clemenstone et.al. (2002), Comprehensive Community Health Nursing, Sixth edition , St Louis : Mosby Publication.
5. Treecee . E.W. Treecee J.W (1986), Elements of Research in Nursing, Third edition, St. Louis, C.V. Mosby and Company.
6. Vidya Ratan. (2002), Hand book of preventive and social medicine, Ninth edition. New Delhi: Jaypee Brothers.