

Evaluate the Effectiveness of Lecture cum Demonstration versus Video Assisted Teaching on Knowledge and Practice of Breast Feeding Technique among Primipara

Naoshekpam Suniakumari Devi*

¹M.Sc (Nursing), Associate Professor, Charnock College of Nursing, Kolkata, West Bengal, India

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*Corresponding author: Naoshekpam Suniakumari Devi

Abstract

The most cost effective, essential component for the growth and development as well as to reduce the infant mortality, is breastfeeding, which is often disrupted due to lack of confidence, improper positioning for latching, breast pain, perception of insufficient milk supply etc. The present study aims to assess the effectiveness of lecture cum demonstration versus video assisted teaching on knowledge and practice of breast feeding technique among primipara. Methodology: 60 primipara were selected through purposive sampling and divided into group I and group II among which lecture cum demonstration and video assisted teaching regarding breastfeeding technique were applied consecutively. The data were collected by using structured questions and observational checklist. The data were analyzed by using descriptive and inferential statistics. The effectiveness of lecture cum demonstration versus video assisted teaching on knowledge and practice of breast feeding technique among primipara was computed by paired 't' test. Comparison between the lecture cum demonstration and video assisted teaching was not significant.

Key words: Effect, lecture cum demonstration, video assisted teaching, primipara, Breast feeding Technique.

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INTRODUCTION

The promotion and support of breastfeeding is a global priority and an important child-survival intervention. In primipara there are many things to learn for benefit of baby and mother. Due to lack of confidence mothers' ability to breastfeed, latching or suckling, breast engorge, breast pain or soreness, perceptions of insufficient milk supply, and a lack of individualized encouragement from their clinicians in the early post discharge period are some of the common reasons for early breastfeeding discontinuation. Following the technique of breast feeding helps to provide adequate warmth, affection and security as well as protection to the baby [2]. Breast feeding creates a unique bond between the mother and the baby. In this study, the investigator emphasizes the use of lecture cum demonstration and video assisted teaching on knowledge and practice of breast feeding technique after various witnessed situation where the mothers were suffering from soreness of nipple, engorgement of breast, baby not passing urine. Hence the investigator

decided to find out whether the lecture cum demonstration and video assisted teaching has the potential to improve the breast feeding technique among the primipara.

OBJECTIVES OF THE STUDY

- To assess the effect of demonstration cum lecture on technique of breast feeding among primipara.
- To assess the effect of video assisted teaching on technique of breast feeding among the primipara.
- To compare the effect of demonstration cum lecture verses video assisted teaching on technique of breast feeding among the primipara.
- To associate with selected demographic variables of age, education and weeks of gestation.

HYPOTHESIS

Ho: There is no significant difference of lecture cum demonstration and video assisted teaching on knowledge and practice of breast feeding technique among primipara.

H1: There is significant difference of lecture cum demonstration method on knowledge and practice of proper breastfeeding technique.

H2: There is significant difference of video assisted Teaching on knowledge and practice of proper Breast Feeding Technique among primipara.

RESEARCH DESIGN

It is a descriptive study

SAMPLE CRITERIA

Inclusion Criteria

1. Mother who can read, write and speak English and/or, Hindi and/or, Marathi language.
2. Mother willing to participate in the study.
3. Mother who are primipara.
4. Mother who are admitted in the hospital

Exclusion Criteria

1. Mother who are critically ill.
2. Mother who have psychological problem
3. Mother whose baby is in NICU for Ryle's tube feeding and wati spoon feeding
4. Mother who are blind and deaf.

SETTING OF THE HOSPITAL

Postnatal ward of Bharati Hospital & Research Centre and Bharati Ayurved Hospital, Pune

SAMPLING TECHNIQUE

Purposive, non-probability technique

SAMPLE SIZE

Sample size for 60 (30 for the lecture cum demonstration and 30 for the video assisted teaching)

DATA COLLECTION INSTRUMENTS

Data were collected by using a structured questionnaire and observation checklist to assess the knowledge and practice of the primipara mother related to the technique of breast feeding. The tool was

developing to get information about patients. It consisted of three section: Section I- 3 items to collect Demographic data, Section II- 15 questions to collect details data and Section-III, observation checklist to assess the technique of breast feeding. In this study, lecture cum demonstration and video assisted teaching was used as an intervention. Both the tool and intervention were validated by the expert of paediatric and obstetrical nursing as well as Doctors.

Data collection procedure

Data was collected from the Postnatal Ward for a period of 3 weeks from 12/8/2010 to 3/9/2010 and the timing was from 8 am to 6pm. Sample was selected for two groups by purposive sampling from Bharati Hospital & Research Centre and Bharati Ayurved Hospital. Consent was obtained from those who agreed to participate. Subjects were selected by reviewing patients' files to collect the data and to determine whether the patients meet the inclusion criteria. Patients who met the criteria were assigned to the group. Each day the duration of data collection was 8 hours. First the patients were explained to fill up the data after that the intervention (lecture cum demonstration or video assisted teaching on breast feeding technique) was given to patients. On 7th day after pretest Posttest was taken to assess the knowledge and practice of breast feeding technique.

Ethical consideration

Ethical clearance was taken from the institutional ethics committee of Bharati Vidyapeeth Deemed University. Formal permission was obtained and also consults with HOD of obstetrics and gynaecology. Written informed consent was taken from legally authorized representatives of the participants and anonymity of the subjects was maintained.

DATA ANALYSIS AND FINDING

Section-I: Demographic characteristics of samples

Table-I: Frequency percentage distribution of primipara, their demographic characteristics in group-I: Lecture cum demonstration, group-II- Video assisted learning N=60

sl.no	Characteristics	Group-I (Frequency)	%	Group-II(Frequency)	%
1	Age (years)				
	1.1)15-20	12	40.00%	9	30.00%
	1.2)21-25	12	40.00%	16	53.33%
	1.3)26-30	5	16.66%	4	13.33%
	1.4)31-35	1	3.33%	1	3.33%
2	Education				
	2.1)7-12	26	86.66%	24	79.99%
	2.2)B.A.	2	6.66%	5	16.66%
	2.3)B.Com	-	-	1	3.33%
	2.4)B.Pharm	1	3.33%	-	-
	2.5)M.com	1	3.33%	-	-
3	Wks of gestation				
	3.1)33-36 wks	4	13.33%	2	6.66%
	3.2)37-40 weeks	26	86.66%	28	93.33%

The data presented in table I shown above is the demographic data of the two groups individually. In Group I, 40.00% of sample were in the age group of 21-25 yrs and 3.3% were in the age group of 31-35yrs. 86.66% of sample were belong to class 7-12 standard and 3.33% were educated up to B.Pharm and M.Com, 86.66% belong to 37-40 weeks of gestation and 13.33% belongs to 33-36 weeks. In Group II, 53.33% of samples were in the age group of 21-25 yrs and 3.33% of samples were from 31-35yrs. 79.99% were belong to

class 7-12 standard and 3.33% were educated upto B.com. 93.33% of sample belongs to 37-40 weeks of gestation and 6.66% were 33-36 weeks of gestation.

Section II: Comparison between pretest and posttest knowledge scores of lecture cum demonstration group

Table-II: Frequency percentages of knowledge scores in pretest and posttest lecture cum demonstration on the Breast feeding Technique N=30

GROUP I	PRE TEST		POST TEST	
	Frequency	Percent	Frequency	Percent
Low	2	6.7%	0	0%
Moderate	27	90.0%	1	3.3%
High	1	3.3%	29	96.7%

The data represented in table II shows that in pretest, majority of the sample in lecture cum demonstration is 27 (90.0%) which has score moderate knowledge and in posttest of lecture cum demonstration- 29 (96.7%), primipara are having high

knowledge score, it shows that there is an improvement in knowledge score after lecture cum demonstration.

Section III: Comparison between pretest and posttest knowledge of video assisted teaching

Table-III: Frequency percentages of knowledge scores in pretest and posttest video assisted teaching on the Breast feeding Technique N=30.

GROUP-II	Pretest		Posttest	
	Frequency	Percent	Frequency	Percent
Low	5	16.7%	0	0%
Moderate	24	80.0%	1	3.3%
High	1	3.3%	29	96.7%

The data represented in table III shows that the comparison of the knowledge score pretest and posttest of video assisted teaching on the breast feeding technique, in pretest 24 samples (80%) belong to moderate knowledge score, 5 samples (16.7%) belong to low knowledge scores and 1 sample (3.3%) belong to high knowledge score and in posttest 29 samples (96.7%) belong to high knowledge scores and 1 sample

(3.3%) belong to moderate knowledge scores. So it shows that there is high knowledge score after the video assisted teaching.

Section IV: Comparison between pretest and posttest practice scores of lecture cum demonstration

Table-IV: Frequency percentage of the practice score before and after the Lecture cum demonstration on breast feeding technique. N=30

GROUP I	Pretest		Posttest	
	Frequency	Percent	Frequency	Percent
Incorrect	21	70.0%	0	0
Correct	9	30.0%	30	100.0%
Total	30	100.0%	30	100%

The data represented in the table IV shows that the practice scores before and after the lecture cum demonstration on the breast feeding technique, in pretest of the practice score of lecture cum demonstration is 21 (70.0%) which gave incorrect answer and 9(30.0%) gave correct answer. Posttest of

practice score of the lecture cum demonstration is 30 (100.00%) which gave correct answer. It shows that there is high score in posttest score of lecture cum demonstration than the pretest score of lecture cum demonstration. This shows that the lecture cum demonstration is effective.

Section V: Comparison of pretest and posttest practice scores of video assisted teaching.

Table-V: Frequency percentage of practice score before and after the video assisted teaching on breast feeding technique N=30

Group I	Pretest		Posttest	
	Frequency	Percent	Frequency	Percent
Incorrect	23	76.7%	0	0%
Correct	7	23.3%	30	100.0%
Total	30	100.0%	30	100%

The data represented in the table V shows the practice score, before and after the video assisted teaching on the breast feeding technique. In pretest practice score 23(76.7%) samples gave incorrect answer and 7(23.3%) gave correct answer; in posttest score

30(100.00%) sample gave correct answer. So it shows that there is high practice score after the video assisted teaching, which indicates that the video assisted teaching is effective.

Section VI: Comparison of knowledge scores in lecture cum demonstration and video assisted teaching

Table-VI: Analysis the pretest and posttest knowledge scores of lecture cum demonstration and video assisted teaching N= 60

GROUP	Knowledge score	Mean	Mean difference	SD	SE	“t” cal	“p” value
Lecture cum demonstration	Pretest	7.8333	4.942	1.577	0.2880	20.04	0.001
	Posttest	13.233		1.251	0.2284		
Video assisted teaching	Pretest	7.367	4.692	2.456	0.448	12.95	0.01
	Posttest	12.767		1.104	0.202		

“t” table =2.04523, p value<0.05.

The data represented in the table VI, shows the comparison that the mean of knowledge scores before the lecture cum demonstration was 7.833 and video assisted teaching was 7.367 and the posttest knowledge scores of the lecture cum demonstration was 13.233 and video assisted teaching was 12.767. It shows that after the lecture cum demonstration and video assisted teaching the knowledge value is improving which

indicate it is effective. The “t”cal value 20.04 and 12.95 were found to be statistically considerable at the 5% level of significance. So the research hypotheses (H2) were accepted and the null hypotheses (Ho) were rejected.

Section VII: comparison of practice scores before and after the intervention

Table-VII: Comparison of practice scores before and after the intervention lecture cm demonstration and Video assisted teaching N=60

GROUP	Practice score	Mean	SD	SE	‘t’ cal	Interpretation
Lecture cum demonstration	Pretest	6.933	1.015	0.185	27.76	Significant
	Posttest	14.067	0.980	0.179		
Video assisted teaching	Pretest	6.733	1.173	0.214	28.18	Significant
	Posttest	14.00	1.083	0.197		

“t” table=2-04523

The data represented in the table VII, shows that comparing the mean of practice scores before the lecture cum demonstration was 6.933 and video assisted teaching was 6.733 and the posttest practice scores of the lecture cum demonstration was 14.066 and video assisted teaching was 14.00, so we found that, the practice scores of lecture cum demonstration and the video assisted teaching to be statistically significant.

Hence it shows that lecture cum demonstration and video assisted teaching methods are effective. But comparison between the lecture cum demonstration and video assisted teaching which is the practice among the mother found to be not significant. So the research hypotheses were rejected and the null hypotheses were accepted.

Section VIII: Association of pretest knowledge score with demographic variables.**Table-VIII: Represent the relation between the pretest knowledge score and personal characteristics in lecture cum demonstration and video assisted teaching N=60**

Sr. no.	Selected variables	Chi-square	Degree of freedom	Table value at 0.05 level
I	Age (years) 1.1)15-20 1.2)21-25 1.3)26-30 1.4)31-35	7.742	6	.258
II	Education 2.1) 7-12 2.2) B.A. 2.3) B.Com 2.4) B.Pharm 2.5) M.com	30.877	8	.000
III	Weeks of gestation 3.1)33-36 weeks 3.2)37-40 weeks	8.529	2	.014

The data represented in the table VIII, shows the relation between the pretest knowledge score and personal characteristics in lecture cum demonstration and video assisted teaching groups. It indicates that due to age difference the knowledge also differs. There is significant difference associated with the age and the knowledge scores related to the breast feeding technique among the primipara as evident by the "p" value >0.05 . The chi square value is 7.742 and df is 6, whereas there is no significant difference on association of the education with the knowledge scores related to the breast feeding technique among the primipara as evident by the "p" value <0.05 . The chi square value 30.877 and df is 8. There is no statistically significant on association of the weeks of gestation with the knowledge score on breast feeding technique as $p < 0.05$. Hence it shows that there is not associated between the demographic variables and the knowledge score among the primipara in lecture cum demonstration and video assisted teaching.

DISCUSSION OF THE FINDING

The major finding of the present study has been discussed with reference to the result obtained by other investigator. Both the subjective and the objective assessment of the lecture cum demonstration and video assisted teaching clearly demonstrated the difference among the lecture cum demonstration and video assisted teaching, which shows that the interventions was highly effective. These findings are also supported by the study done by S.Vijayalakshmi, A. V. Raman. In Chennai who studied in 60 primipara mother. They develop their own questionnaire, observation checklist, modified visual analogue scale and structured teaching plan. Pretest and post-test on knowledge was conducted for both control and experimental group, practice and occurrence of nipple sore was also assessed for both groups and compared. According to these finding implications were identified to practice appropriate

technique of breastfeeding for primipara. She found that the proper breastfeeding technique prevent from nipple sore to the primipara. The promotion and support of breast feeding is global priority. It's very easy to use the video to teach the mother regarding the technique of breastfeeding and also the demonstration can help the mother to gain knowledge. It can be used by every hospital to teach the primipara how to feed the baby.

CONCLUSION

The following conclusions are drawn from the study findings. Study analysis shows that the lecture cum demonstration versus video assisted teaching was useful to teach the technique of breast feeding among primipara. Statistically there was significant difference of knowledge scores and practice score among the lecture cum demonstration and video assisted teaching but there is no significant difference among the lecture cum demonstration and video assisted teaching. The mean value of the lecture cum demonstration is almost equal to the mean value of the video assisted teaching. According to the analysis of the data of both the lecture cum demonstration and video assisted teaching are equally effective.

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