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Effectiveness of Video Assisted Teaching Programme on Knowledge and Expressed Practices regarding Improving Skills Related to Leopold's Maneuvers among Basic B.Sc. Nursing 4th Year Students in Selected Nursing Colleges of Shimla, H.P.

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Abstract: ***Background: Pregnancy is a beautiful journey of 9 months that converts a woman into a mother. A healthy pregnancy requires proper physical and mental care as well. In obstetrics, abdominal palpation consists of four maneuvers known as Leopold maneuvers. These maneuvers are a common and systematic way to determine the position of a fetus inside the woman's uterus. Methods and Material: Non-randomized control group pre- test post- test design was used with sample size 60 selected by convenience sampling technique. Data was collected by self -structured knowledge questionnaires and expressed practices checklist. Video assisted teaching programme was administered. Results: In pre-test knowledge, 3 (10%) had very good knowledge, 16 (53.3%) had good knowledge and 11 (36.7%) had average knowledge. In post-test knowledge score, 21 (70%) had very good knowledge, 8 (26.7%) had good knowledge and 1 (3.3%) had average knowledge. In pre-test expressed practices, 27 (90%) had adequate practices, 3 (10%) had inadequate practices. In post-test expressed practices score, 29 (96.7%) had adequate practices and 1 (3.3%) had inadequate practices. Conclusion: The study findings concluded that the video assisted teaching programme was effective in improving the knowledge and expressed practices regarding Leopold's maneuvers.***

Keywords: Video Assisted Teaching Programme, knowledge, expressed practices, Leopold's maneuvers

1. Introduction

Pregnancy is a beautiful1journey of 9 months that converts a woman into a mother**.** A healthy3pregnancy requires proper4physical and mental care as well.[1] Pregnancy is the beginning of4motherhood. The pregnant women have a small5fetus growing inside her body and will experience a lot of changes such as in the first three months, the body6adapts to a new life with hormonal changes that may make her life7different, the second and the third trimesters take the pregnant women through several physical and emotional8changes. But, motherhood is so magical that a woman begin to accept all9these changes with warmth.[2]

In order to cradle2and nurse a healthy baby, every woman aspires for2a normal pregnancy and normal delivery. Over 95% of women2experience a typical pregnancy and delivery. Enough prenatal care is necessary for these ladies in order to2guarantee a normal physiological process. One of the elements of the antenatal examination, which is a crucial2aspect of prenatal care and is covered in the nursing students' curriculum, is3abdominal palpation. In order to avoid difficulties and preserve the mother's and the baby's lives,3it is regarded as a crucial operation to understand in real life.[3]

In obstetrics, abdominal palpation consists of four maneuvers known3as Leopold maneuvers. These maneuvers are a common and systematic way to determine the position of a fetus inside2the woman's uterus. They are named after the gynecologist Christian Gerhard Leopold. They are also used to5estimate term fetal weight. The maneuvers consist of four distinct actions, each helping to determine the position5of the fetus. The maneuvers are important because they help to determine the position and lie of the fetus, which in8conjunction with correct assessment of the shape of the maternal pelvis can indicate whether the delivery is going to be5complicated, or whether a caesarean section is needed.[4]

The first line of defense2in the modern world, with all of its revolutions, is education. Due to the increasing body of knowledge in various1fields and its impact on curriculum modifications, as well as the advancement of technologies and their effects on the teaching2process, education is forced to reevaluate its practices and make the significant changes necessary for2today's society. New demands for a varied range of ever-increasing teaching skills, together with new teaching3strategies and resources, are coming in from all directions.

More important than the contents are the subjects of teaching techniques2and the instructional mindset. Developing a teaching strategy that takes learners, objectives, and1topics into account is one of the most important concepts in education. A1recent study found that by using effective teaching strategies that focus on memory storage, retrieval, cognition,2and learning, students can learn

more and respond more quickly than they3ever could have anticipated. Clinical experience5is required of nursing students as part of5their education. Students can make the connection between theory and practical4client care experience through this2preparation. Research indicates that during their clinical practice, students encounter2issues and challenges.

A pre experimental study was conducted in 2022 to assess the efficacy of Video Assisted Teaching Programme (VATP) in Improving Skills on Antenatal Abdominal Examination Among fourth-year Nursing students in the selected institute of Gurugram, Delhi NCR. The purposive sampling technique selected 60 fourth-year Nursing students. A checklist was used to assess the skill on antenatal abdominal examination before VATP. The study's finding revealed that the pre-test skill scores of 58% of students had poor, 35% of students had average, and 7% had good skill scores on antenatal abdominal examination. 32% of students had moderate, and 68% had good skill scores on the antenatal abdominal test in the post-test skill score. The study concluded that the Video-Assisted Teaching Program effectively improved skills on antenatal abdominal examination among fourth-year Nursing students in the selected institute of Gurugram, Delhi NCR.[5]

2. Methodology

Research Design
The research design for the study was quasi experimental non randomized control group pre- test post- test design to accomplish the main objective i.e. to evaluate the effectiveness of video assisted teaching programme on knowledge and expressed practices regarding improving skills related to Leopold's maneuvers among Basic B.Sc. Nursing 4th year students in selected nursing colleges of Shimla.

Research Setting
The final study was conducted at Shivalik Institute of Nursing, Shimla and Sister Nivedita Govt. Nursing College, I.G.M.C., Shimla.

Sample size
The sample size comprised of 60 students. In this, 30 students were selected from Shivalik Institute of Nursing, Shimla which was experimental group and 30 from Sister Nivedita Govt. Nursing College, I.G.M.C., Shimla which was control group.

Research sampling technique
The choice of sampling technique depends upon the nature of problem, the kind of variables included in the study, the type of research and the number of sampling unit. In the present study, non- Probability Convenient sampling technique was used to select the subset of population.

Selection and development of tool
Tool was selected on the basis of objectives of the study. Self - Structured Knowledge Questionnaire and Expressed Practices Checklist was used to evaluate the effectiveness of Video Assisted Teaching Programme on knowledge and expressed practices regarding improving skills related to Leopold's maneuvers. The tool was developed from various sources like textbook, journals and discussion with experts in field of Obstetrics and Gynaecology.

Ethical Considerations
Research approval was approved by research committees prior to the pilot and main study. Permission was sought from ethical committee of S.N.G.N.C., I.G.M.C., Shimla; Principal, Sister Nivedita Govt. Nursing College, Shimla; Principal, Shimla Nursing College, Shimla; Principal, Shimla Valley Nursing College, Shimla; Principal, Shivalik Institute of Nursing, Shimla.

Data Collection Procedure and Analysis
Collection of data was in 2 phases i.e. pre-test and post-test. Pre-test was done on 03/06/2024 in experimental group and 04/06/2024 in control group by using self-structured knowledge questionnaires and expressed practices checklist. Video assisted teaching programme was administered on 13/06/2024 to experimental group. Post-test was conducted by using same tool on 25/06/2024 in experimental group and 26/06/2024 in control group. After the collection of whole data, researcher was thankful to the study subject or concerned authority for their full cooperation. According to the objectives, hypothesis of the study and opinion of the expert it was planned to organize, tabulate, analyze and interpret with data by using both descriptive and inferential statistics.

3. Results

3.1 Socio-Demographic characteristics

This section contains the socio-demographic variables of Basic B.Sc. Nursing 4th year students of Shivalik Institute of Nursing, Shimla and Sister Nivedita Govt. Nursing College, Shimla as per age in years, religion, place of residing, academic qualification, type of family, monthly family income, knowledge regarding Leopold's maneuvers. Frequency and percentage distribution were computed for describing the sample characteristics. The findings are presented in table 4.1

Table 1: Frequency and percentage distribution of characteristics of Basic B.Sc. Nursing 4th year students in experimental and control group, **N=60**

Socio-Demographic Variables	Experimental group (n_1=30)		Control group (n_2=30)	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Age in years				
18-20 years	1	3.3	2	6.7
21-23 years	29	96.7	26	86.7
24-26 years	0	0.0	2	6.7
> 26 years	0	0.0	0	0.0
Religion				
Hindu	29	96.7	28	93.3
Muslim	1	3.3	0	0.0
Sikh	0	0.0	2	6.7
Christian	0	0.0	0	0.0
Place of residing				
Hostel	27	90.0	30	100.0
Home	3	10.0	0	0.0
Paying Guest	0	0.0	0	0.0

Academic qualification				
10+2	24	80.0	28	93.3
Graduate	6	20.0	2	6.7
Post Graduate	0	0.0	0	0.0
Type of family				
Nuclear	23	76.7	23	76.7
Joint	7	23.3	7	23.3
Monthly family income				
15,000-25000/-	12	40.0	8	26.7
25,001-35,000/	6	20.0	6	20.0
35,001-45,000/	6	20.0	6	20.0
> 45,000/-	6	20.0	10	33.3
Previous Information regarding Leopold's maneuvers				
Yes	22	73.3	25	83.3
No	8	26.7	5	16.7
Source of Information				
Books	14	46.7	19	63.3
Mass media	1	3.3	1	3.3
Teachers	5	16.7	4	13.3
Nursing staff	2	6.7	1	3.3
Others	0	0.0	0	0.0

3.2 Assessment of pre and post-test knowledge and expressed practices

Table 2: Comparison of pre and post interventional level of knowledge score in both experimental and control group, **N=60**

Criteria Measure of Level of Knowledge									
Level of Knowledge	Score	Experimental				Control			
		Pre-Test		Post-Test		Pre-Test		Post-Test	
		(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Very Good	21-30	3	10	21	70	4	13.3	5	16.7
Good	11-20	16	53.3	8	26.7	13	43.3	16	53.3
Average	0-10	11	36.7	1	3.3	13	43.3	9	30

Maximum=30
Minimum=0

Table 2 depicts that **that in pre-test knowledge of experimental group, 3 (10%)** participants fell in very good range (21-30), 16 participants (53.3%) fell within the good range (11-20) and 11 participants (36.7%) scored in the average range (0-10). **In post-test knowledge of experimental group,** 21 participants (70%) achieved scores in the very good range (21-30), the number of participants with good knowledge scores were 8 (26.7%) and Only 1 participant (3.3%) retained average knowledge scores.

In pre-test knowledge of control group, 4 (13.3%) participants had very good knowledge scores, 13 (43.3%) participants had good knowledge scores and 13 (43.3%) participants had average knowledge scores. In post-test knowledge of control group, **5 (16.7%)** participants fell in the very good range (21-30), 16 participants (53.3%) achieved scores in the good range (11-20) and 9 (30%) participants fell within the average range (0-10).

Table 3: Comparison within the Group with Paired & Unpaired 't' Test of Knowledge Scores**, N=60**

		KNOWLEDGE SCORE				Paired 't' Test			
		Pretest		Posttest					
Group	N	Mean	SD	Mean	SD	df	t	T value at 0.05	Result
Exp Group	30	13.77	4.960	22.07	4.734	29	7.414	2.05	P value =<0.001***
Cont Group	30	14.633	6.105	15.93	5.699	29	0.875	2.05	P value =0.389NS
		Control group			Experimental group				
Unpaired 't' Test	df	58		df	58				
	t	0.603		t	4.534				
	T	1.672		T	1.672				
	Result	P value=0.549NS		Result	P value=<0.001***				

Maximum=30, Minimum=0

Table 3 depicts that by using paired 't' test, it was found that there was significant improvement in knowledge scores within the experimental group with t value 7.414 at degree of freedom 29. This finding suggests that the intervention or treatment applied to the Experimental Group was effective in enhancing their knowledge significantly. Hence Conversely, the control group showed slight increase in knowledge scores from pre-test to post-test where t value is 0.875 at degree of freedom 29. This indicates that without the specific intervention received by the Experimental Group, there was only a little improvement in knowledge scores over time in the Control Group.

Furthermore, the unpaired t-test comparing the post-test scores between the Experimental and Control Groups showed a significant difference, t value of 4.534 with degree of freedom 58 indicating that the post-intervention knowledge scores were significantly higher in the Experimental Group compared to the Control Group.research hypothesis H_1 was accepted and null hypothesis H_{01} was rejected.

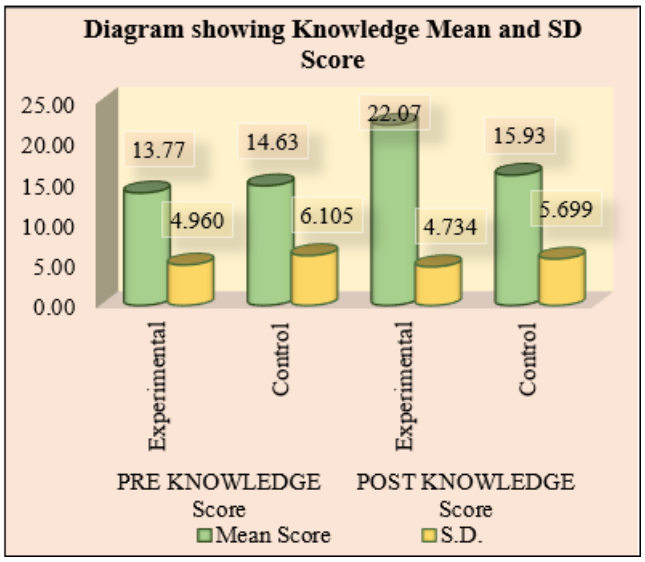

Figure 1: Clustered Cylindrical Diagram showing comparison of knowledge scores between experimental and control group

Table 4: Comparison of pre and post interventional level of expressed practices score in both experimental and control group, **N=60**

Criteria Measure of Level of Expressed Practices									
Level of Expressed Practices	Score	Experimental				Control			
		Pre-Test		Post-Test		Pre-Test		Post-Test	
		(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Adequate	12-22	27	90	29	66.7	19	63.3	20	66.7
Inadequate	0-11	3	10	1	3.3	11	36.7	10	33.3

Maximum=22
Minimum=0

Table 4 depicts that in pre-test expressed practices of experimental group, 27 (90%) participants had adequate practices, 3 (10%) participants had inadequate practices. In pre-test expressed practices of control group, 19 (63.3%) participants had adequate practices, 11(36.7%) participants had inadequate practices.

In post-test expressed practices of experimental group, 29 (96.7%) participants had adequate practices and 1 (3.3%) had inadequate practices. In post-test expressed practices of control group, 20 (66.7%) participants had adequate practices and 10 (33.3%) had inadequate practices.

Table 5: Comparison within the Group with Paired & Unpaired 't' Test of expressed practices scores, N=60

		Expressed Practices Score				Paired 't' Test			
		Pretest		Posttest					
Group	N	Mean	SD	Mean	SD	df	t	T value at 0.05	Result
Exp Group	30	14.53	2.345	17.00	2.000	29	6.251	2.05	P value =<0.001***
Contl Group	30	15.067	4.102	15.03	4.081	29	0.030	2.05	P value =0.976NS
		Control group			Experimental group				
Unpaired 't' Test	**df**	58		**df**	58				
	t	0.618		**t**	2.370				
	T	1.672		**T**	1.672				
	Result	P value =0.539^{NS}		**Result**	P value =<0.021*				

Maximum=22, **Minimum=0**

Table 5 depicts that by using paired t-test, it was found that there was significant increase in expressed practices scores within the Experimental Group with t value 6.251 at degree of freedom 29. This suggests that the intervention or treatment applied to the Experimental Group enhanced their practices. Hence research hypothesis H_1 was accepted and null hypothesis H_{01} was rejected.

Conversely, the Control Group showed no significant difference in expressed practices scores from pre-test to post-test with t value 0.030 at degree of freedom 29. This indicates that without the specific intervention received by the Experimental Group, there was no observable improvement in expressed practices score over time in the Control Group.

Furthermore, the unpaired t-test comparing the post-test scores between the Experimental and Control Groups showed a significant difference with t value 2.370 at degree of freedom 58 indicating that the post-intervention expressed practices scores were significantly higher in the Experimental Group compared to the Control Group.

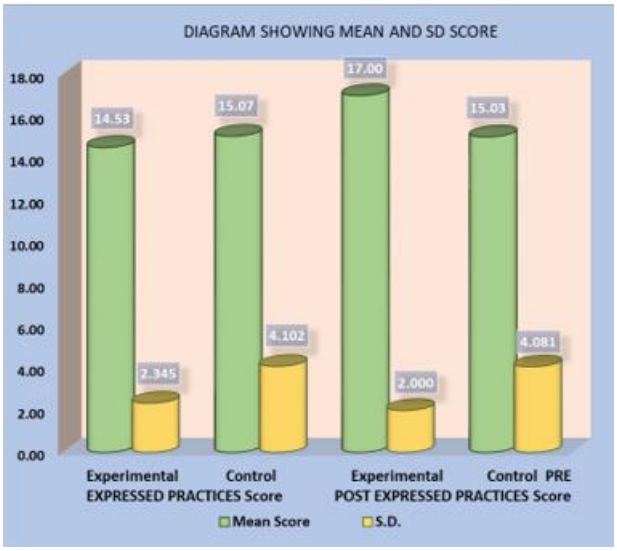

Figure 2: Clustered Cylindrical Diagram showing comparison of expressed practices scores between experimental and control group

3.3 Association of socio-demographic variables

Table 6: Association of post-test knowledge scores and demographic variables in experimental group, **N=60**

Demographic Criteria	Association of Knowledge Score with Demographic Variables (Post Knowledge) Experimental Group						
Variables	Very Good	Good	Average	df	χ^2	Table value	P value
Age in years							
18-20 years	1	0	0	2	0.443	5.991	0.801^{NS}
21-23 years	20	8	1				
24-26 years	0	0	0				
> 26 years	0	0	0				
Religion							
Hindu	20	8	1	2	0.443	5.991	0.801^{NS}
Muslim	1	0	0				
Sikh	0	0	0				
Christian	0	0	0				
Place of residing							
Hostel	18	8	1	2	1.429	5.991	0.490^{NS}
Home	3	0	0				
Paying Guest	0	0	0				
Academic qualification							
10+2	20	3	1	2	12.329	5.991	0.002**
Graduate	1	5	0				
Post Graduate	0	0	0				
Type of family							
Nuclear	15	7	1	2	1.151	5.991	0.562^{NS}
Joint	6	1	0				
Monthly family income							
15,000-25000/-	9	3	0	6	8.914	12.592	0.178^{NS}
25,001-35,000/-	4	2	0				
25,001-35,000/-	2	3	1				
> 45,000/-	6	0	0				
Previous Information regarding Leopold's maneuvers							
Yes	17	5	0	2	3.853	5.991	0.146^{NS}
No	4	3	1				
Source of information							
Books	12	2	0	3	5.406	7.815	0.144^{NS}
Mass media	0	1	0				
Teachers	3	2	0				
Nursing staff	2	0	0				
Others	0	0	0				

Table 6 shows the association between the level of knowledge score and sociodemographic variables. Based on the objectives Chi- square test was used to associate the level of knowledge score and selected demographic variables. The Chi-square values shows that there was significant association between the knowledge score and demographic variables of academic qualification. Hence research hypothesis H_3 was accepted and null hypothesis H_{03} was rejected.

There was no significant association between the knowledge score and demographic variables (age in years, religion, place of residing, type of family, monthly family income, previous information regarding Leopold's maneuvers, source of information). The calculated chi-square values were less than the table values at 0.05 level of significance.

Table 7: Association of post-test expressed practices scores and demographic variables in experimental group**, N=60**

Demographic Criteria	Association of Expressed Practices Score with Demographic Variables (Post Expressed Practices) Experimental Group					
Variables	Adequate	Inadequate	df	χ^2	Table Value	P value
Age in years						
18-20 years	1	0	1	0.036	3.841	0.850^{NS}
21-23 years	28	1				
24-26 years	0	0				
> 26 years	0	0				
Religion						
Hindu	28	1	1	0.036	3.841	0.850^{NS}
Muslim	1	0				
Sikh	0	0				
Christian	0	0				
Place of residing						
Hostel	26	1	1	0.115	3.841	0.735^{NS}
Home	3	0				
Paying Guest	0	0				
Academic qualification						
10+2	23	1	1	0.259	3.841	0.611^{NS}
Graduate	6	0				
Post Graduate	0	0				
Type of family						
Nuclear	23	0	1	3.399	3.841	0.065^{NS}
Joint	6	1				
Monthly family income						
15,000-25000/-	11	1	3	1.552	7.815	0.670^{NS}
25,001-35,000/	6	0				
25,001-35,000/	6	0				
> 45,000/-	6	0				
Previous Information regarding Leopold's maneuvers						
Yes	21	1	1	0.376	3.841	0.540^{NS}
No	8	0				
Source of Information						
Books	13	1	3	0.599	7.815	0.897^{NS}
Mass media	1	0				
Teachers	5	0				
Nursing staff	2	0				
Others	0	0				

Table 7 shows the association between the level of expressed practices score and sociodemographic variables. Based on the objectives Chi- square test was used to associate the level of expressed practices score and selected demographic variables. The Chi-square values shows that there was no significant association between the expressed practices score and demographic variables. The calculated chi-square values were less than the table values at 0.05 level of significance.

4. Discussion

The discussion relates the result of the finding of the present study with the findings of the study concluded in the past. Present study findings have been discussed in accordance with the objectives of the study.

Objective 1: To assess the pre-test knowledge and expressed practices regarding improving skills related to

Leopold's maneuver among Basic B.Sc. Nursing 4th year students in experimental and control group.

The present study finding was supported by research study of **Wu, Kuan Bao, Liu, Chun Li** in **2022**, results showed that the average score of the pre-test was 60.73, the average score of the post-test was 83.71, and the average improvement was 22.98 points. The study concluded that the scenario simulation video of Leopold's maneuvers and fetal heart rate monitoring effectively helped participants to learn the technical operation steps and procedures, understand the actual clinical situation, and enhance their self-confidence in nursing professional field.

Objective 2: To evaluate the effectiveness of Video Assisted Teaching Programme on knowledge and expressed practices regarding improving skills related to Leopold's maneuver among Basic B.Sc. Nursing 4th year students.

The present study finding was supported by research study of Rai **Kushmanda, Siddiqui Misbah Izhar, Sandhya** in **2022** with the aim to assess the knowledge regarding antenatal examination and to evaluate effectiveness of video assisted teaching among B.Sc. (N) 4th year students at Vivekananda College of Nursing. The results revealed that after intervention, majority (70%) had adequate level of knowledge, 26% had moderate whereas only 4% had inadequate knowledge. The study concluded that after administration of VATP, knowledge in post-test was improved which shows that it is an effective strategy to improve knowledge

Objective 3: To determine the correlation between knowledge and expressed practices score regarding improving skills related to Leopold's maneuver among Basic B.Sc. Nursing 4th year students.

The present study finding was supported by research study of **Nasiri Saeideh, Abbaszadeh Fatemeh, Atrian Mahboobeh Kafaei, Mousavi Gholamabbas** in **2014** with the aim to determine the validity and reliability of Objective Structured Clinical Examination in evaluating the clinical skills of midwifery students at Kashan University of Medical Sciences. The study findings revealed that there was a significant relationship between the clinical scores and the Objective Structured Clinical Examination score (r=0.45, P=0.03). The reliability results of the evaluation of stations by two observers showed that the lowest and highest correlation coefficients between observers were 0.58 and 1.00, respectively. The study concluded that owing to good reliability and validity of this test in the first period of its implementation, it can be recommended for subsequent periods as part of the final exam for midwifery students.

Objective 4: To find out the association of post-test knowledge and expressed practices score among Basic B.Sc. Nursing 4th year students with selected demographic variables.

The present study finding was supported by research study of **Chaudhary Rekha, Devi Akoijam Mamata, Devi Haobijam Madhubala** conducted in **2022**. The study's finding revealed that the pre-test skill scores of 58% of students had poor, 35% of students had average, and 7% had good skill scores on antenatal abdominal examination. 32% of students had moderate, and 68% had good skill scores on the antenatal abdominal test in the post-test skill score. There was an association which was found significant at of 0.006 ($p<0.05$) between post-test skill score on antenatal abdominal examination among fourth-year nursing students with selected demographic variables.

5. Conclusion

The study was conducted to evaluate the effectiveness of Video Assisted Teaching Programme on knowledge and expressed practices regarding improving skills related to Leopold's maneuver among Basic B.Sc. Nursing 4th year students in selected Nursing Colleges of Shimla, H.P. It was concluded that the video assisted teaching programme was effective in increasing the knowledge and expressed practices. On the basis of total score, findings revealed that in pre-test knowledge of experimental group, 3 (10%) had very good knowledge, 16 (53.3%) had good knowledge and 11 (36.7%) had average knowledge. While in the control group, 4 (13.3%) had very good knowledge, 13 (43.3%) had good knowledge and 13 (43.3%) had average knowledge.

In post-test knowledge score of experimental group, 21 (70%) had very good knowledge, 8 (26.7%) had good knowledge and 1 (3.3%) had average knowledge. While in the control group, 5 (16.7%) had very good knowledge, 16 (53.3%) had good knowledge and 9 (30%) had average knowledge. In experimental group, post interventional mean of knowledge score was 22.07, with a standard deviation of 4.734. Whereas in control group, post interventional mean of knowledge score was 15.93, with a standard deviation of 5.699. Thus, it showed that knowledge of the participants significantly improved in the experimental group during post-test.

In pre-test expressed practices of experimental group, 27 (90%) had adequate practices, 3 (10%) had inadequate practices. While in the control group, 19 (63.3%) had adequate practices, 11 (36.7%) had inadequate practices.

In post-test expressed practices score of experimental group, 29 (96.7%) had adequate practices and 1 (3.3%) had inadequate practices. While in the control group, 20 (66.7%) had adequate practices and 10 (33.3%) had inadequate practices. In experimental group, post interventional mean of expressed practices score was 17.00, with a standard deviation of 2.000. Whereas in control group, post interventional mean of expressed practices score was 15.03, with a standard deviation of 4.081. Thus, it showed that expressed practices of the participants significantly improved in the experimental group during post-test.

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