A Study to Assess the Effectiveness of Video Assisted Teaching Module Regarding Knowledge on Preventive Measures of Osteoporosis Among Elderly Women at Chuchhakwas Jhajjar Haryana

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I. INTRODUCTION

Osteoporosis is a major public health problem among postmenopausal and elderly women, often leading to fractures, disability, and reduced quality of life. Preventive education is essential to reduce its impact. Video-assisted teaching programmes (VATP) have been identified as an effective strategy to improve knowledge and promote preventive practices.

II. OBJECTIVES

The study aimed to:
i. To assess the knowledge among elderly women, before and after video assisted teaching programme regarding osteoporosis and its prevention.
ii. To implement and evaluate the effectiveness of video assisted teaching programme on knowledge regarding osteoporosis and its prevention among elderly women.
iii. To find out the association between knowledge of elderly women regarding osteoporosis and its prevention with selected demographic variables such as age, marital status, education, religion, occupation, type of family, socio economic status, and family history of osteoporosis.

III. METHODOLOGY

An evaluative research approach with a pre-test–post-test control group design was adopted. The study was conducted among 60 elderly women aged 45–55 years residing in Chhuchhakwas, Jhajjar, Haryana. Purposive sampling technique was used, with 30 participants in the experimental group and 30 in the control group. Data were collected using a structured knowledge questionnaire before and after administration of VATP. Both descriptive and inferential statistics, including paired and unpaired t-tests and chi-square tests, were applied for analysis.

IV. RESULTS

Table: Comparison of mean pre-test and mean post-test score of Knowledge in experimental group

COMPONENT	Observation	Mean	SD	Paired 't' value
EXPERIMENTAL GROUP KNOWLEDGE SCORE	Pre-test	8.1	3.36	10.11
	Post-test	17.9	4.11	

The mean pre-test score in the experimental group was 8.1, which increased significantly to 17.9 in the post-test ($t = 10.11$, $p < 0.05$). In contrast, the control group showed no significant difference between pre-test (7.23) and post-test (7.4) scores ($t = 1.7$, $p > 0.05$). Comparison of post-test scores between experimental (17.9) and control (7.4) groups indicated a highly significant improvement in knowledge due to the intervention ($t = 11.3$, $p < 0.05$). No significant associations were found between demographic variables and knowledge gain in the experimental group, though family history of osteoporosis was associated with knowledge in the control group.

V. CONCLUSION

The study concluded that video-assisted teaching programme is highly effective in enhancing knowledge regarding osteoporosis prevention among elderly women. Integrating such educational strategies in community health initiatives can play a crucial role in reducing the burden of osteoporosis.

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