

Effectiveness of Video-Assisted Teaching Programme on Knowledge Regarding Polycystic Ovarian Syndrome among First-Year B.Sc. Nursing Students

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Abstract—Background: Polycystic Ovarian Syndrome (PCOS) is a common endocrine disorder that affects adolescent and young women globally, with increasing incidence in India.

Objective: To evaluate the effectiveness of a video-assisted teaching programme in enhancing knowledge regarding PCOS among first-year B.Sc. Nursing students.

Methods: A pre-experimental one-group pre-test post-test design was adopted. Sixty first-year B.Sc. Nursing students were selected using simple random sampling from nursing colleges in galgotias school of nursing. Data were collected using a structured questionnaire, before and after the intervention.

Results: The mean pre-test knowledge score was 16.39 ± 4.04 , which increased to 21.07 ± 3.42 post-intervention. Paired t-test revealed a significant improvement in knowledge ($t=5.44$, $p<0.0001$). Pre-test results showed 67% had inadequate knowledge, while post-test results showed 89% had adequate knowledge.

Conclusion: The video-assisted teaching programme was highly effective in improving knowledge about PCOS. Such programmes should be integrated into nursing education to increase awareness and prevention of PCOS.

Index Terms—Polycystic Ovarian Syndrome, PCOS, Video-Assisted Teaching, Health Education, Nursing Students

I. INTRODUCTION

Polycystic Ovarian Syndrome (PCOS) is a complex hormonal disorder impacting 5–10% of women of reproductive age globally. In India, prevalence rates among adolescents range from 9% to 18%. Characterized by anovulation, hyperandrogenism, and polycystic ovaries, PCOS significantly affects fertility, metabolism, and quality of life. Despite its

growing incidence, awareness of PCOS among young women remains limited. Health professionals, especially nurses, play a key role in educating communities about early identification and management of PCOS. Video-assisted teaching (VAT) has emerged as a modern, engaging tool in health education.

II. OBJECTIVES

1. To assess the pre-test knowledge regarding PCOS among first-year B.Sc. Nursing students.
2. To implement a video-assisted teaching programme on PCOS.
3. To assess the post-test knowledge regarding PCOS.
4. To compare pre- and post-test knowledge scores.
5. To find associations between post-test scores and demographic variables.

III. METHODOLOGY

This study used a pre-experimental one-group pre-test post-test design. The sample consisted of 60 first-year B.Sc. Nursing students from selected colleges in galgotias school of nursing. Simple random sampling was employed. A structured questionnaire with 30 multiple-choice questions was used. A pre-test was administered, followed by a video-assisted teaching intervention. A post-test was conducted one week later. Data Analysis: Descriptive and inferential statistics were applied. Paired t-test was used to assess significance of knowledge gain. Chi-square test analyzed the association of demographic variables with post-test scores.

IV. RESULTS

Demographics: Most students were aged 19 (56.6%), Hindu (50%), and weighed between 40–50 kg (68.3%). Pre-test Knowledge: 67% had inadequate, 32% moderately adequate, and only 1% had adequate knowledge. Post-test Knowledge: 89% demonstrated adequate knowledge, 11% had moderate knowledge; no students had inadequate knowledge. Statistical Outcome: Mean pre-test score was 16.39 ± 4.04 ; post-test mean was 21.07 ± 3.42 . The difference was statistically significant ($t=5.44$, $p<0.0001$).

V. DISCUSSION

These findings align with similar studies, confirming that structured educational interventions significantly improve knowledge regarding PCOS. The use of videos enhanced engagement and retention of information, corroborating studies by Sowmya et al. and Jayshree et al.

VI. CONCLUSION

The video-assisted teaching programme effectively enhanced knowledge about PCOS among nursing students. It can serve as an impactful educational tool in both academic and community settings.

VII. IMPLICATIONS FOR PRACTICE

- Curriculum Development: Inclusion of VATP in reproductive health education.
- Community Health: Empowering students to educate peers and communities.
- Further Research: Exploring long-term impact of VATP on behavior and lifestyle changes.

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