



A study to assess the knowledge on assisted reproductive techniques

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Abstract

Introduction: Assisted Reproductive Technique encompasses act methods used to achieve pregnancy by partially artificial means. It is the technology used to achieve pregnancy in procedures such as fertility medication, IVF and surrogacy. It is a reproductive technique used primarily for infertility treatment. It is general term referring to methods used to achieve pregnancy by artificial or partially artificial means. It is reproductive techniques used primarily in infertility treatments. Reproductive health is a state of complete physical, mental and social well-being in all aspects relating to the reproductive system and to its function and process.

Objectives: To determine the pre-test knowledge level regarding assisted reproductive techniques by using structured knowledge questionnaires. To evaluate the effectiveness of structured teaching programmes regarding Assisted Reproductive Techniques among B.Sc nursing students.

Methodology: A pre-experimental one group pretest posttest design was used for the study. The sample consisted of 80 4 th year B.Sc Nursing students. The samples were selected by simple random technique. The collected data was analyzed using descriptive and inferential statistics.

Result: The mean post-test knowledge score (19.86) was higher than the mean pre-test knowledge score (13.6). The calculated 't' value (8.12) was found to be significant.

Conclusion: Findings of the study revealed that the need of improving the knowledge of student nurses through planned teaching programmes.

Keywords: Effectiveness, knowledge level, assisted reproductive techniques, STP

Introduction

Infertility is a worldwide phenomenon and is prevalent in every community. The psychological trauma of prolonged infertility on the couple is enormous. Infertility is defined as the inability to conceive a pregnancy after two years of unprotected intercourse (i.e. without contraceptive precautions). It can either be primary, where no previous pregnancy has occurred, or secondary where there has been a previous documented pregnancy. The previous pregnancy may be a live birth, or even a failed pregnancy, e.g. miscarriage or ectopic pregnancy.

Assisted Reproductive Techniques encompasses act methods used to achieve pregnancy by partially artificial means. It is the techniques used to achieve pregnancy in procedures such as fertility medication IVF and surrogacy. It is a reproductive technique used primarily for infertility treatment*.

So the investigation decided to create awareness regarding cervical cancer among the nursing students to unroll the awareness, they are considered as the sample for the study.

Objectives

- To determine the pretest knowledge level regarding assisted reproductive techniques by using structured knowledge questionnaires.
- To evaluate the effectiveness of structured teaching programmes regarding assisted reproductive techniques among BSC nursing students.

Methodology

A pre experimental one group pretest posttest design was used for study. The sample consisted of 80 Bsc nursing

students selected by simple random sampling. Pre test was done using a structured knowledge questionnaire on day one, and after that PTP was administered to the students and on the 7 th day post test was conducted with the same questionnaire. The collected data was analyzed by using descriptive and inferential statistics.

Result

The data collected where organized and presented in following headings:

Section 1: knowledge level of the students regarding assisted reproductive technology.

Section 2: The effectiveness of planned teaching programs to gain a mean post test knowledge score.

Section 1: knowledge level of the students regarding assisted reproductive techniques.

This section deals with the knowledge of nursing students regarding assisted reproductive techniques before and after the planned teaching programmes.

Table 1: Frequency and percentage distribution of knowledge score regarding assisted reproductive techniques among students

Level of knowledge	Range of score	Pre test		Post test	
		Frequency	Percentage	Frequency	Percentage
Good	21-30	0	0.00	11	36.6
Average	11-20	23	76.6	19	63.3
Poor	0-10	7	23.3	0	0.00

N=80

The data represented in table (1) and figure (1) shows data, in pre- test 23.3% students Lund poor skedged and 76.0% students had average knowledge and none of the students had good wledge. Whereas in the post-test 63.3% of students had average knowledge and 36.6% adents had good knowledge and none of the students had poor knowledge.

Table 2: Range, mean, mean percentage, standard deviation of pre-test and post-test knowledge score

Area	Range	Mean	Mean percentage	Standard deviation
Pre test	8-20	13.6	45.3%	3.13
Post test	15-26	19.86	66.2%	2.9

Data presented in Table 2 shows that the post-test knowledge score range from (15-26) which tus higher than pre-test knowledge score range (8-20). That the mean post-test knowledge score (19.86) was apparently higher than the mean pretest score (13.6).

Section 2: Effectiveness of structured teaching programme in terms of gain in mean post- int knowledge.

In order to test the effectiveness of PTP, the following hypothesis was formulated.

H0: the mean post test level of knowledge score of nursing students regarding assisted reproductive techniques will not be significantly higher than the mean greatest level of knowledge at 0.05 level of significance.

Table 3: Paired t test was used to find out the difference between pretest and post-test level of knowledge score of students regarding assisted reproductive techniques

Group	Mean	Mean percentage	't' value	Inference
Pre test	13.6	6.26	8.12	Significant
Post test	19.86			

The data in table 2 shows that the mean post test knowledge score (19.86) was higher than the post test knowledge score (13.6). the calculated't' value t (29)8.12 is higher than't' (29) 2.09 at 0.05 level of Hence the null hypothesis is rejected and research hypothesis is Hence it can be referred that the teaching is effective in improving the knowledge of students.

Discussion

Findings of the study revealed that the mean percentage (66.2%) of post-test alge score was higher than mean percentage (45.3%) of pre-test knowledge score. The mean test knowledge score 19.86 was higher than mean pre-test knowledge score 13.6. The mean percentage of post-test knowledge score was 66.2% higher than the main percentage of the pre- knowledge score 45.3%. The findings of the present study showed a significant increase in post-test knowledge scores and the computed't' value was 8.12 and (1292.05, p <0.05). Which is suggesting that structured teaching programmes were effective in improving the knowledge scores of the student nurses. The findings were statistically significant at 0.05 level. The findings have shown that a structured teaching programme was effective in improving the knowledge of students regarding Assisted Reproductive Techniques.

Conclusion

Finding of the study showed that knowledge score of students were poor before the introduction of PTP. The PTP facilitated them to gain more knowledge regarding cervical cancer which was evident in post- test level of knowledge scores. Hence PTP was an effective strategy for providing information and to improve knowledge of students.

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