

Effectiveness of Video Assisted Teaching Program on Knowledge Regarding Post Traumatic Stress Disorder among the Primary Teachers

Nilima Rakshale¹, Seem Singh², Vrushali Dighekar³,
Priyanka Fale³, Kshitija Gajabe³, Harshal Gawande³, Rupesh Fatigue³

¹Professor, Department of the Mental Health Nursing, SRMMCON, Sawangi (M), Wardha, ²Professor, Department of the Medical Surgical Nursing, SRMMCON, Sawangi (M), Wardha, ³Basic B.Sc. Nursing 4th Year, Smt. Radhikabai Meghe Memorial College of Nursing

Abstract

Background: Post-traumatic stress disorder, or PTSD, is the psychiatric disorder that can result from the experience or witnessing of traumatic or life-threatening events such as terrorist attack, violent crime and abuse, military combat, natural disasters, serious accidents or violent personal assaults.

Aims and Objectives: Aim of the study is, to assess the effectiveness of video assisted teaching program regarding PTSD among primary teachers in selected primary school.

1. To assess the pre test knowledge regarding post traumatic stress disorder among the primary teachers.
2. To evaluate the effectiveness of video assisted teaching program regarding post traumatic stress disorder among primary teachers.
3. To find out the association of post test knowledge score with their selected demographic variables.

Material and Method: The study design was pre experimental research design, one group pretest post test approach. primary teacher of Rashtrasant tukdoji primary school Wardha, lokvidhalay primary school Wardha, savitribai primary school Wardha, zilla parishad primary school neri, zilla parishad primary school dighi, zilla parishad primary school selsura, madhav dnyanpeeth hinganghat sample size were 30.

Result: After the detailed analysis of the conducted study leads to the following conclusion that Mean knowledge score of the primary teacher in pre test was 7.33 ± 2.225 and in post test it was 24.43 ± 1.499 .

Conclusion: The findings shows significant difference between pre test and post test that is After the completion of this study it is revealed that video assisted teaching program on knowledge regarding post traumatic stress disorder among the primary teachers improving knowledge in that majority of primary teacher had (26.66%) good and (20%) excellent level of knowledge score in post test. Statistically interpreted that video assisted teaching programme is effective on knowledge regarding, post traumatic stress disorder (PTSD) among primary teachers. Thus H1 is accepted.

Keywords: Effectiveness, Video Assisted Teaching, Knowledge, Post Traumatic Stress Disorder Primary Teachers.

Introduction

Traumatic events are profoundly stressful. The stress that results from traumatic events precipitates a spectrum of psycho-emotional and physiopathological outcomes. In its gravest form, this response is diagnosed

as a psychiatric disorder consequential to the experience of traumatic events.¹ Subjects with PTSD often relive the experience through nightmares and flashbacks. They report difficulty in sleeping. Their behavior becomes increasingly detached or estranged and is frequently

aggravated by related disorders such as depression, substance abuse and problems of memory and cognition. The disorder soon leads to impairment of the ability to function in social or family life, which more often than not results in occupational instability, marital problems and divorces, family discord and difficulties in parenting. The disorder can be severe enough and last long enough to impair the person's daily life and, in the extreme, lead the patient to suicidal tendencies. PTSD is marked by clear biological changes, in addition to the psychological symptoms noted above and is consequently complicated by a variety of other problems of physical and mental health.²

Background of the Study: Previously published literature has provided a concise overview of studies that explore PTSD in the Indian context. In their 1993 study, Fitzpatrick KM, concluded that those students who have had multiple traumatic events and those who experience interpersonal trauma such as an assault, can also be at increased risk for developing PTSD.^{5,6,7,8,9,10,11}

Following exposure to a traumatic event, some students may be more likely to develop PTSD than others. Risk factors for PTSD include characteristics of the trauma exposure (greater trauma severity, proximity to the event), individual factors (female gender, history of psychopathology) and parent characteristics (parental psychopathology including PTSD and other trauma-related symptoms, lack of parental support following the trauma). Therefore, the aim of this research is to improve the knowledge of primary teachers about PTSD through video assisted teaching so that they can identify the students undergone or post exposure to any trauma or life threatening situation, also they can help such students to overcome from that or they refer them to proper health agencies to reduce their problems and settled them so that they live quality life with mental well being.

Hypothesis:

H₁: There may be significant difference between pre test and post test knowledge score regarding post traumatic stress disorder among primary teachers at 0.05 level of significance.

Review of Literature:: Sheryl Kataoka concluded in his study, responding to Students with PTSD in Schools (2012) that intervening with traumatized youth on school campuses is a much needed role for the school mental health consultant. As this chapter illustrates, there are important roles in terms of working with the school

staff and addressing the needs of children and families following a traumatic event. Whether a trauma occurs on the school campus, in the surrounding community, or to individual students and families, teachers and administrators may be uncertain how to best support the affected students. A key role that a mental health professional can play is giving school staff the tools in which to support and refer students who may be suffering with PTSD and other trauma-related mental health conditions. School-based clinicians can and should be aligned with the educational mission of schools. By providing early intervention services to students who have PTSD symptoms, clinicians can not only help in improving the social-emotional well-being of students, but also their academic performance in the classroom.³

Andrew Roderick Gilmoor, 1, * Adithy Adithy, 2 and Barbara Regeer Published online 2019 Jul 4 the Cross-Cultural Validity of Post-Traumatic Stress Disorder and Post-Traumatic Stress Symptoms in the Indian Context: A Systematic Search and Review concluded that this review puts into focus the complexity in understanding PTSD and PTSS from an Indian perspective. The diversity in classification, measures and treatment options for PTSD in the Indian context alone reflects the ongoing dilemma in measuring and identifying PTSD and PTSS worldwide. As much as this review has illustrated the diversity in studying PTSD in India, it also reveals the limited scope in terms of types of traumas and types of populations that are studied. There is an obvious need to cater PTSD research to the specific needs of this population and traumatic events considered as such that are outside the traditional western-derived classifications of the DSM. The results of this review only further emphasize the need for gaining local understandings and developing culturally sensitive measures for identifying and addressing PTSD in various populations—an action urgently needed for reducing the so-called global mental health treatment gap.⁴

Material and Method

One group pre test post test design was used in the study. The study was conducted in Rashtrasant tukdoji primary school Wardha, lokvidhalay primary school Wardha, savitribai primary school Wardha, zilla parishad primary school neri, zilla parishad primary school dighi, zilla parishad primary school selsura, madhav dnyanpeeth hinganghat. The population of the study was primary school teachers. The sampling technique used was simple random sampling. The

sample was consisting a total number of 30 subjects. In inclusion criteria of the study are teachers from primary schools both male and female who are interesting in this study. Teacher available at the time of data collection. In exclusion criteria of the study are teachers those who had already attended program on same topic.

Tools for Data Collection: A structured questionnaire consisting of 2 items including demographic data and knowledge regarding effective study among the primary teacher was used to collect the data. Structured questionnaire was prepared by referring books, video of the PTSD.

Section I: The first section of the tool consisted of 4 items of selected demographic variables like age, gender, course, education qualification.

Section II: It consists of 15 structured knowledge questionnaires regarding effective study of PTSD.

Findings:

Organization of Findings: Analysis and interpretation was done based on the objectives of the

study. The data was analyzed and is presented in the following section.

Section A: Distribution of primary teacher according to their demographic variables.

Section B: Assessment of pretest and post test knowledge regarding post traumatic stress disorder (PTSD) among primary teacher.

Section C: Effectiveness of video assisted teaching on knowledge regarding post traumatic stress disorder (PTSD) among primary teacher.

Section A: Distributions of Primary Teacher According to Their Demographic Variables.

This section deals with percentage wise distribution of engineering students in relation to knowledge regarding effective knowledge of post traumatic stress disorder (PTSD). A convenient sample of 30 subjects was drawn from the study population, who were in selected primary school. The data obtained to describe the sample characteristics including age, gender, course and education qualification.

Table 1: Percentage wise distribution of primary teacher according to their demographic variable according to age: n = 30

Demographic Variables	No. of Primary Teacher	Percentage %
21-30 yrs	3	10 %
31-40 yrs	10	33.33 %
41-50 yrs	16	53.33 %
51-60 yrs	1	3.33 %

According to Gender:

Male	9	30 %
Female	21	70 %

According to Course:

Teacher	30	100 %
Lecturer	0	0 %

According to Education Qualification:

B.ed	5	16.66 %
D. ed	21	70 %
MA. Bed	2	6.66 %
MA.Ded	2	6.66 %

The above table 1 depicts frequency and percentage wise distribution of primary teacher according to their demographic variables.

- Distribution of primary teacher according to their age in years reveals that 10 % of them were belonging to the age group of 31-40 years, 33.33% in 41-50 years and 53.33% in the age group of 51-60 years is 3.33 %.
- Distribution of primary teacher according to their gender reveals that 30% of them were males and 70 % were females.
- Distribution of primary teacher according to their course that in teacher is 96.66 % and lecturer is 3.33%

- Distribution of primary teacher according to their education qualification for the B.ed is 16.66 %,D.ed is 70 %, MA.Bed is 6.66 % and for the MA.Ded is 6.66 %.

Section B: Assessment of pretest and posttest knowledge regarding post traumatic stress disorder (PTSD) among the primary teachers regards to demographic variables.

- This part deals with the assessment of existing knowledge regarding the post traumatic stress disorder among the primary teachers regards to demographic variables.
- The level of knowledge is divided under following heading of poor, average, good, very good, excellent.

Table No. 2: Assessment of pretest knowledge regarding the post traumatic stress disorder (PTSD) among the Primary teachers regards to demographic variables. n=30

Level of knowledge score	Score range	Percentage score	Pre Test	
			Frequency	Percentage
Poor	0-3	0-20%	1	3.33%
Average	4-6	21-40%	8	26.66 %
Good	7-9	41-60%	11	36.66 %
Very good	10-12	61-80 %	10	33.33 %
excellent	13-15	81-100%	0	0%
Minimum score	3			
Maximum score	12			
Mean score	7.33±2.225			
Mean %	24.43%			

- The above table No. 2 shows that none of them had poor level of knowledge score is 1(3.33%), average level of knowledge score 8(26.66 %),good level of knowledge score is 11(36.66%), very good level of knowledge score is 10 (33.33%) and the maximum

score was 12, the mean score was 7.33± 2.225 with a mean percentage score of 24.43%.

Assessment of pretest knowledge regarding the post traumatic stress disorder (PTSD) among the primary teachers regards to demographic variables. n=30

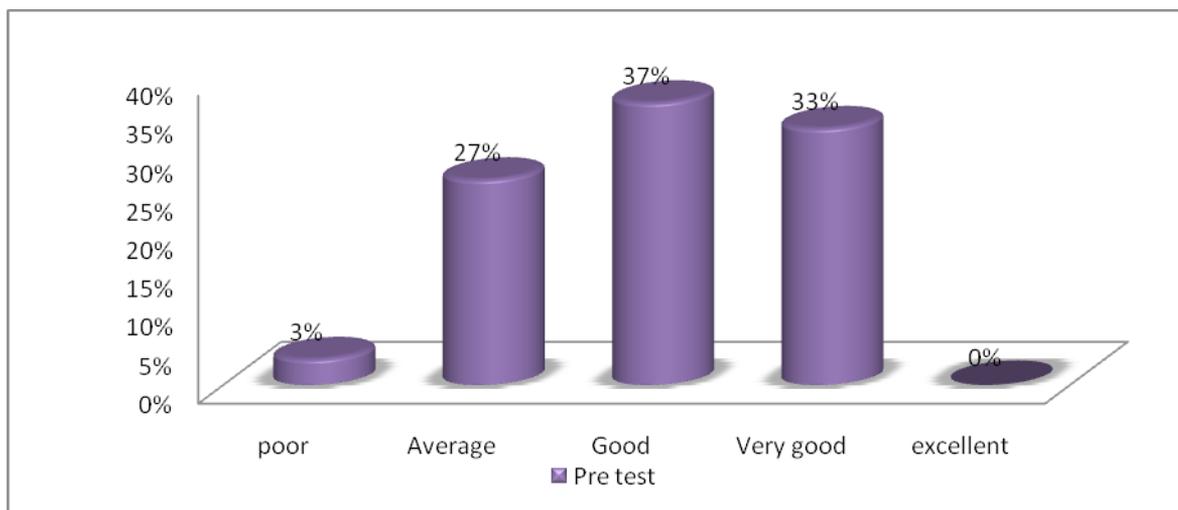


Figure No. 1: Pre test Knowledge score regarding the post traumatic stress disorder among the primary teachers regards to demographic variables.

The above figure No. 1 shows that none of them had poor level of knowledge score is 1(3.33%), average level of knowledge score 8(26.66 %), good level of knowledge score is 11(36.66%), very good level of knowledge score

is 10 (33.33%) and the maximum score was 12, the mean score was 7.33 ± 2.225 with a mean percentage score of 24.43% .

Assessment of post test knowledge regarding post traumatic stress among primary teachers n=30

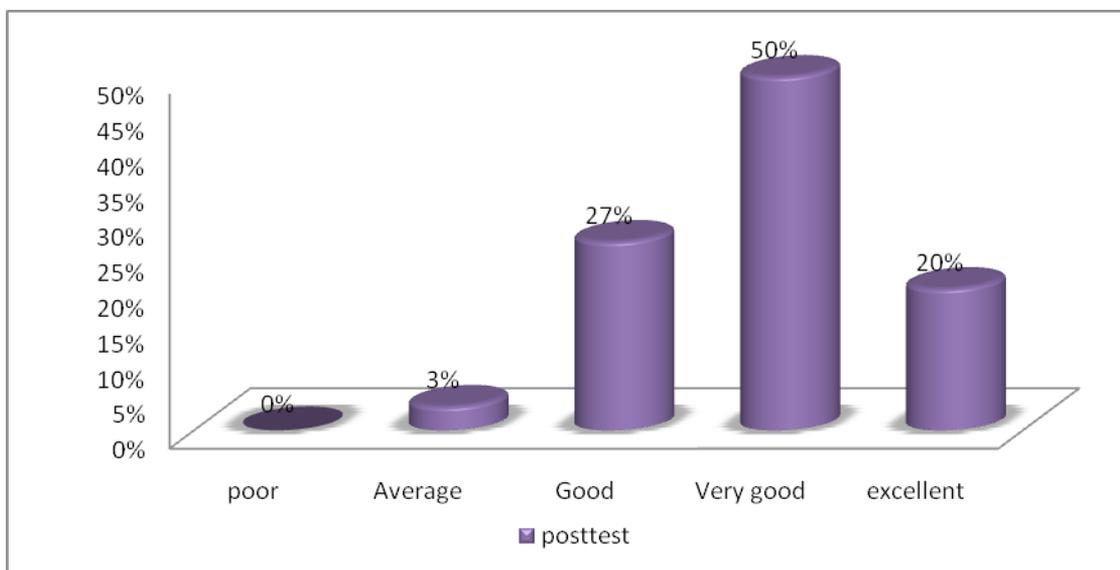


Figure No. 2: Post test Knowledge score regarding post traumatic stress disorder among the primary teachers.

The above figure shows that of sample were had poor level of knowledge score, none of them had poor level of knowledge score, 1(3.33%) had average level of knowledge, 8(26.66 %) of them had good level of knowledge score, 15(50%) have very good level of

knowledge and 4(20%) had excellent level of knowledge. The minimum score was 4 and the maximum score was 15, the mean score was 18.88 ± 1.499 with a mean percentage score of 62.93 %.

Section C: Effectiveness of video assisted teaching on the knowledge regarding the post traumatic stress disorder among the primary teachers.

Table No. 3: Percentage wise distribution of effectiveness of video assisted teaching on the knowledge regarding the post traumatic stress disorder among the primary teachers. n=30

Tests	Mean score	SD	't'-value	Degree of Freedom	p-value	Significant
Pre Test	7.33	±2.225	29.911	99	0.001	S, p<0.05
Post Test	24.43	±1.499				

The table No. 3 shows that there is a significant difference between pretest and post test knowledge scores interpreting effectiveness of video assisted teaching on the knowledge regarding post traumatic stress disorder among the primary teachers. Mean value of pre test is 7.33 and post test is 24.43 and standard deviation values of pre test is 2.225 and post test is 1.499. The calculated t-value is 29.911 and p-value is 0.001. Hence it is statistically interpreted that effectiveness of video assisted teaching on the knowledge regarding the post traumatic stress disorder among the primary teachers was effective. Thus the H_1 is accepted.

Conclusion

In this study video assisted teaching on post traumatic stress disorder is given to improve the knowledge among primary teachers. This study shows that, the assessment and analysis of the conducted study leads to the following conclusion, majority of primary teacher had (26.66%) good and (20%) excellent level of knowledge score in post test. Hence the analysis is statistically interpreted that the video assisted teaching on the post traumatic stress disorder is effective about 63% for improving the knowledge of primary teachers.

Conflict of Interest: NIL

Source of Funding: Self

Ethical Clearance: Institutional Ethics Committee approval was obtained from IEC, Dutta Meghe Institute of Medical Sciences (DU)/IEC/2017-18/7041).

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