



## **Advanced Teaching Methodology on Knowledge of Various Birthing Positions and Techniques among Nursing Students**

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### **ABSTRACT**

*Every birth should take place in a hospital where obstetric issues can be handled if they arise. This is an essential step in providing professional treatment during labour. Correct position and techniques are believed to be beneficial for both the mother and the foetus for a variety of physiologic reasons. The purpose of the current study was to evaluate the effectiveness of advanced teaching methodology of various birthing positions and techniques for different birthing positions and procedures among nursing students. A quantitative research approach & Quasi-experimental design one group pre – test post – test design was used in study the sample size was 80 nursing students selected from 3<sup>rd</sup> Year GNM and 2<sup>nd</sup> Year ANM. A Non Probability Convenience sampling Technique used for sample selection. The tools used for conducting the study included socio demographic variables and structured knowledge questionnaire The Advanced Teaching Methodology were provided to the nursing students as an intervention. The chosen socio-demographic factors and structured knowledge questions were analyzed using descriptive and inferential statistics. Prior to the administration of Advanced Teaching Methodology 17 (21.3%) students were in Poor category, majority 48 (60%) in average category and 15(18.8%) were in good category and after administration of Advanced Teaching Methodology no any students were in Poor category, 23 (28.7 %) in average category and majority 57 (71.3 %) were in good category. The study showed that administration of advance teaching methodology had increased the knowledge of students regarding various birthing positions and techniques. Before administration of advanced teaching methodology the students were found to have average knowledge and after administration of advanced teaching methodology the students have good knowledge of birthing positions and techniques.*

**Keywords:** Birthing positions, Birthing Techniques, Advanced Teaching Methodology, Knowledge

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### **INTRODUCTION**

A natural process and common life experience, being a mother is defined by a significant transformation that has far-reaching effects [1]. To ensure the prevention, detection, and management of difficulties during pregnancy and childbirth, women should have access to expert care. All births should take place in healthcare facilities where obstetric difficulties may be treated when they occur [2]. This is a crucial step in ensuring expert care throughout childbirth [3].

Labour is a set of activities that take place in the genital organs in an attempt to evacuate the viable products of conception (foetus, placenta, and membranes) from the womb and into the outside world through the vagina [4]. Between 37 and 42 weeks of pregnancy, the infant is born spontaneously in the vertex position. During an examination, digitally manipulating or manually stretching the cervix enhances uterine contractile activity, most likely through inducing the release of oxytocin from the posterior pituitary gland. Within two weeks (before or beyond) the anticipated delivery date, normal labour typically starts [5].

Protecting the woman's right to take the position of her choosing during labour and delivery is an important part of establishing respectful maternity care.<sup>6</sup> For a number of physiologic reasons, it is thought that giving birth in the proper position and techniques is advantageous for the mother and the foetus [7]. Evidence has shown that freedom to choose birthing positions impacts the woman's comfort level and the speed of progression of labour. Every baby and mother respond to positions in a different way [8]. It's the job of the labour assistant to help figure out which position and technique works best [9].

### **MATERIAL AND METHODS**

A quantitative research approach & Quasi-experimental design one group pre – test post – test design was used in study to assess the Effectiveness of Advanced Teaching Methodology on Knowledge of Various

Birthing Positions and Techniques among Nursing Students. Nursing students are the sample and the sample size was 80 nursing students selected from 3<sup>rd</sup> Year GNM and 2<sup>nd</sup> Year ANM. A Non-Probability Convenience Sampling Technique used for sample selection. Criteria for the sample, inclusion criteria include participants who were in GNM 3rd Year, participants who were in ANM 2nd year and students who were willing to attend the session and exclusion criteria include participants who were Absent on the day of data collection and on any emergency condition. The tools used for conducting the study included socio demographic variables and structured knowledge questionnaire The Advanced Teaching Methodology were provided to the nursing students as an intervention. The data obtained was analysed in terms of objectives of the study using descriptive and inferential statistics.

**RESULTS AND DISCUSSION**

**Description of Socio-Demographic Variables of Nursing Students.**

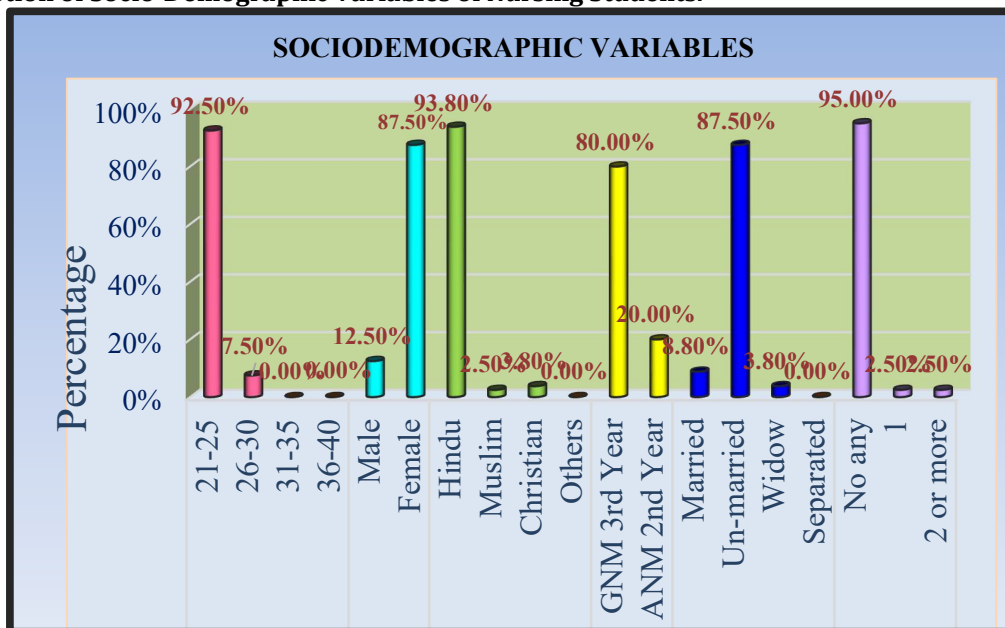


Fig. 1: Bar Graph of Selected Socio-Demographic Variables

Figure 1 depicts the distribution of frequency and percentage nursing students on Birthing positions and techniques by age, gender, religion, education, marital status, No of children. In the present study, age wise distribution of samples revealed that out of 80 nursing students, 74 (92.5%) students are between the age group of 21-25, 06 (7.5%) students corresponds to the age group of 26-30 years and no any students are Between the ages of 31 and 40. In relation to gender, 10 (12.5%) of the sample were male and 70 (87.5%) were females. Religion-based distribution of the sample stated that 75(93.8%) had been Hindus, 2 (2.5%) had been Muslims and 3 (3.8%) had been Christians. In relation to education, majority of sample 64 (80%) were from GNM 3<sup>rd</sup> Year and 16 (20%) were from ANM 2<sup>nd</sup> Year. In context to marital status, 7(8.8%) were married, majority of sample 70(87.5%) were unmarried and 3(3.8%) were widow. In context to number of children majority of sample 76(95%) have no any children, 2(2.5%) samples have one child and 2 (2.5%) have two or more children.

**Assessment of Knowledge Regarding Birthing Positions and Techniques among Nursing Students Before and After Administration of Advanced Teaching Methodology**

**Table 1: Frequency and Percentage distribution in Pre-test and Post-test level of knowledge among nursing students n=80**

Level of knowledge	Pre-test		Post-test	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Poor	17	21.3 %	00	00
Average	48	60.0 %	23	28.7 %
Good	15	18.8 %	57	71.3 %
Total	80	100%	80	100

Table 1 depicts the classification of level of knowledge regarding birthing positions and techniques among nursing students before and after administration of Advanced Teaching Methodology. The pre-test shows that prior to the administration of Advanced Teaching Methodology 17(21.3%) students were in Poor category, majority 48 (60%) in average category and 15(18.8%) were in good category and after

administration of Advanced Teaching Methodology no any students were in Poor category, 23 (28.7 %) in average category and majority 57 (71.3 %) were in good category.

**Effectiveness of Advanced Teaching Methodology on Birthing Positions and Techniques among Nursing Students.**

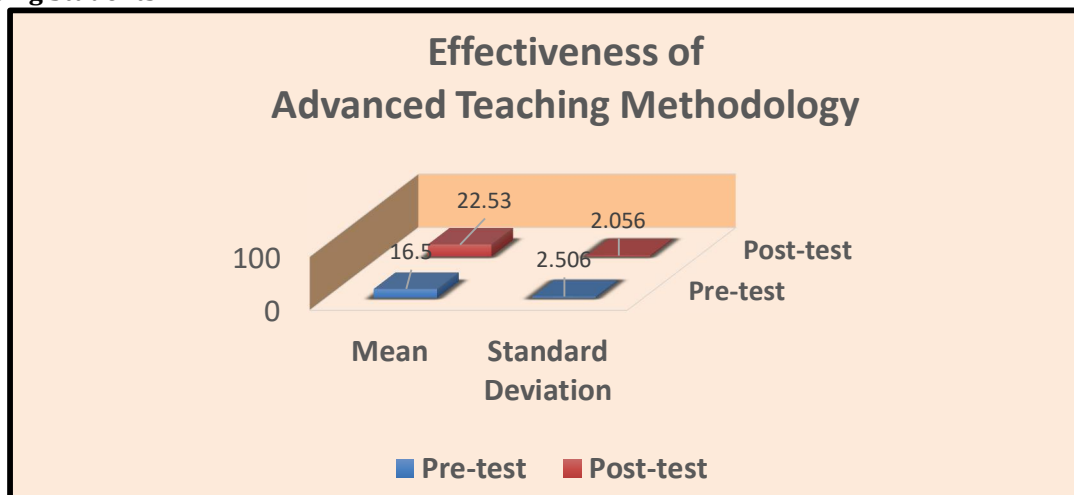


Fig. 2: Bar graph of Effectiveness of Advanced Teaching Methodology

Figure 2 data describe a comparison of pre- and post-test results knowledge scores of nursing students. As per paired t test at 79 degree of freedom (df), The calculated t value of 34.938 was more than the tabulated value of 1.990, Which suggest the advanced teaching methodology Knowledge of Various Birthing Positions and Techniques was effectively increasing the overall knowledge of sample. As a result, the research hypothesis was accepted, revealing that there is a significant difference between the sample's pre-test and post-test knowledge score.

**Association between Pre-Test Knowledge Score with Selected Socio-Demographic Variables**

**Table 2: Association between pre-test knowledge scores with selected socio-demographic variables (n=80)**

Socio-demographic variable	Poor	Average	Good	Total	X Value	df value	P value
<b>Age in years</b>							
21 - 25	17	43	14	74	1.982	2	0.371*NS
26 - 30	0	5	1	6			
31 - 35	0	0	0	0			
36 - 40	0	0	0	0			
<b>Gender</b>							
Male	1	5	4	10	3.624	2	0.163*NS
Female	16	43	11	70			
<b>Religion</b>							
Hindu	16	46	13	75	2.502	4	0.644*NS
Muslim	0	1	1	2			
Christian	1	1	1	3			
<b>Education</b>							
GNM 3 <sup>rd</sup> Year	12	42	10	64	4.295	2	0.117*NS
ANM 2 <sup>nd</sup> Year	5	6	5	16			
<b>Marital status</b>							
Married	1	4	2	7	1.553	4	0.817*NS
Unmarried	15	43	12	70			
Widow	0	0	0	0			
Separated	1	0	2	0			
<b>No of children</b>							
No any	17	46	13	76	10.158	4	0.038*S
1	1	0	2	3			
2 or more	0	0	2	2			

\*p≤0.05level of significance, S=Significance, NS= Non Significance

Table 2 shows the relationship between the structured knowledge questionnaire pre-test score and selected socio-demographic variables. There was a significant association between pre-test knowledge

scores and the number of children. Furthermore, there is no significant association between age, gender, religion, education, or marital status.

The experimental study to assess the effect of computer-assisted Instructions on knowledge gain of students on non-pharmacological interventions during the first stage of labour among 60 B.Sc. Nursing IV Year students divided into two groups: 30 in the experimental group and 30 in the control group, with a t value of 1.2 in the experimental group and 0.46818 in the control group. The researcher concludes that Computer Assisted Teaching (CAT) boosted students' awareness of non-pharmacological interventions, such as rocking in a rocking chair during the first stage of labour [8, 9].

## CONCLUSION

The study showed that administration of advance teaching methodology had improved the knowledge of students regarding various birthing positions and techniques. Before administration of advanced teaching methodology the students were found to have average knowledge and after administration of advanced teaching methodology the students have good knowledge of birthing positions and techniques. The findings of this study demonstrated a significant association between pre-test knowledge score and number of children.

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