

Effectiveness of Video Assisted Teaching Programme on Knowledge Regarding Selected Non-Pharmacological Methods of Pain Management among ANM Students

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Abstract

Background: Pain is a common health problem encountered across clinical and community settings. Inadequate pain management leads to physiological, psychological, and functional consequences. Non-pharmacological methods of pain management are safe, cost-effective, and complementary to pharmacological therapy. Auxiliary Nurse Midwife (ANM) students play a vital role in providing basic nursing care; however, their knowledge regarding non-pharmacological pain management is often inadequate.

Objectives: (1) To assess the existing knowledge of ANM students regarding selected non-pharmacological methods of pain management, (2) to evaluate the effectiveness of a Video Assisted Teaching Programme (VATP) on knowledge, and (3) to determine the association between post-test knowledge scores and selected demographic variables.

Methods: A pre-experimental one-group pre-test post-test design was adopted. Fifty ANM students from Government ANM School, Hassan, were selected using purposive sampling. Knowledge was assessed using a structured questionnaire before and after a 30-minute VATP on selected non-pharmacological methods of pain management. Data were analysed using descriptive and inferential statistics.

Results: The mean post-test knowledge score (80.5%) was significantly higher than the mean pre-test score (41.8%). The difference was statistically significant at $p < 0.05$, indicating the effectiveness of VATP. Significant associations were observed between post-test knowledge scores and selected demographic variables.

Conclusion: Video Assisted Teaching Programme was effective in improving knowledge regarding selected non-pharmacological methods of pain management among ANM students. Incorporating video-based teaching strategies into ANM training programmes is recommended.

Keywords: Video assisted teaching, non-pharmacological pain management, ANM students, knowledge.

INTRODUCTION

Pain is an unpleasant sensory and emotional experience associated with actual or potential tissue damage and remains one of the most common reasons for seeking healthcare. Poorly managed pain results in delayed recovery, prolonged hospital stay, emotional distress, and reduced quality of life. Nurses play a central role in pain assessment and management, particularly in implementing non-pharmacological interventions that complement drug therapy.

Non-pharmacological methods such as massage therapy, heat and cold application, relaxation techniques,

music therapy, and therapeutic exercises are effective, economical, and associated with minimal side effects. These methods are especially useful in community and primary healthcare settings where ANMs serve as frontline healthcare providers. Adequate knowledge and training are essential for ANM students to apply these interventions safely and effectively.

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Innovative teaching strategies such as video assisted teaching enhance learning by combining visual and auditory stimuli, improving comprehension and retention of information. This study was undertaken to evaluate the effectiveness of a Video Assisted Teaching Programme on knowledge regarding selected non-pharmacological methods of pain management among ANM students.

OBJECTIVES

1. To assess the existing knowledge of ANM students regarding selected non-pharmacological methods of pain management.
2. To evaluate the effectiveness of a Video Assisted Teaching Programme on knowledge regarding selected non-pharmacological methods of pain management.
3. To find the association between post-test knowledge scores and selected demographic variables.

MATERIALS AND METHODS

Research Design

A pre-experimental one-group pre-test post-test design was used.

Setting

The study was conducted at Government ANM School, Hassan, Karnataka.

Sample and Sampling Technique

Fifty ANM students were selected using purposive sampling.

Inclusion Criteria

- ANM students willing to participate
- Students available during the period of data collection

Exclusion Criteria

- Students absent during data collection
- Students who had previously undergone similar training

Tool for Data Collection

A structured knowledge questionnaire consisting of items related to:

- Concept of pain
- Assessment of pain
- Selected non-pharmacological methods of pain management

Intervention

A 30-minute Video Assisted Teaching Programme was administered, covering massage therapy, heat and cold application, music therapy, relaxation techniques, and therapeutic exercises.

Data Collection Procedure

Pre-test knowledge assessment was conducted using the structured questionnaire, followed by the VATP. Post-test knowledge assessment was carried out after the intervention.

Statistical Analysis

Data were analysed using descriptive statistics (frequency, percentage, mean, standard deviation) and inferential statistics (paired *t*-test and chi-square test).

RESULTS

Demographic Characteristics

The majority of participants were aged 16–20 years, predominantly female, and belonged to the first year of ANM training. Most students had no prior formal information regarding non-pharmacological pain management.

Knowledge Scores

Pre-test results revealed inadequate knowledge among ANM students regarding selected non-pharmacological methods of pain management. After the Video Assisted Teaching Programme, post-test knowledge scores showed a marked improvement.

Table 1. Comparison of Pre-test and Post-test Knowledge Scores

Test	Mean Score (%)	Standard Deviation	Inference
Pre-test	41.8	±3.7	Inadequate knowledge
Post-test	80.5	±3.2	Significant improvement ($p < 0.05$)

The calculated paired *t*-test value was statistically significant at 0.05 level, indicating the effectiveness of the Video Assisted Teaching Programme.

Association with Demographic Variables

Significant associations were found between post-test knowledge scores and selected demographic variables

such as age, year of study, religion, and previous exposure to information.

DISCUSSION

The findings of the study demonstrate that video assisted teaching is an effective educational strategy for improving knowledge regarding non-pharmacological methods of pain management among ANM students. The significant improvement in post-test knowledge scores highlights the usefulness of visual teaching methods in nursing education.

These findings are consistent with previous studies that reported improved knowledge and skills among nursing students following structured educational interventions. Improved knowledge among ANM students can enhance pain management practices at the community level, leading to better patient comfort and quality of care.

CONCLUSION

The study concludes that Video Assisted Teaching Programme is effective in improving knowledge regarding selected non-pharmacological methods of pain management among ANM students. Incorporating video-based teaching methods into ANM training curricula is recommended to strengthen pain management practices.

Ethical Considerations

Ethical permission was obtained from the concerned authority. Informed consent was obtained from all participants, and confidentiality was maintained.

Conflict of Interest

None declared.

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