



“A PRE EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF VIDEO TEACHING PROGRAMME IN KNOWLEDGE REGARDING GENDER EQUALITY AMONG SELECTED TRIBES OF CHHATTISGARH.

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ABSTRACT

Girls and boys see gender inequality in their homes and communities every day – in textbooks, in the media and among the adults who care for them. Parents may assume unequal responsibility for household work, with mothers bearing the brunt of caregiving and chores. The majority of low-skilled and underpaid community health workers who attend to children are also women, with limited opportunity for professional growth. And in schools, many girls receive less support than boys to pursue the studies they choose. This happens for a variety of reasons: The safety, hygiene and sanitation needs of girls may be neglected, barring them from regularly attending class. Discriminatory teaching practices and education materials also produce gender gaps in learning and skills development. As a result, nearly 1 in 4 girls between the ages of 15 and 19 are neither employed nor in education or training – compared to 1 in 10 boys.

Keyword: H: Hypothesis, df: Degree of freedom

STATEMENT OF THE PROBLEM

“A pre experimental study to assess the effectiveness of video teaching programme in knowledge regarding gender equality among selected tribes of Chhattisgarh.


OBJECTIVES OF THE STUDY:-

1. To assess the pre test and post test knowledge regarding gender equality among selected tribes
2. To assess the effectiveness of video teaching programme on knowledge regarding gender equality among selected tribes
3. To find out the association between level of pre test knowledge regarding gender equality among selected tribes with their selected socio demographic variables.

HYPOTHESIS

H0: There is be no significant difference between pre test and post test on knowledge regarding gender equality among selected tribes

H1: There is be significant difference between pre test and post test on knowledge regarding gender equality among selected tribes



the comparison of pre test and post test level of knowledge regarding gender equality among selected tribal people. Paired 't' test was used to assess the level of knowledge regarding gender equality. It was identified that, the mean pre test and post test level of knowledge was 11.27 and 17.88 respectively. Standard deviation was 2.869, 3.048 and the calculated 't' value was 21.05. While comparing with table value, it showed that the calculated 't' value was greater than the table value at 0.0001 level of significance.. While comparing with table value, it showed that the calculated 't' value was greater than the table value at 0.001 level of significance. Thus the research hypothesis, stated There will be a significant difference in the pre test and post test level of knowledge score regarding gender equality among selected tribal people was accepted.

INTRODUCTION

Girls and boys see gender inequality in their homes and communities every day – in textbooks, in the media and among the adults who care for them.


Parents may assume unequal responsibility for household work, with mothers bearing the brunt of caregiving and chores. The majority of low-skilled and underpaid community health workers who attend to children are also women, with limited opportunity for professional growth. And in schools, many girls receive less support than boys to pursue the studies they choose. This happens for a variety of reasons: The safety, hygiene and sanitation needs of girls may be neglected, barring them from regularly attending class. Discriminatory teaching practices and education materials also produce gender gaps in learning and skills development. As a result, nearly 1 in 4 girls between the ages of 15 and 19 are neither employed nor in education or training – compared to 1 in 10 boys.

Worldwide, nearly 1 in 4 girls between the ages of 15 and 19 are neither employed nor in education or training – compared to 1 in 10 boys.

Yet, in early childhood, gender disparities start out small. Girls have higher survival rates at birth, are more likely to be developmentally on track, and are just as likely to participate in preschool. Among those who reach secondary school, girls tend to outperform boys in reading across every country where data are available.

But the onset of adolescence can bring significant barriers to girls' well-being. Gender norms and discrimination heighten their risk of unwanted pregnancy, HIV and AIDS, and malnutrition. Especially in emergency settings and in places where menstruation remains taboo, girls are cut off from the information and supplies they need to stay healthy and safe.

NEED OF THE STUDY



The 2030 Agenda for Sustainable Development asserts a strong narrative towards achieving gender equality, acknowledging it as a guiding principle linked to the realisation of the right to education and stating that women and girls should be equally empowered in and through education.

At the Global Campaign for Education (GCE), we believe that gender equality is a human right and a requisite for achieving broader social, political and economic development goals, as stated in the Agenda for Sustainable Development.

Equally important, is the recognition that the gender dimensions related to access to quality education faced by girls and boys, women and men, are different and so are their needs.

Gender equality is intrinsically linked to the right to quality education for all and to achieve this, we need an approach that ensures that girls and boys, women and men, access, complete and are equally empowered through quality education.

Gender equality cannot be fully understood without intersectionality. Women face barriers for a number of reasons besides their sex – including their class, race, ability, sexual preference, gender identity, and a host of other factors. It requires that all women, regardless of these other factors, have equal opportunities. Intersectional feminism is the term that describes seeking equality for all women of every background.

STATEMENT OF THE PROBLEM

“A pre experimental study to assess the effectiveness of video teaching programme in knowledge regarding gender equality among selected tribes of Chhattisgarh.

OBJECTIVES OF THE STUDY:-

- To assess the pre test and post test knowledge regarding gender equality among selected tribes
- To assess the effectiveness of video teaching programme on knowledge regarding gender equality among selected tribes
- To find out the association between level of pre test knowledge regarding gender equality among selected tribes with their selected socio demographic variables.

HYPOTHESIS

H0: There is be no significant difference between pre test and post test on knowledge regarding gender equality among selected tribes

H1: There is be significant difference between pre test and post test on knowledge regarding gender equality among selected tribes

OPERATIONAL DEFINITIONS:-

Effectiveness

It refers to the outcome of intervention strategies in improving the knowledge regarding gender equality among selected tribes as measured by structured interview schedule.

Intervention Strategies

It is an organized and systematically video teaching program to provide information regarding gender equality among selected tribes

Knowledge

In this study, it refers to the verbal responses of selected tribes regarding gender equality which can be measured by structured interview schedule in terms of knowledge score.

Gender Equality

Gender equality is intrinsically linked to the right to quality education for all and to achieve this, we need an approach that ensures that girls and boys, women and men, access, complete and are equally empowered through quality education.

DELIMITATION:

The study is limited to:

1. Selected tribes about 30-60years
2. Sample size 60

SECTION-I**4.1 Demographic Variables and Health History among selected tribes**

This section presents the demographic variables and health history collected from staff nurses. The variables collected were age, gender, education, marital status, family type, tribe, income, source of information.

Collected data were analyzed using descriptive statistics and were summarized in terms of frequency and percentage.

TABLE No. 4.1.1**Percentage distribution of subjects according to Age****N=60**

S.NO.	AGE (IN YEARS)	FREQUENCY (f)	PERCENTAGE (%)
1.	24-29	25	41.67
2.	30-35	28	46.67
3.	>36	7	11.67
	Total	60	100

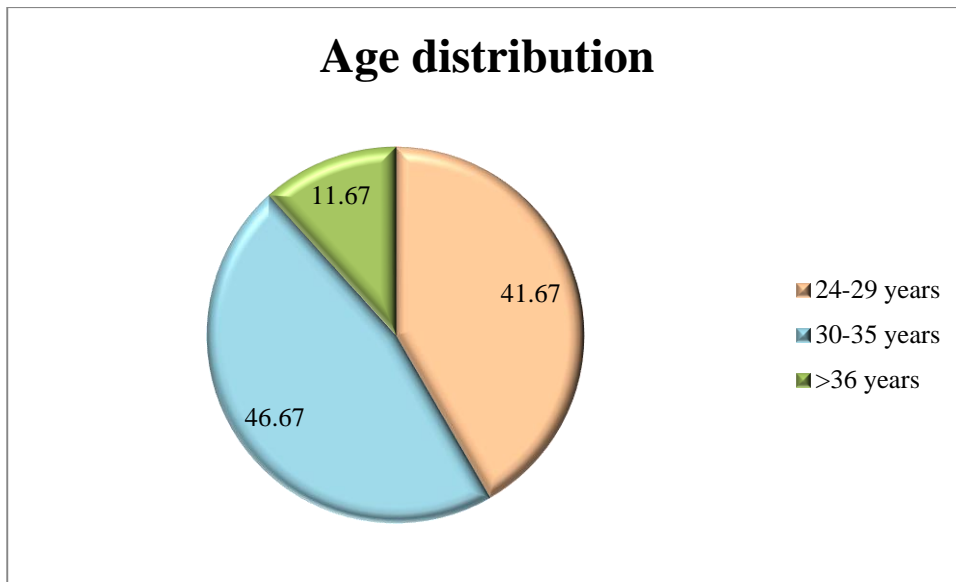


Figure no. 4.1.1 Pie diagram showing the percentage distribution of the age groups.

Table 4.1.1, It shows that in majority of subjects 28 (46.67%) belonged to age group 30-35 years of age, 25 (41.67%) belonged to age group 24-29 years of age, and 7 (11.67%) were belonged to age group >36 years of age.

TABLE No. 4.1.2

Percentage distribution of subjects according to Gender

N=60

S.NO	GENDER	FREQUENCY (f)	PERCENTAGE (%)
1.	Male	40	66.7
2.	Female	20	33.33
	Total	60	100

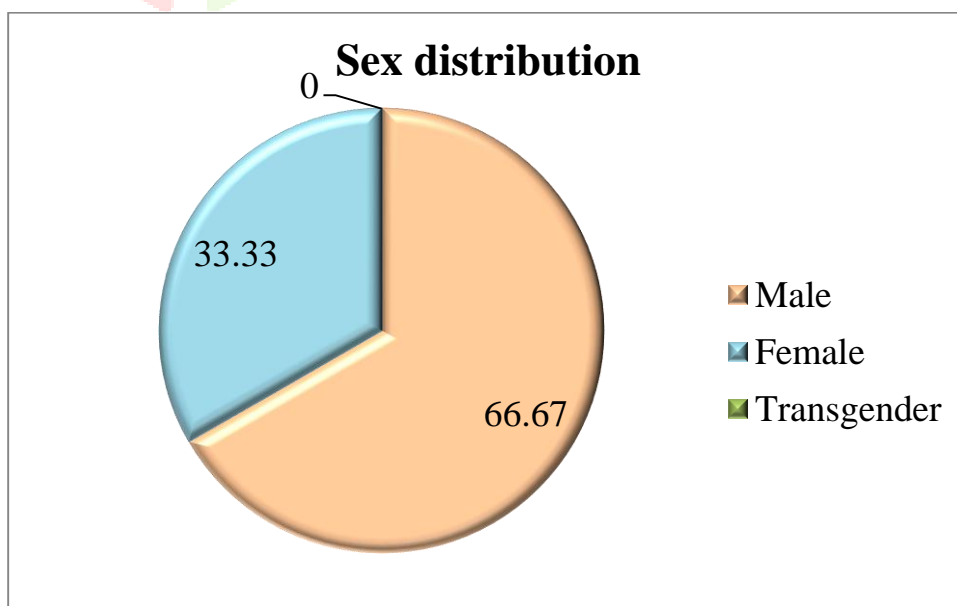


Figure no. 4.1.2 Pie diagram showing the percentage distribution of the gender.

Table 4.1.2,It shows that majority of subjects 40(66.7%) were male and 20(33.3%) were female.

TABLE No. 4.1.3

Percentage distribution of subjects according to education

N=60

S.NO	EDUCATION	FREQUENCY (f)	PERCENTAGE (%)
1.	Illiterate	2	3.33
2.	Literate	20	33.33
3.	Basic education	38	63.33
	Total	60	100

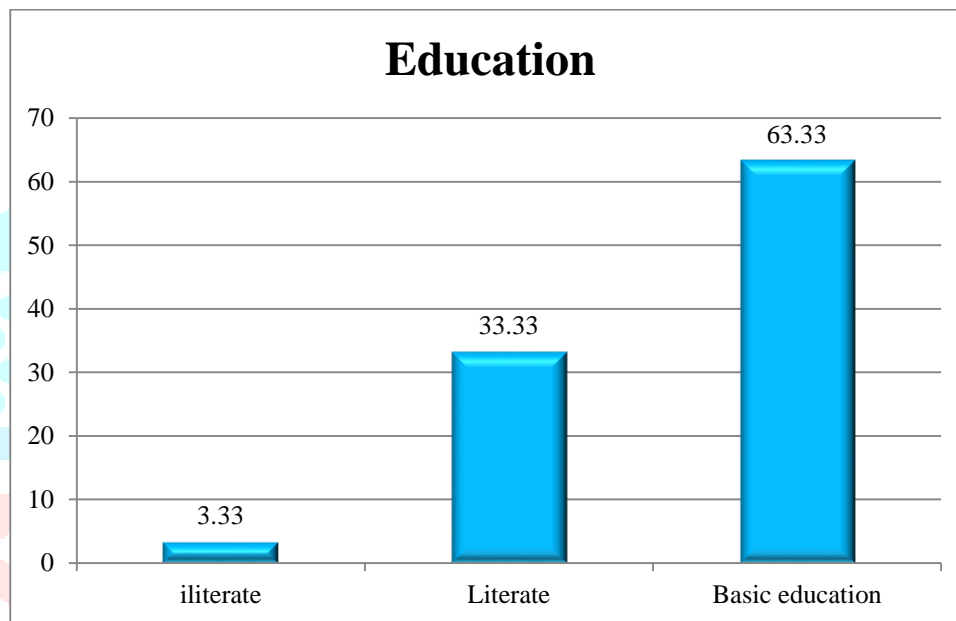


Figure no. 4.1.3 Clustered column diagram showing the percentage distribution of education.

Table 4.1.3,It shows that majority of subjects 38(63.33%) were having basic education, 20(33.33%) were literate and 2(3.33%) were illiterate.

TABLE No. 4.1.4

Percentage distribution of subjects according to Marital status

N=60

S.NO	MARITAL STATUS	FREQUENCY (f)	PERCENTAGE (%)
1.	Unmarried	10	16.67
2.	Married	50	83.33
3.	Divorced	0	0
4.	Widow	0	0
	Total	60	100

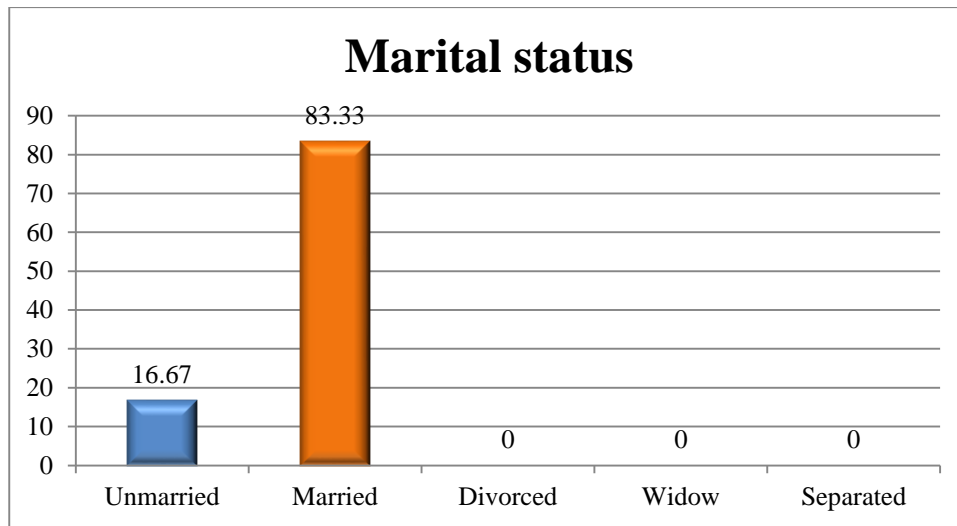


Figure no. 4.1.4 Bar diagram showing the percentage distribution of marital status

Table 4.1.4,It shows that majority of subjects 50(83.33%) were married and 10(16.67%) were unmarried.

TABLE No. 4.1.5

Percentage distribution of subjects according to Family type

N=60

S.NO	FAMILY TYPE	FREQUENCY (f)	PERCENTAGE (%)
1.	Nuclear	38	63.33
2.	Joint	22	36.67
3.	Extended	0	0
	Total	60	100

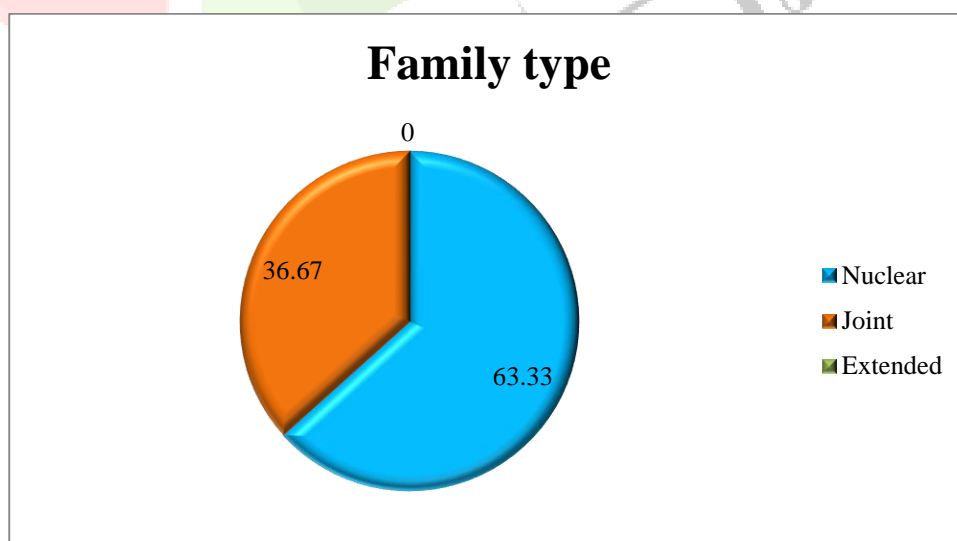


Figure no. 4.1.5 Pie diagram showing the percentage distribution of family type.

Table 4.1.5,It shows that majority of subjects 38(63.3%) were belongs to nuclear family and 22(36.67%) were belongs to joint family.

TABLE No. 4.1.6**Percentage distribution of subjects according to Tribe**

N=60

S.NO	TRIBE	FREQUENCY (f)	PERCENTAGE (%)
1.	Madia	21	35
2.	Gond	11	18.33
3.	Halba	28	46.67
	Total	60	100

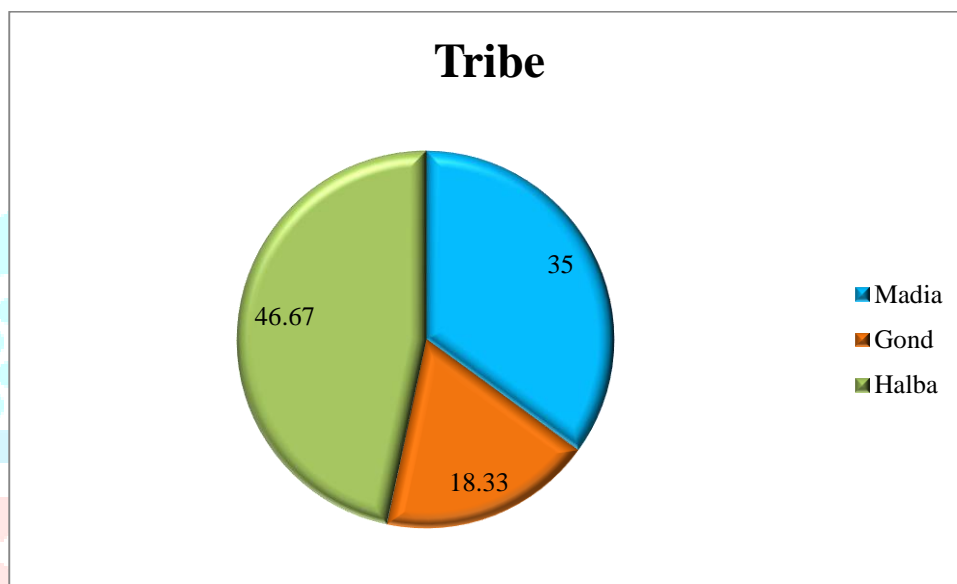
**Figure no. 4.1.6** Pie diagram showing the percentage distribution of tribes

Table 4.1.6, It shows that majority of subjects 28(46.67%) were belongs to halba tribes, 21(35%) were belongs to madia tribes, and 11(18.33%) were belongs to gond tribes.

TABLE No. 4.1.7**Percentage distribution of subjects according to income**

N=60

S.NO	INCOME	FREQUENCY (f)	PERCENTAGE (%)
1.	<Rs 10,000	21	35
2.	Rs 10,000-20,000	20	33.33
3.	>Rs 20,000	19	31.67
	Total	60	100

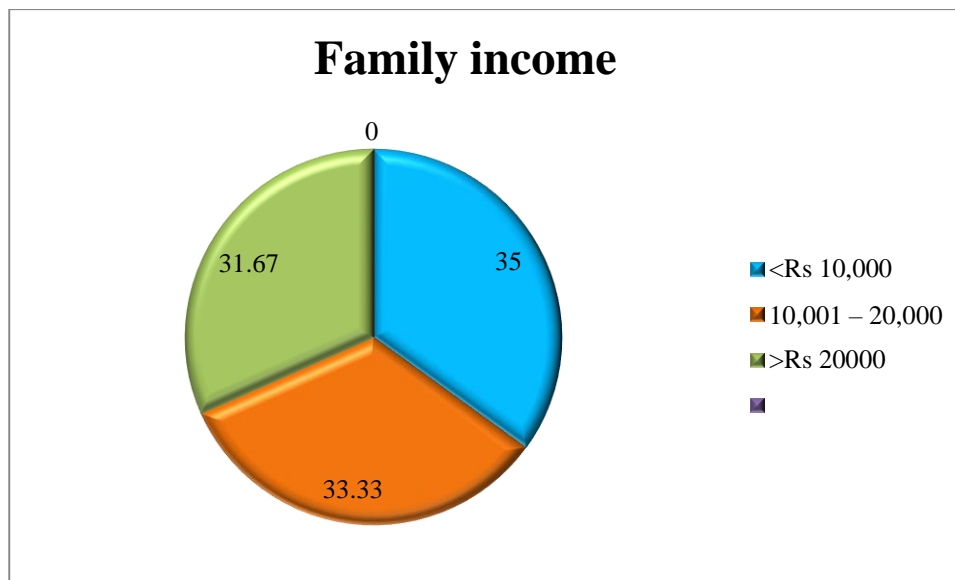


Figure no. 4.1.7 Pie diagram showing the percentage distribution of family income

Table 4.1.7, It shows that majority of subjects 21(35%) were having income <Rs 10,000, 20(33.33%) were having income Rs 10,000-20,000 and 19(31.67%) were having income >Rs 20,000.

TABLE No. 4.1.8

Percentage distribution of subjects according to source of information

N=60

S.NO	SOURCE OF INFORMATION	FREQUENCY (f)	PERCENTAGE (%)
1.	Electronic media	37	61.67
2.	Journal, books	8	13.33
3.	Social media	15	25
	Total	60	100

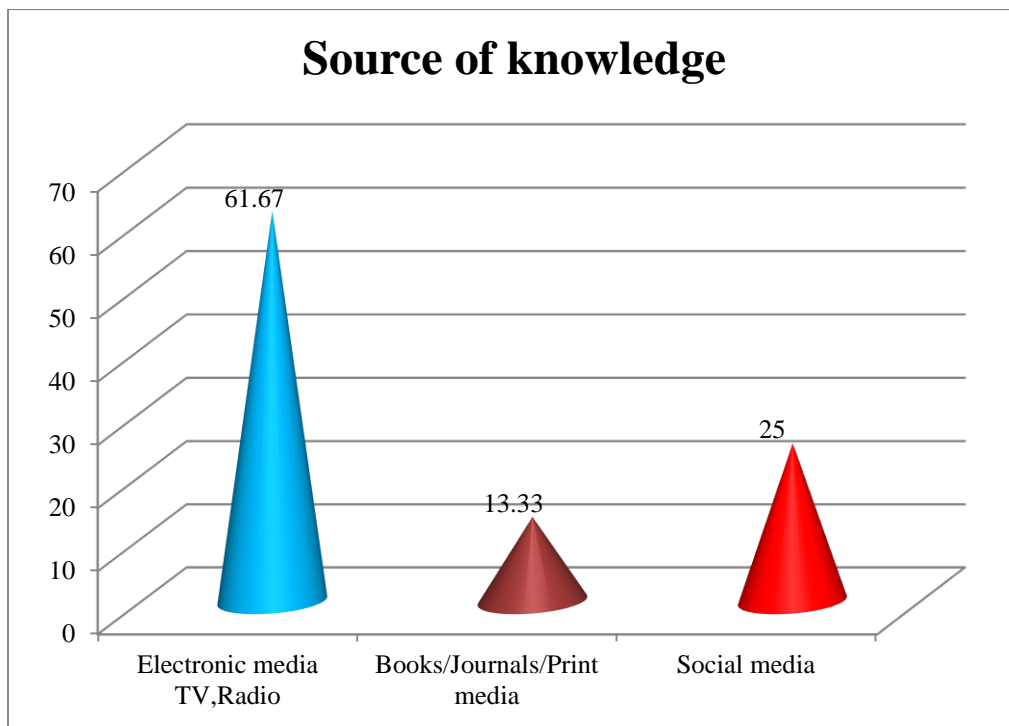


Figure no. 4.1.8 column diagram showing the percentage distribution of source of information.

Table 4.1.8,It shows that majority of subjects 37(61.67%) were got information from electronic, media, 15(25%) were got information from social media and 8(13.33%) were got information from books, and journals.

SECTION: II

4.2 Assessment on Level of knowledge regarding gender equality among selected tribes

This section deals with the level of knowledge includes good, average and poor. The poor knowledge contains 0-10 score, average knowledge contains 11-20 score and good knowledge score contains 21-30 score Collected data were organized, analyzed and presented using descriptive statistics.

4.2.1 Over all Analysis of pre test and post test level of knowledge regarding **gender equality among selected tribes** by using mean, SD and mean score percentage.

TABLE 4.2.1(a)**Over all analysis of pretest and posttest knowledge score of selected tribes regarding gender equality****N=60**

Group	knowledge level regarding gender equality		
	Poor (0-10)	Average (11-20)	Good (21-30)
Pretest	22(36.67%)	38(63.33%)	0(0%)
Posttest	3(5%)	49(81.67%)	8(13.33%)

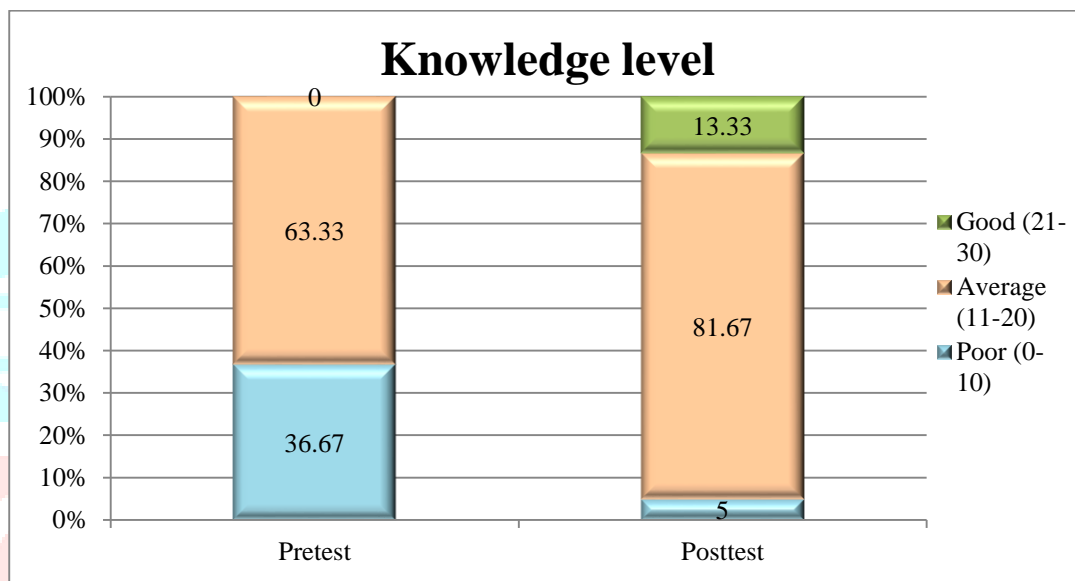


Fig no 4.2.1: Multiple bar diagram showing percentage distribution of overall analysis of pre test and post test knowledge score of selected tribes by using frequency and percentage (%).

Table no: 4.2.1 (a), shows pre test and post test knowledge score of selected tribes. In pre-test, 38(63.33%) are had average knowledge score, 22(36.67%) are had poor knowledge score, Whereas in post test 49(81.67%) are having average knowledge score, 8(13.33%) are had good knowledge score and 3(5%) are had poor knowledge score.

TABLE 4.2.1(b)

Over all analysis of pretest and posttest knowledge score of selected tribes regarding gender equality

N=60

	knowledge score regarding gender equality			
	Mean	Mean%	SD	CV
Pretest	11.27	37.57	2.869	25.46
Posttest	17.88	59.6	3.048	17.05

CV is Coefficient of variation ie % deviation

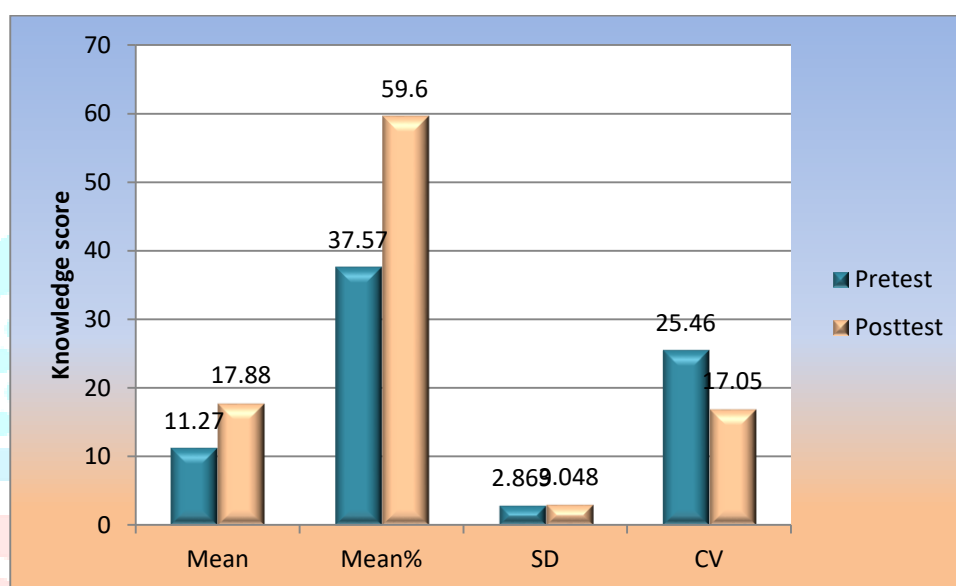


Fig no 4.2.1(b): Multiple bar diagram showing percentage distribution of overall analysis of pre test and post test knowledge score of selected tribes regarding gender equality by using mean, mean score percentage and SD.

Table no: 4.2.1 (b), shows pre test and post test knowledge score of tribal peoples. In pre-test, mean value is 11.27, SD(2.869). whereas in post test Mean value is 17.88, SD(3.048).

SECTION- III

4.4.1 EFFECTIVENESS OF VIDEO TEACHING PROGRAMME REGARDING GENDER EQUALITY AMONG THE SELECTED TRIBAL PEOPLES BY COMPARING PRE TEST AND POST TEST KNOWLEDGE SCORE

This section deals with the analysis and interpretation of the effectiveness of video teaching programme regarding **gender equality among tribal peoples** by compare the level of pre test and post test knowledge score. Analyzed data were presented on the following headings.

4.3.1 Comparison of pre test and post test level of knowledge score regarding **gender equality among selected tribal peoples**

TABLE: 4.3.1

Comparison of pretest and posttest knowledge score

N=60

	knowledge score regarding gender equality					SE
	Mean	Mean difference	Mean%	Gain %	SD	
Pretest	11.27	6.62	37.57	22.03%	2.869	0.31
Posttest	17.88		59.6		3.048	

Paired 't' value=21.05, df=59, Critical value=4.17, P<0.0001 HS

***Significant at 0.0001 level

Table no.4.3.1 shows the comparison of pre test and post test level of knowledge regarding gender equality among selected tribal people. Paired 't' test was used to assess the level of knowledge regarding gender equality. It was identified that, the mean pre test and post test level of knowledge was 11.27 and 17.88 respectively. Standard deviation was 2.869, 3.048 and the calculated 't' value was 21.05. While comparing with table value, it showed that the calculated 't' value was greater than the table value at 0.0001 level of significance.. While comparing with table value, it showed that the calculated 't' value was greater than the table value at 0.001 level of significance. Thus the research hypothesis, stated There will be a significant difference in the pre test and post test level of knowledge score regarding gender equality among selected tribal people was accepted.

SECTION- IV

4.4 ASSOCIATION BETWEEN THE PRE TEST LEVEL OF KNOWLEDGE REGARDING GENDER EQUALITY AMONG SELECTED TRIBAL PEOPLES WITH THEIR SELECTED SOCIO DEMOGRAPHIC VARIABLES

Chi square test (with Yates correction) was used to find the association between pre test level of knowledge regarding gender equality among selected tribal people with their selected socio demographic variables like age, gender, education, marital status, family type, tribe, income, source of information.

Table No-4.4.1

Chi square analysis to find out the association between pre test level of knowledge regarding gender equality among selected tribal peoples with their selected socio-demographic variables

N= 60

S.No	Demographic variables	Level of knowledge			χ^2	P	Df	Inference
		Poor	Average	Good				
1)	Age				4.36	5.99	2	P>0.05 NS
	24-29years	13(52%)	12(48%)	(0%)				
	30-35years	7(25%)	21(75%)	(0%)				
	>36years	2(28.57%)	5(71.43%)	(0%)				
2)	Gender				0.57	3.84	1	P>0.05 NS
	Male	16(40%)	24(60%)	(0%)				
	Female	6(30%)	14(70%)	(0%)				
3)	Education				9.11	5.99	2	P<0.02S
	Illiterate	2(100%)	0(0%)	(0%)				
	Literate	11(55%)	9(45%)	(0%)				
	Basic education	9(23.68%)	29(76.32%)	(0%)				
4)	Marital status				1.43	3.84	1	P>0.05 NS
	Unmarried	2(20%)	8(80%)	(0%)				
	Married	20(40%)	30(60%)	(0%)				
5)	Family type				0.001	3.84	1	P>0.05 NS
	Nuclear	14(36.84%)	24(63.16%)	(0%)				
	Joint	8(36.36%)	14(63.64%)	(0%)				
	Extended	0	0	0				
6)	Tribe				1.05	5.99	2	P>0.05 NS
	Madia	6(28.57%)	15(71.43%)	(0%)				
	Gond	4(36.36%)	7(63.64%)	(0%)				
	Halba	12(42.86%)	16(57.14%)	(0%)				

7)	Income							
	≤Rs 10,000	6(28.57%)	15(71.43%)	(0%)	0.93	5.99	2	P>0.05 NS
	Rs10,001 – 20,000	8(40%)	12(60%)	(0%)				
	>Rs20000	8(42.11%)	11(57.89%)	(0%)				
8)	Source of information							
	Electronic media TV,Radio	15(40.54%)	22(59.46%)	(0%)	0.92	5.99	2	P>0.05 NS
	Books/Journals/Print media	2(25%)	6(75%)	(0%)				
	Social media	5	10	(0%)				

Table 4.4.1- It shows the association between pre test level of knowledge regarding gender equality among selected tribal peoples with their socio demographic characteristics such as age, gender, education, marital status, family type, tribe, income, source of information.

The calculated value of **chi square for education (9.11) were significant** were as age (4.36), gender (0.57), marital status (1.43), type of family (0.001), tribe (1.05), income (0.93), source of information (0.92) were not significant

Hence it is concluded that education were associated with level of knowledge were as age, gender, marital status, type of family, tribes, income, source of information were not associated with pre test level of knowledge

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