Nursing

NURSE LED MODULE ON KNOWLEDGE REGARDING ESSENTIAL NEWBORN CARE AMONG NURSING STUDENTS

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ABSTRACT Promoting the health of the newborn and reduction of the neonate morbidity and mortality rate because now a day's neonatal mortality and morbidity rates are continuously rising day by day so, that's why it is important to conduct a pre-experimental study on Essential Newborn Care among Nursing student in selected College of Nursing Indore. The aim of the study is to assess the effectiveness of nurse led intervention. In this study 80 B.Sc. Nursing 3rd year student was selected by using Non probability convenient sampling techniques. Pre interventional knowledge level was assessed by Self-structured knowledge questionnaire. The data collected was analyzed by using descriptive and inferential statistics. The average (Mean ± Standard Deviation) knowledge scoring in pre-test to measure the pre-existed knowledge about essential new-born care found to be 6.89±1.32 points and the knowledge score at post-test stage found to be 19.13±2.00 points. The mean difference of 12.24 points in knowledge scoring between pre-test and post-test was statistically strongly significant (p<0.001) which clearly showed the effectiveness of nurse led module on knowledge of B. Sc. Nursing 3rd year students regarding essential new-born care. The positive mean difference of knowledge score shows that nurse led module was effective

INTRODUCTION
The birth of a child is usually occasioned by a well term baby and a healthy mother. In the minority of cases the pregnancy may be complicated by maternal illness, preterm labor, a difficult delivery or other problem resulting in babies requiring additional neonatal care at and after birth. Essential newborn care is the care required by all neonates (first 28 days of life) whether they are born healthy, small or unwell.

The initial few days of life, is a time of progress happening in an unexpected from parasitic fetal life (intra uterine environment) to the totally free (extra Uterine life). The initial a month of life establish the "neonatal period". The ideal essential requirements for any neonate incorporate breathing, warmth, tidiness, and feeding of mom's milk. At that point all neonates require Essential Newborn Care to limit the sickness and maximize their progress and improvement.

A pre-test study was conducted by Tintu Anna Cherian in Bhopal to assess the impact of video assisted teaching on knowledge with regarding Essential Newborn Care among primigravida. The goal of the investigation is to survey the impact of video assisted teaching on information with respect to essential newborn care. 60 primigravida were chosen by utilizing purposive testing strategy. Pre interventional information level was evaluated without anyone else organized information poll. After pre-test, video helped educating was introduced. The consequence of the investigation is information on primigravida, the all-out mean score was 9.71 which show that the gathering has insufficient information on essential newborn care. The mean post-text level of information was 17.25. The determined 't' estimation of 8.08 at P<0.05 level shows that there is huge distinction in information level of primigravida in OPD in chose medical clinic. This investigation reason that the positive mean distinction of information score shows that video assisted teaching was successful.

OBJECTIVE OF THE STUDY
1. To assess the pre-interventional knowledge score regarding Essential Newborn Care among B.Sc. Nursing 3rd year student in selected College of Nursing Indore.
2. To evaluate the effectiveness of nurse led intervention among B.Sc. Nursing 3rd year student in selected College of Nursing Indore.
3. To find out the association between pre-interventional knowledge score regarding Essential Newborn Care among B.Sc. Nursing 3rd year student with their selected demographic variable.
4. To find out the association between post-interventional knowledge score regarding Essential Newborn Care among B.Sc. Nursing 3rd year student with their selected demographic variable.

HYPOTHESIS

RH_0: - There will be no significance difference between the mean pre-interventional and the mean post-interventional knowledge score regarding Essential Newborn Care among B.Sc. Nursing 3rd year student.

RH_1: - There will be significance difference between the mean pre-interventional and the mean post-interventional knowledge score regarding Essential Newborn Care among B.Sc. Nursing 3rd year student.

RH_2: - There will be significant association between the mean pre-interventional and post intervention scores regarding Essential Newborn Care among B.Sc. Nursing 3rd year student with their selected demographic variables.

MATERIAL AND METHODOLOGY
A quantitative evaluative approach was adopted. Pre experimental One group pre-test post-test research design was used. with Non probability convenient sampling techniques. The size of population is consisting of 80 B.Sc. Nursing 3rd year students which were selected according to inclusive and exclusive criteria and who were present at the time of study. They were given a nurse led module to give their response to assess the knowledge regarding essential newborn care. Self-Structured Knowledge Questionnaire was consisting of 2-part. Demographical Variables age, gender, marital status and Previous knowledge about essential new-born care), (Self-Structured Knowledge Questionnaire) it include 24 multiple choice questions.

RESULT
- According to the age group majority of participant (60, 75.0%) belonged to 20-22 years of age followed by age group (10,12.5%) B. Sc. Nursing 3rd year students were belonged to 23-25 years. Lastly, rest of the student (10, 12.5%) belong more than 25 years
- Majority of samples (50, 62.5%) were female and (30, 37.5%) of samples are male.
- Majority of students (71, 88.8%) found to be unmarried and rest of student (9, 11.3%) are unmarried.
- More than half (47, 58.7%)of students have previous knowledge and (33, 41.3%) have no knowledge regarding essential newborn care
- Most of the participant (18, 22.5%) of the acquired previous knowledge from workshop as compared to (15, 18.8%) acquired knowledge from seminar. Further, this was reported that the source of previous knowledge of (14, 17.5%) receive knowledge from conference.

Table no. 1: frequency and percentage distribution of B.Sc. Nursing 3rd year student (N=80)

Demographic variable	Frequency	Percentage
Age		
20-22 year	60	75.0
23-25 year	10	12.5

> 25 year	10	12.5
Gender		
Male	30	37.5
Female	50	62.5
Marital status		
Married	9	11.3
Unmarried	71	88.8
Previous knowledge		
No	33	41.3
Yes	47	58.7
Source of Previous knowledge		
None	33	41.3
Conference	14	17.5
Workshop	18	22.5
Seminar	15	18.8

Comparison between pre and posttest knowledge of B. Sc. nursing 3rd year students

Figure no. I shows that the majority of student (57.5%) have average (7-12) level of knowledge about essential new-born care before administration of nurse led module. Further thirty-four (42.5%) have poor (0-6) knowledge. After administration of nurse led module the major part (61.3%) population have excellent (19-24) knowledge about essential new-born care. Further, that thirty-one (38.8%) B.Sc. Nursing 3rd year students acquired good (13-18) knowledge level.
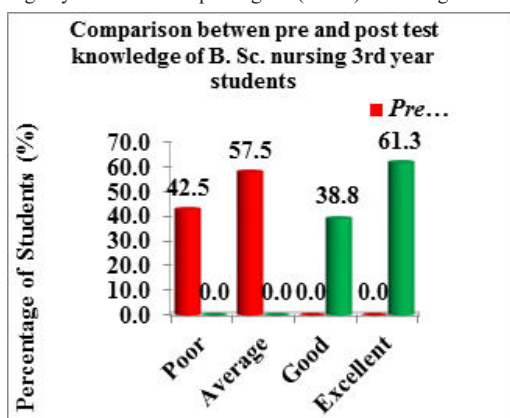

Figure I -Bar diagram showing the comparison in knowledge levels among B. Sc. Nursing 3rd year students before (pre-test) and after administration (post-test) of nurse led module program.

The result of the study is the average (Mean ± Standard Deviation) knowledge scoring in pre-test to measure the pre-existed knowledge about essential new-born care found to be 6.89±1.32 points. There was a change noticed in knowledge score at post-test stage after administration of nurse led module on knowledge the posttest knowledge score found to be 19.13±2.00 points.

The mean difference of 12.24 points in knowledge scoring between pre-test and post-test was statistically strongly significant ($p<0.001$) which clearly showed the effectiveness of nurse led module on knowledge of B. Sc. Nursing 3rd year students regarding essential new-born care.

Association of knowledge of essential new-born care among B.Sc. Nursing 3rd year students with selected demographic variables. In pre-test all the demographic variable i.e. age, gender, marital status and previous knowledge about essential newborn care was statistically non-significant at $p>0.05$ and after administration of nurse led module the demographic variable posttest i.e. age($p<0.02$), gender ($p<0.05$) and previous knowledge about essential newborn care were found to be statistically significant at $p<0.03$ and marital status was found to non-significant.

CONCLUSION
With the scope of the study, we conclude that the coverage of the essential newborn care practice was very low. These findings revealed that if the Nursing student had adequate and proper knowledge about essential newborn care than they may be able to take care of the newborn babies in any condition. Based on the findings of this study the main purpose was to evaluate the effect of nurse led module about

essential newborn care among B.Sc. Nursing 3rd year student in increasing the knowledge regarding warmth, skin care and baby bath, cord care, eye care, observation, general history, anthropometric measurement, breast feeding etc.

LIMITATION
- This study is limited to the students studying in selected college of nursing, Indore.
- The sample size is limited to 80.
- The data collection period is limited to 4 weeks.
- This study is limited to those students who are studying in SAIMS College of Nursing, Indore.

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