Obstetrics & Gynaecology

EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING RESPECTFUL MATERNITY CARE AMONG NURSING STUDENTS IN SELECTED NURSING COLLEGES, GUWAHATI, ASSAM: EVALUATIVE STUDY

Chumpi Gogoi	Msc Nursing 2nd year (Obstetrics and Gynaecological Nursing Speciality) Asian institute of Nursing Education, Guwahati, Assam, India.
Mrs Arline Beshra	Associate professor (Obstetrics and Gynaecological Nursing Speciality) Asian institute of Nursing Education, Guwahati, Assam, India.

ABSTRACT Nursing is a very noble profession, an integral part of health care system, focused on providing proper holistic care to the sick and support to community in a best way. Respectful maternity care (RMC) is a universal human right that is due to every childbearing woman in every health system. However, many women across the globe experience disrespectful, abusive or neglectful treatment during childbirth in health institutions. Moreover, the health care workers and the student nurses were not aware about the concept of Respectful maternity care. Therefore, it is very important to impart knowledge among the student nurses. **Aim:** To find out the effectiveness of structured teaching programme on knowledge regarding respectful maternity care among nursing students in selected nursing colleges Guwahati, Assam. **Method:** A pre-experimental one group pretests and posttest design was used to accomplished the objectives. Study was undertaken among 173 nursing students in selected nursing colleges Guwahati, Assam by using stratified random sampling technique. Self-structured knowledge questionnaire was used to explore the effectiveness of structured teaching programme. **Results:** Out of 173 nursing students, in the pretest 70.52%, 24.86%, 4.62% had moderate, adequate and inadequate knowledge respectively. In post-test 63.58%, 36.42%, 0% had adequate, moderate and inadequate knowledge respectively. The mean knowledge score in pre-test and post-test was 17.32 and 21.57 with standard deviation of 4.44 and 3.62 respectively. The calculated paired 't' test value is 16.967 was found to be statistically highly significant at p<0.001 level, which clearly infers that structured teaching programme was found to be effective in improving the level of knowledge in the post test. There was significant association of knowledge with age, gender, batch, religion and place of residence. **Conclusion:** The investigator concluded that structured teaching programme was effective in bringing the desired changes in the knowledge of the nursing students.

INTRODUCTION:

Nursing is a very noble profession, an integral part of health care system, focused on providing proper holistic care to the sick and support to community in a best way. Every woman around the world has a right to receive respectful maternity care. The world health organization describes respectful maternity care as "the care organized for and provided to all women in a manner that maintains their dignity, privacy and confidentiality, ensures freedom from harm and mistreatment, and enables informed choice and continuous support during labor and childbirth." RMC is a universal human right that is due to every childbearing woman in every health system. However, many women across the globe experience disrespectful, abusive or neglectful treatment during childbirth in health institutions. The reported forms of Dis-Respect and Abuse (DRA) have been classified into seven categories: physical abuse, non-consented care, non-confidential care, non-dignified care, discrimination based on patient's attributes, abandonment of care and detention in facilities. According to WHO The maternal mortality is unacceptably high. Estimates for 2017 shows that some 810 women die every day from pregnancy or childbirth related complication around the world. In 2017 ,295000 women died during and following childbirth. 94% of all maternal deaths occur in low and lower middle-income countries. Disrespect and abusive treatment of women by health care providers during the process of childbirth at health facility is an international problem. Childbirth is an important event in women's life and all women need and deserve to receive respectful care during labor and childbirth. Respectful maternity care is needed to eliminate the ill and abusive behavior by health care providers and associated with staff along with a sensitive and encouraging working environment to make a woman feel satisfied during her childbirth experience. The health care workers and the student nurses were not aware about the concept of Respectful maternity care. Therefore, it is very important to impart knowledge among the student nurses, so that they will be able to practice Respectful maternity care which will help to achieve a healthy mother and healthy baby, and it will help to build a healthy nation

OBJECTIVES

1.To assess the level of knowledge regarding respectful maternity care among nursing students before and after administration of structured teaching programme.

2. To determine the effectiveness of structured teaching programme on knowledge regarding respectful maternity care among nursing students in selected nursing colleges, Guwahati, Assam.

3.To find out the association between pretest knowledge regarding respectful maternity care among nursing students with the selected demographic variables.

REVIEW OF LITERATURE

Section I: Literature Related To Respectful Maternity Care During Childbirth.

Rajkumari B, Devi NS, Ningombam J, Ingudam D (2021) conducted a cross sectional study on assessment of respectful maternal care during childbirth: Experiences among 231 mothers in Manipur. The objective of the study is to determine the prevalence and types of disrespect and abuse among mothers during childbirth and its associated factors. The result shows that prevalence of any form of abuse present was (96.5%) with the domain "Facility and Environment" having the highest score for abuse (77.5%) followed by the domain "Predictability and Transparency of payment" (75.3%). The lowest score of abuse was found in the domain "Trust" (9.5%). It is concluded that nearly almost all of the respondents (96.5%) faced some from of abuse in one domain or the other. There is a need for greater action, research and advocacy for promoting dignified maternal health care services.

Section II: Literature Related To Effectiveness Of Planned Teaching Programme On Respectful Maternity Care

Manimegalai M et al (2022) conducted a quantitative research study among 30 staff nurses on effectiveness of structured teaching programme on knowledge regarding respectful maternity care in SCPM Hospital Gonda. The result shows that in pre-test (76.67%) of the nurses had inadequate level of knowledge score, (23.33%) of them having moderate level of knowledge score and none of them are having adequate level of knowledge score. In post-test (73.33%) of them having moderate level of knowledge score and (26.67%) of them are having adequate level of knowledge score. The result shows that post-test mean Knowledge score was higher than the pre-test mean score. This study concluded that the structured teaching programme was effective to improve the knowledge of staff nurse.

Section III: Literature Related To Knowledge And Perception Of Respectful Maternity Care.

Pathak P, Ghimire B (2020) conducted a descriptive cross-sectional study among 150 mothers on perception of women regarding respectful maternity care during facility-based childbirth in Nepal. The result shows that out of (84.7%) women reported that they have experienced overall RMC and some of them also revealed that they have experienced disrespectful care in various forms such as being

shouted (30.0%), being slapped (18.7%), delayed service provision (22.7%) and not talking positively about pain and relief during childbirth (28.0%). In conclusion, even though RMC emphasizes eliminating disrespectful sand abusive environment from health facilities, (15%) of participants perceived that they have not experience overall RMC services.

Research Methodology
Research Approach: Quantitative approach

Research Design: Pre-experimental one group pretest -posttest design

Variables
Dependent Variable: Knowledge

Independent Variable: Structured teaching programme

Demographic Variables: In this study the demographic variables are age, gender, professional qualification, previous education, religion, type of family, place of residence, previous exposure to maternity hospital, attended any workshop /conference on respectful maternity care (prior).

Setting Of The Study: Selected Nursing Colleges of Guwahati, Assam.

Population: Nursing students.

Target Population: 4th year BSc nursing, 2nd year Post basic BSc nursing students studying in nursing colleges.

Accessible Population: 4th year BSc nursing, 2nd year Post basic BSc nursing students studying in selected nursing colleges, Guwahati, Assam.

Sample: 4th year BSc nursing, 2nd year Post basic BSc nursing students studying in selected nursing colleges, Guwahati, Assam and who fulfils the inclusion criteria.

Sample Size: 173

Sampling Technique: Stratified random sampling technique was used in this study.

Inclusion Criteria: In this study, the inclusion criteria were
a) Nursing students who were present on the day of data collection.
b) Nursing students studying in 4th year BSc nursing and 2nd year post basic BSc nursing.

Exclusion Criteria: In this study, the exclusion criteria were –
a) Nursing students who were not willing to participate.

Tools And Techniques:
Self-structured questionnaire was used to assess the level of knowledge, and the technique was self-reported.

Scoring Key:
Section I: Structured knowledge questionnaire on knowledge regarding respectful maternity care. The correct answer was given score of 1(one) and wrong score 0 (zero). The total score on knowledge regarding respectful maternity care was 30.

Category Of Knowledge Level:
Inadequate knowledge = ≤33% (≤10)
Moderate knowledge = 34%-68% (11-20)
Adequate knowledge = 69-100% (21-30)

Content Validity Of The Tool: The prepared instrument along with the problem statement, objectives and lesson plan on respectful maternity care was submitted to Nine experts.

Ethical Considerations:
1. Ethical permission to proceed with the study was taken from the Ethics committee, INS Trust, GNRC Dispur, Guwahati, Assam.
2. Written permission from the Principal of the selected Nursing Colleges of Guwahati, Assam.

Reliability Of The Tool: The reliability of the tool has done by using "Spearman brown Formula" for knowledge questionnaire. It was revealed that the reliability of the tool was 0.70 and hence it is reliable.
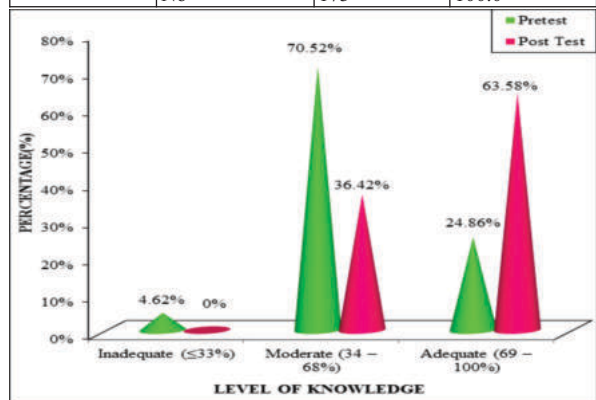
Pilot study: The pilot study was conducted from 30th November to 7th December, 2021. 36 samples were selected using stratified random sampling technique. And the study was found to be feasible.

Main study: The main study was conducted from 19th January to 3rd February 2022. 173 samples were selected using stratified random sampling technique.

RESULTS:
Table-I: Frequency And Percentage Distribution Of Nursing Students According To Demographic Variables N=173

Demographic Variables		Frequency (f)	Percentage (%)
Age in years			
	20 – 21	43	24.9
	22 – 23	92	53.2
	24 – 25	24	13.9
	>25	14	8.1
Gender			
	Male	5	2.9
	Female	168	97.1
Professional qualification			
	4th Year B.Sc. Nursing	134	77.5
	2nd Year Post Basic B.Sc. Nursing	39	22.5
Previous education			
	Higher secondary	132	76.3
	GNM	39	22.5
	Graduate	-	-
	Others	2	1.2
Religion			
	Hinduism	58	33.5
	Islam	40	23.1
	Christian	62	35.8
	Others	13	7.6
Type of family			
	Nuclear	147	85.0
	Joint	24	13.8
	Extended family	2	1.2
Place of residence			
	Rural	84	48.6
	Urban	89	51.4
Exposure to Maternity hospital			
	Yes	128	74.0
	No	45	26.0
Exposure to the type of maternity hospital			
	Government hospital	5	2.9
	Private hospital	2	1.2
	Mission hospital	14	8.1
Workshop/ conference attended on respectful maternity care			
	Yes	-	-
	No	173	100.0

Figure-I: Frequency And Percentage Distribution Of The Nursing Students According To Their Level Of Knowledge Regarding Respectful Maternity Care Before And After Administration Of Structured Teaching Programme n=173

Table -II: Mean, Range, Standard Deviation And Paired T Test Value Of Knowledge Of The Student Nurses Regarding Respectful Maternity Care Before And After Administration Of Planned Teaching Programme N=173   S= significant

LEVEL OF KNOWLEDGE	MEAN	RANGE OF SCORES	SD	TOTAL SCORE	PAIRED 't' TEST VALUE
PRE-TEST KNOWLEDGE	17.32	6-27	4.44	30	t = 16.967 p = 0.0001, S*** at p<0.001
POST TEST KNOWLEDGE	21.57	13-30	3.62	30	

Table III: Association Of Pretest Knowledge With Selected Demographic Variables n=173

Demographic Variable	Chi-Square (^{2}) value	df	p-value	Remarks
Age in years	14.905	6	0.021	Significant at p<0.05
Gender	36.103	2	0.0001	Significant at p<0.001
Batch	7.180	2	0.028	Significant at p<0.05
Previous education	7.817	4	0.099	Not significant at p<0.05
Religion	44.500	6	0.0001	Significant at p<0.001
Type of family	5.788	4	0.216	Not significant at p<0.05
Place of residence	9.939	2	0.007	Significant at p<0.01
Exposure to maternity hospital	5.491	2	0.064	Not significant at p<0.05
Exposure to the type of maternity hospital	9.657	6	0.140	Not significant at p<0.05

Table III depicted that there was significant association between pre-test knowledge with age, gender, batch, religion and place of residence, whereas there was no significant association with other selected demographic variables such as previous education, exposure to maternity hospital and workshop or conference attended on respectful maternity care.

DISCUSSION

In the present study, the structured teaching programme on knowledge regarding Respectful Maternity Care among nursing students was found to be effective in improving the post-test level of knowledge. It was observed that out of 173 student nurses in pre-test majority (70.52%) had moderate knowledge, (24.86%) had adequate knowledge and only (4.62%) had inadequate knowledge. In post-test majority (63.58%) had adequate knowledge and (36.42%) had moderate knowledge and none of them had inadequate knowledge. The mean knowledge score in pre-test was 17.32 with standard deviation 4.44. In post-test mean knowledge score was 21.57 with standard deviation 3.62. The mean difference score was 4.25. The calculated Paired 't' test Value of t =16.967 was found to be statistically significant at p<0.001 level which clearly infers that the administration of Structured Teaching Programme on knowledge regarding Respectful Maternity Care among nursing students was found to be effective in improving the post-test level of knowledge. The findings are supported by similar study which was done by **Manimegalai M et al (2022)** on effectiveness of structured teaching programme on knowledge regarding respectful maternity care in SCPM Hospital Gonda. The result shows that post-test mean Knowledge score was higher than the pre-test mean score.

The analysis depicted that there was significant association between pre-test knowledge with age, gender, batch, religion and place of residence, whereas there was no significant association with other selected demographic variables such as previous education, exposure to maternity hospital and workshop or conference attended on respectful maternity care.

CONCLUSION

From this study, it was observed that out of 173 student nurses of selected nursing colleges of Guwahati Assam, out of 173 student nurses in pre-test majority 122(70.52%) had moderate knowledge, 43(24.86%) had adequate knowledge and only 8(4.62%) had inadequate knowledge. In post-test majority 110(63.58%) had adequate knowledge and 63(36.42%) had moderate knowledge and none of them had inadequate knowledge. Through this study the investigator concludes that the administration of Structured Teaching Programme on knowledge regarding Respectful Maternity Care among nursing students was found to be effective in improving the post-test level of knowledge and it was found that majority of nursing students are aware about respectful maternity care. This study will help the students' nurses to practice Respectful maternity care while handling the childbearing mother, which will help to achieve a healthy mother and healthy baby, and it will help to build a healthy nation.

REFERENCES:
1. Copeland D. Respectful Maternity Care Charter [Internet]. White Ribbon Alliance. 2019 [cited 2019, September 27]. Available from: https://www.whiteribbonalliance.org/respectful-maternity-care-charter/.
2. Rajkumari, B., Devi, N. S., Ningombam, J., & Ingudam, D. (2021). Assessment of respectful maternity care during childbirth: Experiences among mothers in Manipur. Indian journal of public health, 65(1), 11–15. https://doi.org/10.4103/ijph.IJPH_430_19
3. Manimegalai M. (2022) effectiveness of structured teaching programme on knowledge regarding respectful maternity care among staff nurses. International journal of advanced research,2022,http://dx.doi.org/10.21474/ijar01/14397
4. Pathak, P., & Ghimire, B. (2020). Perception of Women regarding Respectful Maternity Care during Facility-Based Childbirth. Obstetrics and gynecology international, 2020, 5142398. https://doi.org/10.1155/2020/5142398