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A study to assess the effectiveness of structured teaching programme on knowledge and skill regarding antenatal care among nursing students in Shimla nursing college, Shurala, Shimla H.P. 2020-2022

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Abstract

Prenatal care, also known as antenatal care/ antenatal examination is a type of preventive healthcare. It is provided in form of medical check-ups, consisting of recommendations on managing a healthy lifestyle and the provision of medical information such as maternal physiological changes in pregnancy, biological changes, and prenatal nutrition including prenatal vitamins, which prevents potential health problems throughout the course of the pregnancy and promotes the mother and child's health alike. The availability of prenatal care, including prenatal screening and diagnosis, has played a part in reducing the frequency of maternal death, miscarriages, birth defects, low birth weight, neonatal infections and other preventable health problems.

Methodology: Quantitative research approach will be used one group pre-test post-test design for the study. The sample size was 50 for final study and its 10% i.e., for pilot study. Non- Probability Purposive sampling technique was used to select study sample. Data was collected by using demographic variables, Self-structured knowledge questionnaire, observational checklist and Objective Structured Clinical examination. The pilot study was done by the researcher in Modern nursing college, Shimla, Himachal Pradesh. The final study was conducted by researcher in Shimla Nursing College, Shurala, Shimla Himachal Pradesh. Data analysis was planned descriptive and inferential statistics.

Result: The findings of the study revealed that Pre-test mean was 15.06 with standard deviation 2.298 and Post-test knowledge mean was 24.24 with standard deviation 2.825. Result showed that mean Post-test knowledge score was higher than mean Pretest knowledge score at paired 't' value = 20.374 which was significant at 0.05 level of significance. There was no association of knowledge score found among nursing students with selected demographic variables. Pre-test skill (Observational checklist) score mean was 9.38 with standard deviation 2.127 and Post-test skill score mean was 16.54 with standard deviation 2.315. Result showed that mean Post-test skill score was higher than mean Pre-test skill score at paired 't' value = 22.938 which was significant at 0.05 level of significance. There was no association of skill score found among nursing students with selected demographic variables. Pre-test (OSCE) score mean was 12.64 with standard deviation 3.262 and Post-test (OSCE) mean was 21.76 with standard deviation 3.172. Result showed that mean Posttest skill score was higher than mean Pre-test skill score at paired 't' value = 15.003 which was significant at 0.05 level of significance. There pre-test skill (OSCE) association was seen between occupational status of father and occupation status of mother. There was no significant association of skill is found among nursing students regarding antenatal care.

Conclusion: The study concluded that structured teaching programme was effective to improve the knowledge and skill regarding Antenatal care among nursing students.

Keywords: Assess, effectiveness, structured teaching program, knowledge, skill, antenatal care (examination), nursing students

Introduction

Pregnancy and delivery leave their marks on women's lives as well as the lives of their families. There may be a lot of optimism and excitement at this time. The basic objective of prenatal care is to ensure that the mother and child are safe at the conclusion of pregnancy. More important than quantity is care's quality.

Specialized attention and well accepted preventative measures are necessary throughout pregnancy.² Pregnancy is the time of many improvements in physiology and physical. In a woman's life, pregnancy and delivery are the two primary events. Women need special treatment during pregnancy as it provides two health benefits, first as a community adult member and second as a consequence of her pregnancy. All human life is born of women on this planet. Motherhood happiness cannot be conveyed in words. Any culture considers it as a big event in the family to be pregnant or to deliver a child. Reproduction and family development are of fundamental importance to most cultures and indeed to the emotional lives of most people. A woman builds the basis of such family during the whole of her mothering function. The biological process of childbirth supports the continuity of the family. Pregnancy physiological changes take place progressively but ultimately affect all body organ systems. Psychological changes take place not only because of physiological changes but also because of the increased obligation connected to welcome the 2 family to a new individual who is entirely dependent on him. ³ For the growth of the fetus and indeed the condition of the mother, proper care is required throughout pregnancy. It's important to encourage good conduct and parenting skills throughout pregnancy.

Need of the study

At all stages of the healthcare system, obstacles that prevent women from receiving high-quality maternal health care must be found and removed in order to promote maternal health. The ability to understand one's health state and the value of adequate prenatal care and examinations is a key component for women. Data in this respect is barely accessible since very few studies regarding this aspect for maternal health were conducted in India. This research was carried out to ascertain the degree of prenatal care-related knowledge, attitude, & practice among such pregnant women as well as to gauge their awareness of their personal well-being throughout pregnancy. This will act as the starting point for comparison and assist in future planning for the Health Intervention Program. Pregnant women should attend prenatal clinics as often as possible, with the recommended range being monthly visits from the time of diagnosis until week 28 of pregnancy, bimonthly visits from week 36 forward, and finally weekly visits in the last four months of pregnancy. If a current medical condition or any related consequences are discovered, more visits could be required. 2015 saw an average of 830 women worldwide each day passing away from issues related to pregnancy or delivery. Bringing the maternal and neonatal mortality (MMR) down to less than 70 live births per 100000 before 2030 from 216 / 100 000 in 2015. Sustainable development goals (SDG) A worldwide annual level of reduction from at least 7.5% is necessary to meet the target, that is more than three times the yearly rate of reduction attained between 1990 - 2015. Since the required medical procedures are well understood, the majority of maternal fatalities may be avoided. Therefore, it is imperative to improve the availability of top-notch care for women before, during, and after giving birth.

Methodology

Quantitative research approach will be used one group pre-

test post-test design for the study. The sample size was 50 for final study and its 10% i.e., for pilot study. Non-Probability Purposive sampling technique was used to select study sample. Data was collected by using demographic variables, Self-structured knowledge questionnaire, observational checklist and Objective Structured Clinical examination. The pilot study was done by the researcher in Modern nursing college, Shimla, Himachal Pradesh. The final study was conducted by researcher in Shimla Nursing College, Shurala, Shimla Himachal Pradesh. Data analysis was planned descriptive and inferential statistics.

Results

Section 1: Findings related to description of frequency and percentage of demographic variables among nursing students

In terms of age (in years), the majority of staff nurses were between the ages of 22 and 23, or 24 (48.0%), 15 (30%) between 24 and 25, and 11 (22.0%) between 20 and 21. None of the pupils were under the age of 26. In terms of class, 30 (or 60%) of the nursing students were B.Sc. nurses, and 20 (or 40%) were G.N.M. nurses. None of the pupils were from courses beyond post-basic. When it came to religion, 50 nursing students (100.0%) belonged to the Hindu faith. None of the pupils practiced Islam, Christianity, or another religion. Regarding family structure, the majority of nursing, or 26 (52.0%), come from joint families, while 24 (48%) come from nuclear families. All nursing students were not related by blood. Regarding their place of residence, the majority of nurses students came from urban areas: 27 (54.0%) and rural areas: 23 (46.0%). Nobody in the class was from a semi-urban location. In terms of family monthly income, the majority of nursing students, or 21 (42.0%), had an income of \$20,001–\$25,001, 15 (30.0%), had an income of \$15,001– \$20,000, and 14 (28.0%) had an income of \$10,000–\$15,000. None of the nursing students' families made more than \$25,000 per month. The majority of nursing students, 36 (72.0%), had fathers with graduate degrees, 10 (20.0%) with postgraduate degrees, and 4 (8.0%) with just primary degrees. None 52 of the fathers of nursing students had a formal education. In terms of mothers' educational backgrounds, the majority of nursing students, or 31 (62.0%), had elementary education, 18 (36.0%) had graduated, and 1 (2.0%) had no formal education. None of the mothers of nursing students have since graduated. Regarding the fathers' occupations, the majority of nursing students, or 23 (46.0%), were in the private sector, followed by 22 (44.0%) company owners and 5 (10.0%) employees of the government. None of the fathers of students had occupations that fit into any other category. In terms of mothers' jobs, the majority of nursing students' mothers, or 27 (54.0%), were homemakers. The least number of nursing students' mothers, or 1 (2.0%), were employed by the government or had other employment. Regarding prior information, 33 nursing students, or 65.0%, learned it through the internet, whereas 17 students, or 34.0%, learned it from books. No nursing student's prior knowledge fits into a different group.

Section 2: Findings related to assessment of the pre- test and post-test knowledge and skill scores regarding antenatal care among nursing students

Table 1: Depicts frequency and percentage distribution of pre-test skill score (observation checklist) regarding among nursing students N= 50

S. No.	Level of skill	Range of skill	Frequency (f)	Percentage (%)
1.	Good	15-21	1	18%
2.	Average	8-14	40	80%
3.	Poor	0-7	9	2%

Minimum score= 0
Maximum score= 21

Table 4.7: Revealed that among nursing students, their pre-test competence score on the observational checklist for prenatal care. 90% of nursing students had strong

competence, compared to 40% who had ordinary ability. One in two (1.2%) nursing students lacked proficiency.

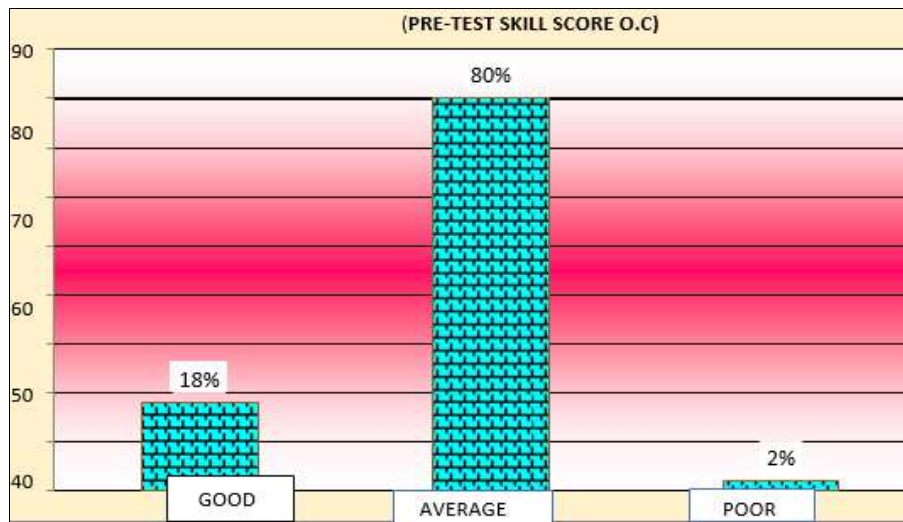


Fig 1: Depicts cone diagram regarding percentage distribution of pre-test skill scores (observational checklist) regarding antenatal care among nursing students

Table 2: Depicts frequency and percentage distribution of post-test skill scores (observational checklist) regarding antenatal care among nursing students N=50

S. No.	Level of skill	Range of skill	Frequency (f)	Percentage (%)
1.	Poor	0-7	0	0%
2.	Average	8-14	5	10%
3.	Good	15-21	45	90%

Minimum score= 0
Maximum score= 21

Table 4.8: Shown in the post-test competence score (observational checklist) for nursing students' knowledge of prenatal care. 45 (90%) of the nursing students had strong

skills, and 5 (10%) had moderate skills. None of the nursing students lacked proficiency.

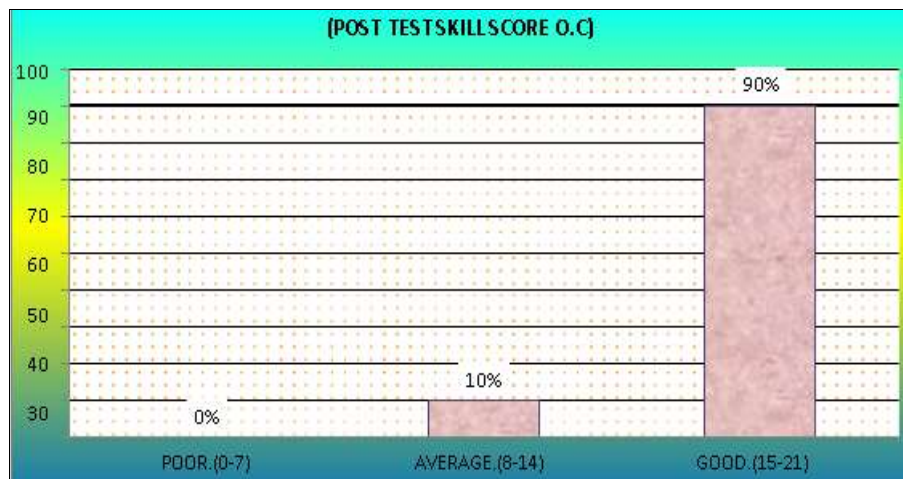


Fig 2: Depicts cylindrical diagram regarding percentage distribution of post-test skill scores regarding antenatal care among nursing students

Discussion

The chosen research hypothesis, the opposing viewpoints in regard to the review article, and the findings of the statistical analysis of the study's data were all covered in this chapter. The goal of the present study was to assess how prenatal care knowledge and competence among nursing students were enhanced by a structured program. The aim of the study was to assess the knowledge and skill regarding antenatal care among nursing students. The study's findings have been examined in relation to the following goals. 1. To assess the pre-existing knowledge regarding Antenatal care among nursing students in Shimla Nursing College, Shurala, Shimla [H.P.]. The majority of nursing students, 48 (96%) had relatively sufficient levels of knowledge, according to the pre-test knowledge score, while just 2 (4%) had unsatisfactory levels. None of them had sufficient understanding about prenatal care. The Yogeswari, M. and Dr. Jayasankari, S. Effect of video-assisted learning on participants' knowledge of and attitudes regarding prenatal care (2020) expectant women research provided funding for the current study. According to the study's findings, in the pre-test, none of them demonstrated significant knowledge, whereas 12 (40%) and 18 (60%) had just somewhat good understanding. In the pre-test, 27 (90%) had favourable attitudes, whereas 3 (10%) had indifferent attitudes. 2. To assess pre-existing skill regarding Antenatal care among nursing students. The overall in pre-test, Skill [observational checklist & OSCE]. Pre-test observational checklist revealed that the majority of nursing students - 40, or 80% - had average skills, nine, or 18%, had excellent skills, and at least one, or 2%, had low skills. OSCE pre-test 14 (28%) of the nursing students showed low skill, whereas 36 (72%) had moderate performance. All nursing students lacked enough knowledge of prenatal care. The present study was supported by KC Rani Vidya and Porselvi M (2018) – Thirty nursing students from a chosen nursing college in Villupuram, Tamil Nadu, participated in quasi-experimental research to compare the efficiency of objective standardized clinical evaluation and conventional clinical examination on pregnancy evaluation. The approach of probability simple random was used. Checklist for OSCE and clinical examination. The results showed that none of them have had sufficient skills in prenatal evaluation in the OSCE pre-test, while the majority of 19 (63%) had somewhat good skills and 11 (37%) had deficient abilities.

Conclusion

The study concluded in Pre- test knowledge score was moderately adequate knowledge among nursing students whereas in post-test nursing students had adequate knowledge; Pre- test skill score of observational checklists was average skill among nursing students whereas in post-test nursing students had good skill; whereas in Pretest skill score of OSCE had average whereas in post-test nursing students had good skill regarding antenatal care. As after administration of intervention i.e., structured teaching program knowledge and skill among nursing students had been improved. As a result, structured teaching programs were shown to be beneficial in enhancing nursing students' knowledge and skills.

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Conflict of interest

There are no conflicts of interest.

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