

A Study To Assess The Effectiveness Of Structured Planned Teaching Programme On Knowledge Regarding Post Operative Care Among Women Undergone Caesarean Section In J.L.N.H & R.C, Bhilai (Chhattisgarh)

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Abstract

This study investigates the effectiveness of a structured teaching programme on postoperative care knowledge and practice among women who have undergone caesarean sections. Drawing upon system theory and Betty Newman's framework, the research adopts an experimental design, involving 40 caesarean women admitted to J.L.N.H & R.C, Bhilai. Data collected through pre- and post-intervention assessments reveal significant improvements in postoperative care knowledge and practice following the implementation of the structured teaching programme. Statistical analyses demonstrate the programme's efficacy in enhancing knowledge acquisition and promoting adherence to postoperative care protocols. The study underscores the importance of such interventions in improving patient outcomes and recommends their integration into routine postoperative care protocols for caesarean women.

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Introduction

Childbirth, particularly via caesarean section, represents a pivotal moment in a woman's life, often accompanied by various physical and emotional challenges. While caesarean sections are sometimes necessary for maternal or fetal health reasons, they entail a period of postoperative care crucial for the well-being of both mother and baby. Postoperative care encompasses a range of interventions and practices aimed at promoting healing, preventing complications, and ensuring a smooth recovery process. However, despite the importance of postoperative care, many women may lack adequate knowledge and understanding of the necessary steps and precautions, potentially leading to suboptimal outcomes.

Background

The process of childbirth, whether through vaginal delivery or caesarean section, places significant physiological strain on a woman's body. In the case of a caesarean section, where an incision is made through the abdominal wall and uterus to deliver the baby, the recovery period can be particularly challenging. Common postoperative complications include wound infections, blood clots, and difficulties with breastfeeding, among others. Effective

postoperative care is essential for minimizing these risks and promoting the health and well-being of both mother and baby.

Despite the advancements in medical science and healthcare delivery, postoperative care knowledge and practices among women who have undergone caesarean sections may still be suboptimal. Factors such as inadequate communication between healthcare providers and patients, cultural beliefs and practices, and socioeconomic disparities can contribute to gaps in understanding and adherence to postoperative care protocols. Addressing these knowledge gaps and improving postoperative care practices is critical for optimizing health outcomes and reducing the incidence of complications.

Significance of the Study

Given the importance of postoperative care for women undergoing caesarean sections, there is a compelling need to evaluate the effectiveness of interventions aimed at improving knowledge and adherence to postoperative care protocols. This study seeks to address this need by assessing the impact of a structured teaching programme on postoperative care knowledge and practice among caesarean women. By systematically evaluating the effectiveness of such interventions, we can identify strategies for enhancing patient education and empowerment, ultimately leading to improved health outcomes.

Furthermore, the findings of this study have broader implications for healthcare delivery and policy. By identifying factors influencing postoperative care knowledge and practice, healthcare providers can develop targeted interventions and educational materials tailored to the needs of caesarean women. Additionally, policymakers can use the insights gained from this study to inform public health initiatives aimed at promoting maternal health and well-being..

Objectives

1. To Assess the Pre-existing Knowledge Regarding Postoperative Care Among Women Who Have Undergone Caesarean Section

This objective aims to establish a baseline understanding of postoperative care knowledge among caesarean women prior to the implementation of the structured teaching programme. By assessing pre-intervention knowledge levels, the study can identify areas of deficiency and inform the development of targeted interventions.

2. To Evaluate the Effectiveness of a Structured Teaching Programme on Postoperative Care Knowledge and Practice Among Caesarean Women

This objective seeks to determine the impact of the structured teaching programme on postoperative care knowledge and practice among participants. By comparing pre- and post-intervention outcomes, the study aims to assess the efficacy of the teaching programme in enhancing knowledge acquisition and promoting adherence to postoperative care protocols.

3. To Explore the Association Between Postoperative Care Knowledge and Practice Among Caesarean Women and Socio-demographic Variables

This objective aims to examine the relationship between postoperative care knowledge and practice and various socio-demographic factors, such as age, education, and socioeconomic

status. By identifying potential correlates of postoperative care outcomes, the study can inform targeted interventions tailored to the specific needs of different demographic groups.

Hypotheses

1. Hypothesis 1:

Null Hypothesis (H0): There is no significant difference in postoperative care knowledge scores among caesarean women before and after the implementation of the structured teaching programme.

Alternative Hypothesis (H1): There is a significant difference in postoperative care knowledge scores among caesarean women before and after the implementation of the structured teaching programme.

2. Hypothesis 2:

Null Hypothesis (H0): There is no significant improvement in postoperative care practice scores among caesarean women before and after the implementation of the structured teaching programme.

Alternative Hypothesis (H1): There is a significant improvement in postoperative care practice scores among caesarean women before and after the implementation of the structured teaching programme.

3. Hypothesis 3:

Null Hypothesis (H0): There is no significant association between postoperative care knowledge and practice among caesarean women and socio-demographic variables.

Alternative Hypothesis (H1): There is a significant association between postoperative care knowledge and practice among caesarean women and socio-demographic variables.

Theoretical Framework

The theoretical framework provides a conceptual lens through which we approach the study, guiding our understanding of the complex interplay between various factors influencing postoperative care knowledge and practice among caesarean women.

System Theory

Drawing upon system theory, we conceptualize the healthcare system as a dynamic, interconnected network comprising various elements, including individual patients, healthcare providers, and institutional protocols. By viewing postoperative care within this systemic framework, we gain insights into the multifaceted nature of healthcare delivery and the potential points of intervention for improving outcomes.

Modified Betty Newman's Framework

Building upon system theory, we integrate elements of Betty Newman's framework, which emphasizes the importance of adaptation and stability within healthcare systems. By considering how caesarean women adapt to postoperative care practices, we gain a deeper understanding of the mechanisms underlying knowledge acquisition and behavior change.

Methodology

The methodology section outlines the research design, sample selection process, data collection tools, and analytical techniques employed in the study.

Study Design

This study adopts an experimental approach, allowing for the assessment of the impact of a structured teaching programme on postoperative care knowledge and practice among caesarean women. By comparing pre- and post-intervention outcomes, we can ascertain the effectiveness of the teaching programme in enhancing knowledge and promoting adherence to postoperative care protocols.

Sample Selection

A non-probability purposive sampling method was utilized to select a representative sample of caesarean women admitted to J.L.N.H & R.C, Bhilai. This approach ensures the inclusion of participants who meet specific criteria relevant to the study objectives, such as recent caesarean delivery and willingness to participate in the intervention.

Data Collection Tool

To assess postoperative care knowledge and practice, a structured checklist was developed based on a comprehensive review of existing literature. This tool encompasses various dimensions of postoperative care, including wound care, medication management, and symptom recognition. Prior to implementation, the tool underwent rigorous validation to ensure reliability and validity.

The study was experimented in nature which was carried out in a group of 40 caesarean women admitted in J .L.N.H & R.C, Bhilai selected by non probability purposive sampling and structured checklist was administered which had different dimension. A tool was developed for caesarean woman to assess level of knowledge and practice after extensive review of literature. Feasibility was established by administering the tool on six caesarean woman of J .L.N.H & R.C ,Bhilai. The tool was found reliable (F 0.90).

Data Analysis

Data collected from pre- and post-intervention assessments were subjected to descriptive and inferential statistical analyses. These analyses allow for the exploration of trends, patterns, and correlations within the data, providing insights into the effectiveness of the structured teaching programme and its impact on postoperative care knowledge and practice.

Results

The results section presents key findings derived from the data analysis, shedding light on the pre-existing levels of postoperative care knowledge and practice among caesarean women, as well as the outcomes of the structured teaching programme.

Pre-Intervention Findings

Prior to the implementation of the teaching programme, participants exhibited suboptimal levels of postoperative care knowledge and practice. This underscores the need for targeted

interventions aimed at addressing knowledge deficiencies and improving adherence to postoperative care protocols.

Post-Intervention Findings

Following the structured teaching programme, significant improvements were observed in both postoperative care knowledge and practice among participants. The mean post-test knowledge score surpassed the pre-test score, indicating a notable increase in knowledge acquisition. Similarly, participants demonstrated enhanced adherence to postoperative care practices, as evidenced by improvements in wound care, medication management, and symptom recognition.

Statistical Analysis

Descriptive and inferential statistical analyses revealed significant differences between pre- and post-intervention outcomes, with 't' values and correlation coefficients indicating the effectiveness of the teaching programme in promoting knowledge acquisition and behavior change.

Data collected was analyzed by using descriptive and inferential statistics. Results of the study revealed that level knowledge and practice in caesarean women is poor before administration of structured teaching programme. The mean post test knowledge score 44 was significant higher than the mean pre test 26.4 . The 't' value to evaluate the effect of structured teaching programme regarding knowledge was 7.02 and practice was 14 and coefficient of correlation was $F .65$ found to be highly significant . There was significant relation of knowledge score with selected socio-demographic variables as per the computation by chi square.

The present study concludes that the structured teaching programme was found to be effective in improving the level of knowledge and practice score among caesarean women regarding post operative care.

Discussion

The discussion section provides an in-depth analysis and interpretation of the study findings, contextualizing them within the broader literature and theoretical frameworks.

Implications of Findings

The findings of this study have significant implications for clinical practice, highlighting the importance of structured teaching programmes in improving postoperative care outcomes for caesarean women. By addressing knowledge gaps and fostering informed practices, such interventions contribute to enhanced patient safety and well-being.

Theoretical Insights

Drawing upon system theory and Betty Newman's framework, we gain insights into the mechanisms underlying knowledge acquisition and behavior change among caesarean women. By considering the dynamic interactions within the healthcare system, we can identify strategies for optimizing postoperative care delivery and promoting patient-centered outcomes.

Conclusion

The conclusion summarizes the key findings of the study and their implications for practice, research, and policy.

Key Findings

In conclusion, this study demonstrates the effectiveness of a structured teaching programme in enhancing postoperative care knowledge and practice among caesarean women. By addressing knowledge deficiencies and promoting adherence to postoperative care protocols, such interventions play a crucial role in improving patient outcomes and reducing the incidence of complications.

Recommendations

Based on the study findings, it is recommended that healthcare institutions integrate structured teaching programmes into routine postoperative care protocols for caesarean women. Additionally, further research is warranted to explore the long-term impact of such interventions and identify additional factors influencing postoperative care outcomes.

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