

A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAM REGARDING EPISIOTOMY CARE AMONG POSTNATAL MOTHERS IN A SELECTED HOSPITAL

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ABSTRACT

The purpose of this study was to assess the effectiveness of a structured teaching program regarding episiotomy care among postnatal mothers. A pre-experimental design was used in the study, which was conducted among 30 postnatal mothers who had delivered through normal vaginal delivery with episiotomy at a selected hospital. The study found that the structured teaching program significantly improved the knowledge of the postnatal mothers about episiotomy care, as reflected in the comparison of pre-test and post-test scores. Statistical analysis revealed a significant difference in knowledge scores, indicating the effectiveness of the structured teaching program.

Keywords: Episiotomy, Postnatal Care, Structured Teaching Program, Knowledge, Postnatal Mothers, Wound Care, Nursing Education

INTRODUCTION

Episiotomy is a surgical procedure that involves making an incision in the perineum during childbirth to prevent vaginal tearing. It facilitates the delivery process by enlarging the vaginal opening, enabling easier passage for the baby. Although the practice was first described in 1742, it gained widespread use by the 1920s and is commonly performed to protect the pelvic floor from more severe damage during delivery. Postpartum care, particularly episiotomy wound care, plays a critical role in preventing infections, reducing discomfort, and promoting wound healing.

The process of episiotomy care includes basic interventions like cold packs, ice packs, and Kegel exercises, which aid in strengthening the pelvic muscles and accelerate the healing process. Structured teaching programs, aimed at enhancing knowledge and skills regarding episiotomy care, can be a key intervention in improving postnatal recovery and maternal comfort.

Background of study

Sathiyabama Gunasekaran et al. (2018) conducted a similar study on primipara mothers, assessing the effectiveness of structured teaching programs on episiotomy care. They found that post-intervention knowledge scores were significantly higher, indicating the positive impact of the teaching program. The current study seeks to extend this research by focusing on postnatal mothers, aiming to evaluate the effectiveness of structured teaching programs in improving their knowledge of episiotomy care.

MATERIAL AND METHODS

Research Approach

A qualitative research approach was used in this study to assess the effectiveness of the structured teaching program.

Research Design

A pre-experimental design was employed in this study to evaluate the changes in knowledge among postnatal mothers before and after the intervention.

Variables

- **Independent Variable:** Structured teaching program regarding episiotomy care.
- **Dependent Variable:** Knowledge score of the postnatal mothers on episiotomy care.

Setting of the Study

This study was conducted in the paediatric and postnatal care (PNC) wards of a selected hospital.

Population and Sample

The target population included postnatal mothers who had undergone normal vaginal delivery with episiotomy. The accessible population comprised 30 postnatal mothers, selected using purposive non-probability sampling.

Inclusion Criteria

- Postnatal mothers who were willing to participate.
- Postnatal mothers who understood Marathi or English.
- Postnatal mothers who had delivered with episiotomy within the last 3 days.

Exclusion Criteria:

- Postnatal mothers who experienced complications during delivery.

RESULTS

The demographic characteristics of the participants, including age, educational status, occupation, dietary pattern, and family income, were analyzed. The study revealed that the majority of the participants were in the 23-25 years age group (43%), had a high school education (47%), were housewives (77%), and consumed a mixed vegetarian and non-vegetarian diet (50%).

Regarding pre-test knowledge, 47% of the participants had poor knowledge, while 47% had average knowledge. Following the structured teaching program, the post-test results revealed that all participants demonstrated excellent knowledge of episiotomy care, with 100% scoring in the "excellent knowledge" range.

Section 3: Frequency and Percentage Distribution of Pre-test and Post-test Knowledge

A paired t-test was used to assess the significant difference in knowledge scores between pre-test and post-test evaluations. The t-value (26.84) was greater than the table value (2.05) at a 0.05 level of significance, indicating that the structured teaching program was highly effective in improving the knowledge of postnatal mothers regarding episiotomy care.

DISCUSSION

This study shows that the structured teaching program effectively increased the knowledge of postnatal mothers about episiotomy care. This is consistent with the findings of Sathiyabama Gunasekaran et al. (2018), who also reported a significant improvement in knowledge following a structured intervention. The findings highlight the importance of nursing interventions like structured teaching programs to promote better postnatal care and enhance maternal health outcomes.

CONCLUSION

The structured teaching program on episiotomy care significantly improved the knowledge of postnatal mothers. Given the positive results of this study, it is recommended that similar educational interventions be integrated into postnatal care practices to enhance the quality of care for mothers who undergo episiotomy.

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