

Effectiveness of Structured Teaching Programme on Knowledge and Attitude Regarding Respectful Maternity Care among Nursing Students of Selected College, Gurgaon, Haryana

Ankita Malik¹, Ms. Komal Sharma², Prof. (Dr.) Dinesh Selvam S³

¹Main Author, ²Assistant Professor, ³Principal

¹M.Sc Nursing, Amity College of Nursing, Amity University Haryana

²Assistant Professor, Amity College of Nursing, Amity University Haryana

³Principal, Amity College of Nursing, Amity University Haryana

Abstract

Respectful Maternity Care (RMC) is crucial for promoting maternal health and safeguarding women's rights during childbirth. Nursing students as future healthcare providers must have adequate knowledge and positive attitudes towards RMC. The study objective was to assess the effectiveness of a structured teaching programme on knowledge and attitude regarding Respectful Maternity Care among nursing students.

A quantitative pre-experimental one-group pre-test post-test design was used. Fifty nursing students from Amity College of Nursing, Gurgaon, Haryana were selected by purposive sampling. Data was collected using a structured knowledge questionnaire and Likert scale for attitude. Intervention comprised a structured teaching programme on RMC. Pre-test and post-test scores were analyzed using descriptive statistics, paired t-test, and correlation. The study revealed that Post-intervention, 98% of nursing students demonstrated moderately adequate knowledge and positive attitude regarding RMC. Mean knowledge and attitude scores increased significantly ($p < 0.001$). However, correlation between knowledge and attitude was minimal and statistically insignificant

The structured teaching programme effectively enhanced nursing students' knowledge and attitude on Respectful Maternity Care independently. Targeted educational strategies addressing both knowledge and attitude are recommended.

Keywords: Respectful Maternity Care, Structured Teaching Programme, Knowledge, Attitude, Nursing Students

Introduction

The World Health Organization (WHO) defines respectful maternity care as “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”¹.

There are several studies throughout the world that attempted to explore the components of RMC during labor and birth from the labouring women’s and providers’ perspectives. These components generally include providing safe and timely care, nurturing positive interactions between midwives and women, protecting confidentiality, maintaining an active role in the labor process, obtaining the women’s consent before performing procedures, providing information regarding procedures to women, respecting patient privacy, and promoting freedom of choice as it related to position for labor and birth²

The incidence of disrespect and abuse (D&A) has been reported during provision of maternal care services in the health institutions³. This mistreatment not only violates human rights but also leads to distrust and influences women's decisions to seek health-care services⁴. Hence, improving the quality of health-care services by providing respectful maternity care (RMC) could lead to further reduction in MMR.

Respectful Maternity Care (RMC) ensures dignified, supportive, and non-abusive treatment during childbirth. Globally, many women experience disrespect and abuse during labor, impacting maternal and neonatal outcomes negatively. Nursing students, as future healthcare providers, must be adequately trained to deliver RMC. Educational interventions such as structured teaching programmes can improve knowledge and attitude, ultimately enhancing maternal care quality.

Objectives

This study statement was to assess the effectiveness of structured teaching programme on knowledge and attitude regarding Respectful Maternity Care among nursing students of selected college of Gurgaon, Haryana. The objectives of the study were:

1. To assess pre-test and post-test knowledge and attitude regarding Respectful Maternity Care among nursing students.
2. To determine the effectiveness of structured teaching programme on knowledge and attitude regarding Respectful Maternity Care among nursing students.
3. To find out the correlation between the level of knowledge and attitude regarding Respectful Maternity Care among nursing students.
4. To find out association between pre-test level of knowledge and attitude regarding Respectful Maternity Care among nursing students with selected demographic variables.

Methodology

A quantitative pre-experimental one-group pre-test post-test design was adopted to evaluate the effectiveness of the structured teaching programme. The study was conducted at Amity College of Nursing, Manesar, Gurgaon, Haryana. Fifty B.Sc. Nursing students were selected by purposive sampling technique. Structured knowledge questionnaire (32 items) was used to assess the knowledge on Respectful Maternity Care. Likert scale (10 items) was used to assess the attitude on Respectful Maternity Care.

Structured teaching programme was conducted for 55 minutes with the help of Powerpoint slides on the aspects of understanding of RMC, Importance and Principles of RMC, Universal Rights of Childbearing Women, Categories of Mistreatment and Legal Aspects, Best Practices and WHO Recommendations, Impact of RMC and Government Programs and Benefits. After approval from authorities and informed consent from the samples the pretest data was collected. The structured teaching was conducted followed by the posttest assessment was done.

Data were analyzed using SPSS. Frequency and Percentage distribution was used to assess demographic data and knowledge and attitude scores. Paired t-test was used to compared pre- and post-test scores. Chi-square test was used to assess the association of knowledge and attitude scores with demographic variables. Correlation Coefficient was used to assess the correlation between knowledge and attitude.

Results

Pre-test knowledge revealed that 7 (14%) had poor, 9 (18%) moderately adequate, and 34 (68%) adequate knowledge. Post-test revealed that 49 (98%) had adequate knowledge. With regard to Attitude- Pre-test revealed that 48 (96%) had neutral and 2 (4%) had negative attitude. post-test revealed 49 (98%) had positive attitude. The mean knowledge score increased from 16.3 to 22.9 (mean difference 6.6, $p < 0.001$). (Table 1) The mean attitude score increased from 20.7 to 25.3 (mean difference 4.6, $p < 0.001$). (Table 2) The correlation between knowledge and attitude was minimal and statistically insignificant. (Fig.1) There was no significant association of knowledge and attitude with demographic variables.

Discussion

The study demonstrated that the structured teaching programme significantly improved nursing students' knowledge and attitudes regarding Respectful Maternity Care. However, the lack of significant correlation suggests knowledge improvement alone may not suffice to change attitudes, indicating the need for separate targeted strategies addressing emotional and behavioral components.

Conclusion

The structured teaching programme was effective in increasing knowledge and fostering a positive attitude regarding Respectful Maternity Care among nursing students. Educational planners should consider designing interventions that independently target knowledge and attitudes to achieve comprehensive improvements in maternal care practices

Implications for Nursing

Nurses should provide respectful, informed care and educate pregnant women effectively. Nursing curricula must include RMC topics with experiential learning.

Support for ongoing professional development and resources is essential for disseminating Respectful Maternity care

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Table 1: Comparison between the mean, S.D, paired t test, table value at 0.05 of the pre-test and post-test level of Knowledge score

Paired T test	Mean± S.D	Mean%	Range	Mean diff.	Paired T test	P value	Table value at 0.05
Pretest Knowledge	22.9±6.115	71.56	9-30	6.600	7.9* Sig	<0.001	2.01
Posttest Knowledge	29.5± 1.93	92.19	22-31				

Table 2: Comparison between the mean, S.D, paired t test, table value at 0.05 of the pre-test and post-test level of Attitude score

Paired test	T	Mean± S.D	Mean%	Range	Mean diff.	Paired T test	P value	Table value at 0.05
Pretest Attitude		25.3±3.29	50.60	17-30	4.620	10.069* Sig	<0.001	2.01
Post-test Attitude		29.92±0.853	59.84	28-35				

Fig.1: Line diagram showing correlation between level of knowledge and attitude scores.

