

A study to assess the effectiveness of structural teaching programme on knowledge regarding the oral rehydration therapy in management of diarrhea among mothers of under five children in selected community.

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Abstract: Diarrhea is one of the top five causes of death among infants and under-five children in India ^[1], despite the availability of easily implementable interventions and existence of National Guidelines for management at the community level. Oral rehydration therapy (ORT) with oral rehydration salt (ORS) solution remains the cornerstone of appropriate case management of diarrheal dehydration and is considered the single most effective strategy to prevent diarrheal deaths in children. Diarrheal illnesses are the leading causes of childhood deaths beyond infancy; it is responsible for 24% of the deaths in children aged 1-4 years, and 17% of all deaths in children 5-14 years.^[1] Diarrhea is a common disease and is one of the major determinants of death in pediatric population of the developing Countries. Diarrhea is mainly develop by the lack of healthy practices such as improper breast feeding, unhygienic weaning practices unsafe drinking water, poor practice of hand washing and malnutrition. The mother of rural community areas are unaware about causes sign and symptoms of diarrhea and use of oral rehydration therapy for management of diarrhea.^[2] In this context, it was attempted to assess the effectiveness of a structured teaching programme on knowledge regarding the oral rehydration therapy in management of diarrhea among mothers of under five children. A quasi experimental approach with purposive sampling technique was used in the study. The findings of the study shows that the difference between pre-test mean knowledge score of control and experimental group was statistically non-significant at $p < 0.05$ level whereas the difference between post-test mean knowledge score of both groups was statistically highly significant at $p < 0.001$ level. It was thus concluded that the structured teaching programme was effective in raising the knowledge level of mothers of under five children regarding the oral rehydration therapy in management of diarrhea and there was statistically significant effect of age, educational status and occupation on knowledge level of mothers of under five children regarding the oral rehydration therapy in management of diarrhea.

Keywords: Diarrhea, Oral Rehydration Therapy, management, Knowledge, Structured Teaching Programme, Effectiveness, mothers of under five children.

I. Introduction

Diarrhea means passage of 3 or more loose or watery motions per 24 hours, resulting in excessive loss of fluid and electrolytes in stools. The signs of dehydration due to diarrhea remain unnoticed by the majority of mothers. Studies conducted all over the world, particularly in Bangladesh, India and Indonesia, have establish the value to this "Revolutionary concept" in counteracting dehydration which is known to be the main cause of deaths in acute diarrheal disease. Mothers basic knowledge about diarrhea depends on various factors such as educational status prior experience of managing the disease and even ethnicity.^[3]

Mother in the family occupies pivotal role. If mother is educated and having significant health awareness she will take the responsibility of increasing total family awareness which facilitates high standard of living. If mother having the knowledge about healthy practices such as hygienic weaning practices, safe drinking water improved nutrition and adopt the healthy practices by the mothers can raise the healthful living condition and decreases the morbidity and mortality rate of children.^[4]

Objectives:

1. To assess the pre-test knowledge regarding the oral rehydration therapy in management of diarrhea among mothers of under five children in control and experimental group.
2. To assess the post-test knowledge regarding the oral rehydration therapy in management of diarrhea among mothers of under five children in control and experimental group.

3. To compare the pre-test and post-test knowledge regarding the oral rehydration therapy in management of diarrhea among mothers of under five children in control and experimental group.
4. To find out the relationship of pre-test and post-test knowledge regarding the oral rehydration therapy in management of diarrhea among mothers of under five children in control and experimental group with selected demographic variables.

II. Methodology

Approach: Quasi experimental research approach

Design: Nonequivalent pre-test, post-test research design

Population: Mothers of under five children.

Sample Size: 40

Sampling Technique: Purposive Sampling Technique (NonRandom Sampling)

MATERIAL & METHOD

The present study was conducted at selected a community under PHC of Jerthi (Subash Nagar) Sikar, Rajasthan. The total sample consisted of forty mothers of under five children, twenty in control group and twenty in experimental group. Pre-test of control group was taken with the help of structured questionnaire to assess their knowledge regarding the oral rehydration therapy in management of diarrhea followed by a post-test after seven days. To avoid contamination pre-test and structured teaching to experimental group was given after post-test of control group. Post-test of experimental group was also taken after seven days.

The demographic variables included in the study were education status of mother, occupation, income, No. of children, education of husband, occupation of husband, type of family, health status of mother and size of family.

Plan for data analysis

Descriptive statistics: Mean, Mean percentage & Standard deviation.

Inferential Statistics: Chi square, Paired 't' test, unpaired 't' test and ANOVA (F).

MAJOR FINDINGS

- In experimental group majority of mothers (36.67%) are 20-25 age group whereas in control group majority of mothers (33.3%) are 25-30 year of age. In experimental group majority of mothers (36.67%) are higher secondary and in control group majority of mothers (26.6%) are higher secondary. In experimental group majority of mothers (36.67%) are belong 2 children whereas in control group majority of mothers (33.3%) are belong 3 children.
- Regarding the comparison of pre-test and post-test mean knowledge score of mothers in control and experimental group, the pre-test and post-test mean knowledge score of control group (26.52, 25.04) was not statistically significant, whereas the pre-test and post-test mean knowledge score of experimental group (24.15, 35.50) was highly significant at $p < 0.001$.
- Thus it was concluded that structured teaching program had definite impact to increase the knowledge level of mothers in experimental group.
- According to percentage distribution, in control group majority of mothers had below average pre-test (74%) and post-test (84%) knowledge score whereas in experimental group (74%) had below average pre-test knowledge score followed by (20%) excellent, (75%) good and (5%) average post-test knowledge score.
- According to areas of knowledge, in control group both pre-test and post-test mean knowledge score of mothers was lowest in the area of prevention (41.17%), (40.50%) followed by risk factors (51.58%), (53.66%) and general information of ORS therapy (56.66%), (58.89%) respectively. Similarly in experimental group pre-test mean knowledge score of mothers was lowest in area of prevention (44.83%), followed by risk factors (51.56%) and general information of ORS therapy (59.33%). Whereas the post-test mean knowledge score was highest in the area of general information of ORS therapy (77.33%) followed by prevention (74.00%) and risk factors (71.56%) respectively.
- There was statistically significant effect of education status of mother, occupation, income, No. of children, education of husband, occupation of husband, type of family, health status of mother and size of family regarding the oral rehydration therapy in management of diarrhea in control and experimental group.

III. Conclusion

The study concluded that the difference between pre-test mean knowledge score of control and experimental group was statistically non-significant at $p < 0.05$ whereas the difference between post-test mean knowledge score of both groups was statistically highly significant at $p < 0.001$. It was thus concluded that

structured teaching was effective in raising the posttest knowledge level of mothers of under five children in experimental group.

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Conflict of Interest: None

Ethical Consideration: An informed verbal consent was obtained from each study subject. It was ensured that treatment of child was not interfered and confidentiality and anonymity of each subject was ensured.

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