

A Study to Assess the Effectiveness of a Planned Teaching Programme on Knowledge Regarding Current Trends and Issue in Obstetrical and Gynaecological Nursing Among Students of 3rd Year GNM of M.M. Singhi Institute of Nursing, Ahmedabad

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Abstract

Nursing is regarded one of the oldest arts, despite being one of the youngest professions. Nursing techniques for newer and newest therapies, such as an infant care, pain management, client education and other interventions cannot be possible without fresh understanding. Research studies on current trends and issues in obstetrics and gynaecological nursing improve maternal and foetal health outcome. The study objectives were to assess the knowledge regarding current trends and issues in obstetrics and gynaecological nursing before and after implementation of planned teaching programmed among the students of 3rd year GNM of M.M. Singhi Institute of Nursing, Ahmedabad city. Second objective was to assess effectiveness of planned teaching programmed. And third objective was finding out association between pretest knowledge and post-test knowledge with selected demographic variables. A quasi-experimental design was adopted using a one-group pre-test and post-test approach to evaluate the effectiveness of the intervention. A total of 30 participants were selected through a non-probability purposive sampling technique. Data analysis was carried out using both descriptive and inferential statistical methods. The findings revealed that the mean post-test knowledge score was 26.63, which was notably higher than the mean pre-test score of 17.10, resulting in a mean difference of 9.53. To determine the statistical significance of this difference, a paired t-test was employed, and the results indicated a statistically significant improvement in knowledge following the intervention.

Keywords: Assessment, effectiveness, knowledge, trends and issues

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INTRODUCTION

Obstetrics and gynaecology nursing is a vital specialty within the healthcare system, dedicated to the comprehensive care of women throughout various stages of their reproductive lives. This field encompasses the management of health during pregnancy, labour, delivery, and the postpartum period, while also addressing broader gynaecological health concerns such as menstruation, contraception, infertility, and menopause. The role of nurses in this domain is crucial, as they provide essential support, education, and medical care to women, promoting their well-being and ensuring safe maternal and neonatal outcomes [1, 2].

In recent years, the landscape of obstetrics and gynaecology nursing has been rapidly evolving, driven by significant advancements in medical technology, diagnostic tools, treatment protocols, and evidence-based practices. Innovations such as improved prenatal screening, minimally invasive surgical techniques, enhanced pain management strategies, and personalized care plans have transformed the approach to women's healthcare. These developments demand that nursing professionals stay updated with the latest knowledge and skills to deliver high-quality care effectively [3, 4].

Despite these advancements, a persistent challenge in the field is the gap between emerging trends and the knowledge base of practicing nurses. This gap can limit nurses' ability to apply current best practices, potentially affecting patient safety, satisfaction, and overall health outcomes. Keeping pace with new information is essential not only for improving patient care but also for fostering the continuous professional development of nurses. Access to updated education and training is therefore indispensable for empowering nurses to integrate the latest research findings and clinical guidelines into their practice [5, 6].

Recognizing the importance of bridging this knowledge gap, the present study aims to assess the effectiveness of a planned teaching program designed to enhance the understanding of nursing students regarding current trends and issues in obstetrics and gynaecological nursing. By evaluating the impact of structured educational interventions, this study seeks to contribute valuable insights into how targeted teaching strategies can improve nursing competencies and support the ongoing evolution of nursing education. Ultimately, this effort aspires to strengthen the quality of care provided to women and advance professional nursing practice in this specialized field [7, 8].

OBJECTIVES

1. To evaluate the level of knowledge among 3rd-year General Nursing and Midwifery (GNM) students concerning current trends and emerging issues in obstetrics and gynaecological nursing, both prior to and following the implementation of a structured teaching programme at M.M. Singhi Institute of Nursing, Ahmedabad, Gujarat.
2. To assess the impact of the planned teaching programme on improving knowledge related to obstetrics and gynaecological nursing among 3rd-year GNM students at M.M. Singhi Institute of Nursing.
3. To explore the relationship between students' pre-test and post-test knowledge scores and their selected demographic characteristics among 3rd-year GNM students at M.M. Singhi Institute of Nursing, Ahmedabad, Gujarat.

METHODOLOGY

A one-group pre-test and post-test quasi-experimental research design was utilized to assess the impact of a structured teaching programme on enhancing students' knowledge about the latest trends and challenges in obstetrics and gynaecological nursing. This research design was chosen as it allows the investigator to observe the impact of an intervention on a single group by comparing knowledge levels before and after the implementation of the teaching programme. Although there was no control group, this design is effective for small-scale, institution-based studies where randomization may not be feasible.

Research Setting

The study was conducted at M.M. Singhi Institute of Nursing, located in Ahmedabad, Gujarat. The institute was chosen due to accessibility, cooperation from the authorities, and the availability of eligible participants.

Sample and Sampling Technique

The sample for the study comprised 30 students from the 3rd year GNM course, selected using a non-probability purposive sampling technique. This method was chosen based on the specific inclusion criteria and the feasibility of selecting participants readily available and relevant to the research objectives.

Inclusion Criteria

- Students who are presently studying in the 3rd year of the General Nursing and Midwifery (GNM) program at M.M. Singhi Institute of Nursing, Ahmedabad.
- Students who have given their consent to take part in the study.
- Students who were present during the data collection period.

Exclusion Criteria

- Students who were absent on the day of data collection.
- Students unwilling to participate in the study.

Development of Data Collection Tool

The data collection tool was carefully developed based on a thorough review of literature from multiple sources, including:

- Standard textbooks on obstetrics and gynaecology,
- Research articles,
- Dissertations and theses,
- Online academic platforms, and
- The professional experience of the investigator.

The *structured questionnaire* developed for this study was divided into two major sections:

Section 1: Demographic Data

This section gathered background information such as:

- Age.
- Gender.
- Previous exposure or knowledge related to obstetrics and gynaecological nursing.
- Source of information (books, internet, classroom teaching, seminars, etc.).

Section 2: Knowledge Assessment

- Current trends in obstetric and gynaecological practices.
- Contemporary issues such as maternal mortality, technological advancements, and patient safety.
- Updates in clinical procedures, legal and ethical considerations in obstetric care.

These questions were specifically designed to reflect the key learning objectives of the teaching programme and to evaluate the baseline and improved knowledge levels of the students.

Planned Teaching Programme

The content of the teaching programme included:

- Recent advances in obstetric technologies.
- Evidence-based practices in gynaecological care.
- Legal and ethical issues in maternal health.
- WHO guidelines and national programmes for women's reproductive health.
- Patient-centred care and communication skills in maternity services.

The teaching session was interactive and included visual aids, real-life case examples, and discussion-based learning to encourage student engagement and retention of knowledge.

The programme was implemented immediately after the pre-test on the same day. Following the session, the post-test was conducted to measure knowledge gained through the intervention.

Validity and Reliability of the Tool

Content Validity

The structured questionnaire and teaching content were reviewed and validated by *subject matter experts* in the field of obstetrics and gynaecological nursing. Feedback was obtained from faculty

members with master's-level qualifications from various nursing institutions to ensure the accuracy, relevance, and comprehensiveness of the questionnaire items.

Reliability

Reliability refers to the consistency and dependability of the research instrument. To establish reliability, a pilot test was conducted on three students from the same institute who were not part of the main study sample. The test-retest method was employed, and the reliability coefficient was calculated using Karl Pearson's correlation formula.

The reliability coefficient obtained was 0.909, which is well above the acceptable threshold of 0.70, indicating a high level of reliability. Thus, the tool was considered both reliable and appropriate for data collection in this study.

Ethical Considerations

Prior to the commencement of the study, written permission was obtained from the head of M.M. Singhi Institute of Nursing to conduct the research. Students were informed about the purpose of the study, and informed consent was obtained from each participant. Confidentiality and anonymity were strictly maintained throughout the study, and participation was entirely voluntary.

RESULT

Descriptive and inferential statistics was used to analyse the data. The data demonstrated that there was significant increase in knowledge of students. The mean post-test knowledge score was (26.63) higher than the mean pre-test knowledge score (17.10) with the mean difference of 9.53. Significance of the difference between pre-test and post-test knowledge was statistically tested using paired 't' test and it was found significant. Calculated 't' value ($t=15.882$) of knowledge score was greater than tabulated 't' value ($t=1.699$) which was statically proved and it revealed that the planned teaching programme on Current Trends and Issues in Obstetrics and Gynaecological Nursing among students of 3rd year GNM of M.M Singhi institute of nursing, Ahmedabad, was effective (Table 1).

Table 1. Comparison of pre-test and post-test knowledge scores on current trends and issues in obstetrics and gynaecological nursing among 3rd year GNM students (n=30).

| Variable | Mean Score | Mean Difference | Standard Deviation | Calculated t-value | Tabulated t-value | Significance (p-value) | Interpretation |
|---------------------------|------------|-----------------|--------------------|--------------------|-------------------|--------------------------|--|
| Pre-test Knowledge Score | 17.1 | | | | | | Baseline knowledge before intervention |
| Post-test Knowledge Score | 26.63 | 9.53 | | 15.882 | 1.699 | $p < 0.05$ (Significant) | Significant increase in knowledge observed |
| Paired t-test | | | | | | | Planned teaching programme was effective |

DISCUSSION

This study was designed to assess the impact of a planned teaching programme on the knowledge of nursing students regarding current trends and issues in obstetrics and gynaecological nursing. The evaluation focused on comparing students' knowledge levels before and after the intervention to determine the effectiveness of the educational programme. The findings demonstrated a substantial increase in knowledge following the implementation of the teaching module, as reflected by the mean post-test score of 26.63 compared to the pre-test mean score of 17.10. This improvement, representing a mean gain of 9.53 points or approximately 23.68%, provides clear evidence that the planned teaching programme significantly enhanced the students' understanding of the subject matter.

The notable increase in post-test knowledge scores suggests that the teaching programme was successful in delivering relevant, updated, and comprehensive information about contemporary issues and trends in obstetrics and gynaecological nursing. This improvement is critical given the dynamic nature of healthcare, where rapid advancements in medical technologies, treatment protocols, and evidence-based practices require continuous learning and adaptation by healthcare providers, especially nurses who play a pivotal role in maternal and women's health care.

Moreover, the results emphasize the importance of structured educational interventions in bridging the gap between existing knowledge and current clinical practices. The teaching programme's ability to elevate knowledge levels among students indicates that targeted, well-designed educational tools can effectively prepare future nurses to handle the complexities and evolving demands of their profession. This has far-reaching implications not only for individual student competence but also for the quality of patient care delivered in clinical settings. Enhanced knowledge translates into improved clinical decision-making, patient education, and adherence to best practices, which are essential for positive maternal and neonatal outcomes.

In addition to assessing knowledge improvement, the study examined whether demographic variables influenced pre-test knowledge levels. Using the Chi-square test to analyse associations, no statistically significant relationship was found between students' pre-test knowledge scores and selected demographic factors such as age, gender, or prior exposure to obstetrics and gynaecological topics. This finding suggests that the baseline knowledge among students was relatively uniform regardless of demographic differences, highlighting that educational interventions can be broadly applicable and beneficial across diverse groups of learners.

The lack of significant association between demographic variables and knowledge scores also underscores the universality of the learning needs among nursing students in this specialty. It implies that well-structured teaching programmes can be effectively implemented without the need for extensive customization based on demographic characteristics. However, ongoing assessment and adaptation remain important to ensure that the content meets the specific needs of various learner groups as nursing education continues to evolve [9, 10].

In conclusion, the study confirms that a planned teaching programme is a valuable educational strategy for significantly improving nursing students' knowledge of current trends and issues in obstetrics and gynaecological nursing. The programme's success demonstrates the potential for educational interventions to enhance nursing competency and ultimately contribute to better healthcare outcomes for women. Future initiatives could focus on expanding such programmes and incorporating varied teaching methods to further support nursing education and professional development in this critical healthcare field.

CONCLUSION

Based on the findings of the present study, it can be concluded that the majority of the participants were females, comprising 83.3%, while males accounted for 16.7%. The planned teaching programme proved to be effective in enhancing the knowledge of nursing students about current trends and issues in obstetrics and gynaecological nursing.

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