

EMPOWERING EXPECTANT MOTHERS: EVALUATING THE IMPACT OF A STRUCTURED TEACHING PROGRAM ON AWARENESS OF SELECTED NEWBORN DANGER SIGNS IN ANTENATAL CARE

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Abstract

This research delves into the effectiveness of a structured teaching program in enhancing the knowledge of antenatal mothers regarding selected newborn danger signs. The study evaluates the impact of a targeted educational intervention designed to empower expecting mothers with crucial information about potential health risks in newborns. Through pre- and post-assessment measures, the research explores the effectiveness of the teaching program in improving awareness and preparedness among antenatal mothers. The findings contribute to the broader discussion on maternal education, antenatal care, and the promotion of newborn health.

Key Words

Antenatal Care, Structured Teaching Program, Expectant Mothers, Newborn Danger Signs, Maternal Education, Health Awareness, Childbirth Preparedness, Neonatal Health, Parental Education.

INTRODUCTION

In the journey of pregnancy, the antenatal period serves as a critical phase for expectant mothers, providing an opportune time to equip them with essential knowledge about the well-being of their newborns. This research focuses on the pivotal aspect of newborn health awareness, particularly in relation to selected danger signs that may emerge during the early stages of infancy. We aim to assess the effectiveness of a structured teaching program in enhancing the awareness of expectant mothers regarding these critical signs, ultimately empowering them with the knowledge to recognize potential health risks and seek timely interventions.

Antenatal care not only ensures the well-being of the expectant mother but also lays the foundation for the health and development of the unborn child. The significance of parental education, especially concerning newborn danger signs, cannot be overstated. By providing expectant mothers with the necessary information, we aspire to foster a sense of empowerment and preparedness, enabling them to respond effectively to potential health challenges that their newborns may face.

This research addresses the gap in existing literature by rigorously evaluating the impact of a structured teaching program on the awareness levels of expectant mothers. The structured nature of the program aims to deliver information systematically, encompassing key danger signs that may require prompt attention. The subsequent sections of this study will delve into the

methodology employed, the findings obtained through pre- and post-assessments, and the broader implications of empowering expectant mothers through targeted educational interventions in antenatal care. Ultimately, this research contributes to the ongoing discourse on maternal and child health, emphasizing the critical role of parental education in newborn care.

METHOD

The study investigating the impact of a structured teaching program on the awareness of expectant mothers regarding selected newborn danger signs in antenatal care yielded compelling results. Through the implementation of a meticulously designed educational intervention, participants exhibited a substantial improvement in their understanding of crucial newborn danger signs. The structured nature of the program, with its systematic delivery of information, interactive sessions, and use of visual aids, proved instrumental in engaging and empowering expectant mothers. Not only did participants demonstrate heightened awareness, but the program also fostered a sense of preparedness and confidence in recognizing and responding to potential health risks in newborns. This research highlights the significance of tailored educational initiatives in antenatal care, underlining the pivotal role of parental education in ensuring informed and proactive maternal and neonatal health practices. As healthcare providers seek to enhance the quality of antenatal care, structured teaching programs emerge as valuable tools in promoting positive maternal outcomes and nurturing a culture of informed and empowered expectant mothers.

Participant Selection:

The study involved the recruitment of expectant mothers attending antenatal care sessions in designated healthcare facilities. Participants were selected based on specific inclusion criteria, including gestational age, willingness to participate, and the absence of prior exposure to similar educational interventions. The goal was to create a diverse sample that accurately represents the target population receiving antenatal care.

Structured Teaching Program Design:

A structured teaching program was developed based on evidence-based guidelines and existing literature on newborn danger signs. The program content was structured systematically to cover key danger signs, their manifestations, and appropriate responses. Visual aids, interactive sessions, and informative materials were incorporated to enhance the effectiveness of the educational intervention.

Pre-Assessment and Post-Assessment Measures:

To evaluate the impact of the structured teaching program, pre-assessment and post-assessment measures were employed. A baseline survey was conducted before the initiation of the teaching program to gauge the participants' initial knowledge regarding newborn danger signs. Post-assessment was conducted immediately after the completion of the teaching program to measure the knowledge gain among the expectant mothers.

Implementation of the Teaching Program:

The structured teaching program was implemented in antenatal care settings, ensuring the active participation of expectant mothers. The program sessions were conducted by trained healthcare professionals with expertise in maternal and child health. Interactive methods, group discussions, and question-answer sessions were incorporated to foster engagement and maximize knowledge retention.

Data Analysis:

Quantitative data obtained from pre- and post-assessment measures were subjected to statistical analysis. The knowledge gain among participants was assessed, and inferential statistics were employed to identify significant changes in awareness levels. Descriptive statistics were utilized to characterize the demographic profile of the participants and provide a comprehensive overview of the study population.

Ethical Considerations:

Ethical considerations were prioritized throughout the research process. Informed consent was obtained from all participants, ensuring their voluntary participation and understanding of the study objectives. Privacy and confidentiality of participant information were strictly maintained, and the study adhered to ethical standards outlined by relevant institutional review boards.

This comprehensive methodology aimed to assess the effectiveness of the structured teaching program in empowering expectant mothers with knowledge of selected newborn danger signs during antenatal care. The combination of pre- and post-assessment measures, a well-designed teaching program, and rigorous data analysis contributed to the robustness of the study's findings.

RESULTS

The results of the study indicate a significant improvement in the awareness levels of expectant mothers regarding selected newborn danger signs following the implementation of the structured teaching program in antenatal care. The pre-assessment revealed a baseline understanding of danger signs, with notable gaps in knowledge. Post-assessment measures demonstrated a substantial increase in awareness, with participants exhibiting a heightened ability to recognize and respond to potential danger signs in newborns.

DISCUSSION

The observed improvement in awareness levels can be attributed to the structured nature of the teaching program. The systematic delivery of information, interactive sessions, and use of visual aids effectively engaged participants, facilitating better retention and understanding of crucial concepts. The emphasis on key danger signs, their manifestations, and appropriate responses contributed to a targeted educational intervention that resonated with expectant mothers.

The interactive nature of the program fostered a supportive learning environment, allowing participants to ask questions, share experiences, and engage in discussions. This not only enhanced the educational experience but also provided a platform for addressing specific concerns and misconceptions related to newborn danger signs. The positive impact of the program extends beyond knowledge gain, influencing the overall sense of preparedness and confidence among expectant mothers.

CONCLUSION

In conclusion, the structured teaching program demonstrated its effectiveness in empowering expectant mothers with knowledge of selected newborn danger signs during antenatal care. The

study findings underscore the significance of targeted educational interventions in enhancing maternal awareness and preparedness for potential health challenges in newborns. The success of the program highlights the value of integrating structured educational components into routine antenatal care, emphasizing the pivotal role of parental education in improving newborn care outcomes.

This research contributes valuable insights to the field of maternal and child health, emphasizing the positive outcomes achievable through structured educational initiatives. As healthcare providers strive to enhance antenatal care practices, incorporating effective educational programs tailored to the needs of expectant mothers becomes instrumental in fostering a culture of proactive and informed maternal and neonatal care.

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