



EFFECT OF STRUCTURED TEACHING PROGRAM (STP) ON COLOSTOMY CARE AMONG CAREGIVERS OF PATIENTS ADMITTED IN SELECTED TERTIARY CARE HOSPITALS, MAHARASHTRA

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ABSTRACT

Background: Adequate caregiver knowledge is essential for safe and effective colostomy care. A structured teaching program can provide systematic information regarding colostomy care and help caregivers understand appropriate care measures. **Objective:** The present manuscript focuses on two objectives of the study: (1) to find out the effect of the Structured Teaching Program (STP) on colostomy care among caregivers of patients admitted in selected tertiary care hospitals, and (2) to find out the association between post-test knowledge scores and selected demographic variables. **Methods:** A pre-experimental one-group pre-test post-test design was used among 110 caregivers selected by convenient sampling. Knowledge was assessed using a structured interview schedule. A 30-minute Structured Teaching Program was administered, followed by post-test assessment. Descriptive statistics, paired t-test and association testing were used according to the study plan. **Results:** The study reported a highly significant difference between pre-test and post-test knowledge scores, with a paired t value of -20.9 and $p = 0.000$. The thesis conclusion states that the Structured Teaching Program was effective in improving caregivers' knowledge regarding colostomy care. The thesis also included assessment of the association between post-test knowledge and selected demographic variables. **Conclusion:** The findings support the effectiveness of the Structured Teaching Program as a teaching modality for improving caregivers' knowledge regarding colostomy care.

Key Terms— Colostomy care, caregivers, structured teaching program, knowledge, demographic variables, tertiary care hospital.

I. INTRODUCTION

Colostomy care is an important component of postoperative and home-based care. Caregivers may be required to assist patients with stoma observation, pouch management, peristomal skin care, hygiene and recognition of problems. Lack of knowledge can create difficulties in providing appropriate care and may affect the patient's adjustment after colostomy.

The thesis identified the need for structured education among caregivers and evaluated the effectiveness of an organized Structured Teaching Program. In addition to determining improvement in knowledge after the intervention, the study examined whether post-test knowledge was associated with selected demographic variables. The present manuscript is restricted to these two objectives.

II. OBJECTIVES

1. To find out the effect of STP on colostomy care among caregiver of patients admitted in the hospitals.
2. To find out the association between the post-test knowledge scores among caregiver of colostomy patients with the selected demographic variables.

III. MATERIALS AND METHODS

Research approach and design: The study used a quantitative evaluative approach with a pre-experimental one-group pre-test post-test design. The research design included a pre-test observation, administration of the Structured Teaching Program and a subsequent post-test assessment.

Setting: The study was conducted in selected tertiary care hospitals in the Vidarbha region of Maharashtra. The thesis describes tertiary care settings with gastroenterology/GI services.

Sample and sampling: The sample consisted of 110 caregivers of colostomy patients. Convenient sampling was used. Caregivers willing to participate and family members involved in care were included, while caregivers above 60 years were excluded.

Intervention: The Structured Teaching Program was an organized 30-minute teaching session. Its content included anatomy and physiology of the large intestine, meaning of colostomy, types of colostomy, general colostomy care and steps of colostomy care. The teaching program used organized educational content and visual aids.

Tool and validity: A structured interview schedule was used to assess knowledge. Content validity of the Structured Interview Schedule and Structured Teaching Program was established through seven experts: five from Medical-Surgical Nursing, one physician and one language expert. The reliability of the structured interview schedule was established by the split-half method using Karl Pearson's correlation coefficient, with $r = 0.9378$.

Data analysis: Data were analyzed using descriptive statistics and inferential statistics. A paired t-test was used to determine the difference between pre-test and post-test knowledge scores. Association between post-test knowledge and selected demographic variables was examined as specified in the study.

IV. RESULTS

Table 1. Effect of Structured Teaching Program on Knowledge Regarding Colostomy Care

Assessment	Mean	SD	Paired t	p value
Pre-test	1.15	0.679		
Post-test	3.44	0.75		
Difference			-20.9	0.000

The paired t-test was computed to determine the significant difference between pre-test and post-test knowledge scores. The calculated t value was -20.9 with $p = 0.000$, indicating a highly significant difference between pre-test and post-test knowledge. The null hypothesis was rejected and the research hypothesis was accepted. The thesis therefore concluded that the Structured Teaching Program was effective among caregivers of patients with colostomy.

Table 2. Association of Post-test Knowledge with Selected Demographic Variables

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Age	Between Groups	5.379	4	1.345	2.448	.05
	Within Groups	57.676	105	.549		
	Total	63.055	109			
Gender	Between Groups	.376	4	.094	.460	.765
	Within Groups	21.442	105	.204		
	Total	21.818	109			
Religion	Between Groups	6.532	4	1.633	1.271	.286
	Within Groups	134.932	105	1.285		
	Total	141.464	109			
Educational Status	Between Groups	6.371	4	1.593	2.072	.090
	Within Groups	80.729	105	.769		
	Total	87.100	109			
Family Income	Between Groups	7.655	4	1.914	1.703	.155
(Monthly)	Within Groups	118.018	105	1.124		
	Total	125.673	109			

The thesis specified an objective to determine the association between post-test knowledge scores and selected demographic variables. The demographic variables included age, gender, education, family income and religion. The complete thesis contains the detailed association tables; this manuscript retains the objective and variables without inserting unsupported association statistics not clearly available in the retrieved thesis text.

V. DISCUSSION

The study demonstrated a statistically significant improvement in caregivers' knowledge following the Structured Teaching Program. The highly significant paired t-test result ($t = -20.9$, $p = 0.000$) indicates that the intervention was associated with a substantial improvement in post-test knowledge. This supports the use of structured caregiver education as a nursing intervention in colostomy care.

The second objective addressed whether post-test knowledge varied according to selected demographic characteristics. Such analysis is useful for identifying whether caregiver education needs to be targeted according to participant characteristics. The thesis specifically identified age, gender, education, family income and religion as selected demographic variables.

VI. CONCLUSION

Based on the findings reported in the thesis, the Structured Teaching Program was effective in improving knowledge regarding colostomy care among caregivers. The statistically significant difference between pre-test and post-test knowledge supports the effectiveness of the intervention. The study also incorporated assessment of the association between post-test knowledge and selected demographic variables, providing an additional basis for understanding caregiver knowledge after intervention.

VII. IMPLICATIONS

The findings support incorporation of structured colostomy-care education into routine nursing practice. Nurses can use systematic teaching content and visual aids to improve caregiver understanding before discharge and support continuity of care at home. Assessment of demographic associations may also help educators identify groups requiring additional reinforcement.

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