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EFFECTIVENESS OF STRUCTURE TEACHING PROGRAMME ONKNOWLEDGE AND PRACTICES REGARDING ADMINISTRATION OF ORAL MEDICATION AMONG STAFF NURSES

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ABSTRACT

Some staff nurses may seem to literally do not have knowledge about administration of oral medication. This study focuses on to check the effectiveness of structure teaching programme on knowledge and practices regarding administration of oral medication. Total numbers of 40 staff nurses their knowledge and practices were assessed through the pre-test and post-test. This pre experimental pretest postest design conducted to assess the knowledge and practices of staff nurses about administration of oral medication. **Objectives:** 1. To assess the preinterventional knowledge and practice regarding administration of oral medication. 2. To assess the effectiveness of structure teaching programme regarding administration of oral medication. **Methodology:** In the present study, Quantitative research approach is applied and pre experimental, one group pretest postestonly design is used. The settingof the study was selected hospital of Pune. The sample size for pilot study was 30, selected byusing Non probability convenient Sampling Technique. The structured questionnaire andobservation checklist were administered. **Result:** The result shows that mean post-test practice score (9.8) of the staff nurse regarding administration of oral medication are significantly higher than their mean pre-test practice scores (8.475). In order to find out the significant difference between the mean score of pre and post-test practice score of the staff nurses regarding administration of oral medication, paired 't' test was computed. The calculated value is higher than the table value, the p value (.002383 $p \leq .05$) is less than .05. Thus, the null hypothesis was rejected, and the research hypothesis was accepted. Hence the researcher concluded that change of practice is not by chance but by structured teaching programme on administration of oral medication**.**

KEYWORDS: Effectiveness, structure teaching programme, knowledge and practices, administration of oral medication, staff nurses.

INTRODUCTION

A medication is a substance used in the diagnosis, treatment, cure, relief or prevention of health alterations. In fact, medications are the primary treatment client associate with restoration of health**.** Too much of a medicine may cause severe unwanted effects. Separate medicines can have unnecessary interactions when used together. An expired medicine or one that is stored wrongly can be ineffective or even dangerous. An inappropriate route can cause unnecessary pain and ineffectiveness of a medication. Taking the wrong medicine can be as dangerous as being poisoned. The list goes on and these errors can add up to weigh down on the health, becoming very costly in the process. Without care, medications can end up on the path to hurting lifestyle, time, wallet/purse and worse of all, health. This does that mean medications should not be taken.

The World Health Organization Collaborating Centre for Patient Safety has released nine lifesaving patient safety solutions, several of which address the issues of medication safety. The issues include look-alike, sound-alike medication names, patient identification, concentrated electrolyte solutions, and assuring medication accuracy at transitions of care.

METHODS

This study was conducted in the selected hospitals of Pune city with pre experimental one group pretest post-test only design group was followed to fulfil the aim ofthe study total 40 staff nurses participated in the study. The data was collected from staff nurses during the time of study in selected hospitals in Pune city The Sample wasselected with non-probability convenient sampling technique .The sample included in the studiesaccording to the inclusive criteria. Allessential information was

given to the sample and data was collected using structured questionnaire and observation checklist.

DATA ANALYSIS
The data were explored. Descriptive statistics with mean and standard deviation (SD) for continuous variables and frequency for categorical variables were analysed.
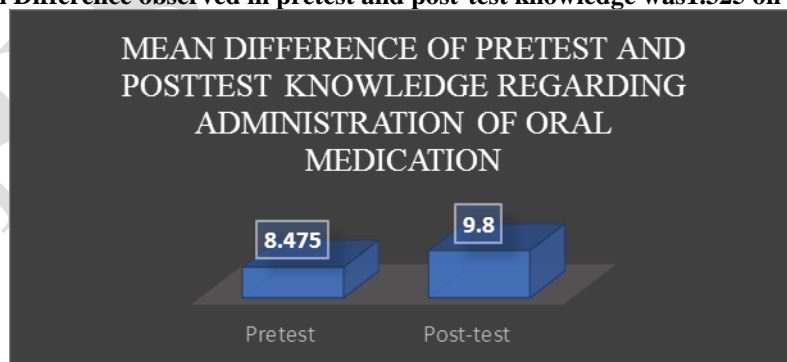
Section: I The sociodemographic data shows the Frequency and percentage distribution of samples on selected demographic variables.

The gender ratio male 8(20%) samples and female ratio 32(80%). The age group of staff nurses were 25-30years, 20(50%) samples were in the age group of 31-35 years,

4(10%) samples were in the age of 36-40years 6(15%) samples were in the age group of more than 40year 10(25%) The Clinical work experience of staff nurses 1-5 year 20(50%), 5-10 year 5(12.50%), 10-15 year 4(10%), more than 15year 11(27.50%). The qualification of nurses ANM nurses 1(2.05%), Diploma21(5.25%), BSC18(45%) and Masters 0(0%). The previous experience in various speciality were ICU8(20%), General ward 23(57.5%), peadiatric1(2.50%), surgical 4(10%) and others 4(10%).

Sr.no	Demographic		Frequency	%
1.	Gender	a) male	8	20%
		b) female	32	80%
2.	Age	a) 25-30yr	20	50%
		b) 31-35yr	4	10%
		c) 36-40yr	6	15%
		d) more than 40 yr.	10	25%
3.	Clinical work experience	a) 1-5 yr.	20	50%
		b) 5-10yr	5	12.50%
		c) 10-15 yr.	4	10%
		d) more than 15 yr.	11	27.50%
4.	Qualification	a) auxiliary (ANM)	1	2.50%
		b) diploma	21	5.25%
		c) bachelor (BSc)	18	45%
		d) Masters	0	0%
5.	Previous experience in various speciality	a) ICU	8	20%
		b) General ward	23	57.5%
		c) paediatric	1	2.50%
		d) surgical	4	10%
		e) others	4	10%

Section II: The Mean Difference observed in pretest and post-test knowledge was1.325 on the staff nurses.

It represents the mean score of post test is higher than the pretest on knowledge and practices regarding administration of oral medication among staff nurses.

SUMMARY
A study was conducted to assess the effectiveness of structure teaching programme on Knowledge and practice regarding administration of oral medication among staff nurses. The research design of the study is

pre-experimental research design with one group pretestpost-test. Total 40 staff nurses taken for non-probability convenient samplingtechnique was used to select the staff nurses. The conceptual model of thestudy was general system model. A self-structured knowledge questionnaire was prepared for the tool.

SECTION 1: Demographic data.
SECTION 2: self-Structured knowledge questionnaire.

MAJOR FINDINGS OF THE STUDY

Table –1 shows the Frequency and percentage distribution of samples on selected demographic variables.

Fig. 1. shows the gender ratio male 8(20%) samples and female ratio 32(80%).

Fig. 2. shows the age group of staff nurses were 25-30years, 20(50%) samples were in the age group of 31-35 years, 4(10%) samples were in the age of 36-40years 6(15%) samples were in the age group of more than 40year 10(25%).

Fig. 3. shows the Clinical work experience of staff nurses 1-5 year 20(50%), 5-10 year 5(12.50%), 10-15 year 4(10%), more than 15year 11(27.50%).

Fig.4. shows that the qualification of nurses ANM nurses 1(2.05%), Diploma 21(5.25%), BSC18(45%) and Masters 0(0%).

Fig. 5. shows that the previous experience in various speciality were ICU8(20%), General ward 23(57.5%), peadiatric1(2.50%), surgical 4(10%) and others 4(10%)

Fig. 6. shows that mean post-test practice score of the staff nurse regarding administration of oral medication are significantly higher than their mean pre-test practice scores mean of pretest knowledge is (8.475) and mean of post-test knowledge is (9.8). In order to find out the significant difference between the mean score of pre and post-test practice score of the staff nurses regarding administration of oral medication, paired 't' test was computed. The calculated value is higher than the table value, the p value is less than .05. Thus, the null hypothesis was rejected, and the research hypothesis was accepted. Hence the researcher concluded that change of practice is not by chance but by structured teaching programme on administration of oral medication.

CONCLUSION

The structured teaching programme through pamphlets and Power Point presentation found to be effective in improving the knowledge and practice among staff nurses regarding to administration of oral medication. Through this study, researchers have come to the statement of conclusion that the staff nurses had poor knowledge before the structured teaching programme regarding administration of oral medication which is the main reason behind the medication error. Thereafter, the raised post test score gained from the structured teaching programme suggested, effective in upgrading their knowledge about administration of oral medication should be included in their daily practices.

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