

Effectiveness of STP on Knowledge Regarding Management of Obstetric Emergencies Among Staff Nurses.

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Abstract

Obstetric emergencies continue to be a major challenge in maternal healthcare and are responsible for a large number of maternal complications and deaths. Conditions such as postpartum haemorrhage, eclampsia, obstructed labour, and placental abnormalities require immediate attention and skilled management. Nurses working in maternity units play a significant role in identifying complications and initiating prompt care.

Obstetric emergencies such as postpartum haemorrhage, eclampsia, and obstructed labor are major contributors to maternal morbidity and mortality. Effective and timely management by trained staff nurses is essential to improve maternal outcomes.

Aim

The study aimed to assess the effectiveness of a STP on knowledge regarding management of obstetric emergencies among staff nurses.

Methods

A quantitative research method with a one-group pre-test and post-test design was used

1. INTRODUCTION

Obstetric emergencies are unexpected complications that occur during pregnancy, labour, delivery, or the postpartum period and may threaten the life of the mother and fetus. These emergencies require rapid identification and immediate medical intervention to prevent serious outcomes¹.

for the study. Sixty staff nurses from a selected hospital in Kanpur participated in the research. Convenience sampling technique was adopted for selecting participants. Information was collected using a structured knowledge questionnaire administered before and after the educational intervention.

Results

The mean pre-test score was **8.4**, and the post-test score was **18.2**. The calculated t-value was **36.5**, which was significant at $p < 0.05$ level. It's indicating a significant improvement in knowledge after the intervention.

Conclusion

The structured teaching programme proved effective in improving staff nurses' understanding regarding management of obstetric emergencies. Continuous educational activities and skill-based training are essential for improving maternal health care services.

Keywords: Obstetric Emergencies, Staff Nurses, Maternal Health, STP, Nursing Education, Emergency Obstetric Care.

Major obstetric emergencies include postpartum haemorrhage, eclampsia, placenta previa, abruptio placentae, and obstructed labour. Among these conditions, postpartum haemorrhage remains one of the leading causes of maternal mortality globally. Delayed diagnosis, inadequate clinical skills, and lack of timely management contribute significantly to maternal complications².

Nurses working in obstetric units are directly involved in monitoring mothers, identifying danger signs, administering treatment, and assisting in emergency care. Therefore, adequate knowledge and preparedness among staff nurses are essential for effective maternal care³.

Educational interventions such as structured teaching programmes can strengthen nurses' knowledge and improve confidence in handling emergencies. Training programmes help nurses understand emergency protocols, clinical assessment, and appropriate management strategies. Improving professional competency among nurses can contribute to safer childbirth practices and reduction in maternal mortality⁴.

2. REVIEW OF LITERATURE

Review of literature provides insight into previous studies. Studies shows that:

- Educational interventions improve emergency management skills
- Nurses with training demonstrate better clinical outcomes
- Simulation-based teaching improves confidence and knowledge

A study conducted in 2020 revealed that structured teaching significantly improved nurses' knowledge regarding obstetric emergencies.

Review of previous studies revealed that educational interventions are effective in improving nurses' knowledge and practical skills related to obstetric emergencies. Research findings have shown that nurses who receive regular emergency training demonstrate better clinical performance and decision-making ability.

Studies also indicate that simulation-based learning and structured teaching

programmes improve confidence and preparedness among nursing personnel. Several investigations conducted in maternity settings reported significant improvement in knowledge scores after educational interventions.

3. RESEARCH STATEMENT

“Evaluate the effectiveness of a STP on knowledge regarding management of obstetric emergencies among staff nurses.”

4. AIM OF THE STUDY

To assess the effectiveness of a STP on knowledge regarding management of obstetric emergencies among staff nurses.

5. OBJECTIVES

- To assess pre-test knowledge regarding management of obstetric emergencies among staff nurses.
- To evaluate post-test knowledge following the teaching programme.
- To compare pre-test and post-test scores regarding management of obstetric emergencies among staff nurses.

6. HYPOTHESIS

- **H0:** There is no significant difference between pre-test and post-test knowledge scores regarding obstetric emergencies among staff nurses.
- **H1:** There is a significant difference between pre-test and post-test knowledge scores regarding obstetric emergencies among staff nurses.

7. RESEARCH METHODOLOGY

Variable	Description
Research Approach	Quantitative
Research Design	Quasi-experimental(one-group pre-test post-test)

Setting	Selected Hospital, Kanpur
Population	Staff nurses
Sample Size	60
Sampling Technique	Convenience sampling
Tool	Structured questionnaire
Data Analysis	Mean, SD, t-test

8. ANALYSIS & INTERPRETATION

Section I: Demographic Data

The majority of participants were between 22 and 30 years of age. Most nurses possessed GNM qualification, while many had less than five years of work experience.

Section II: Knowledge Score

The findings demonstrated that staff nurses had limited knowledge regarding management of obstetric emergencies before the educational intervention.

Test	Mean	SD	t-value	p-value
Pre-test	8.4	2.0	36.5	0.00001
Post-test	18.2	2.6		

Interpretation:

The results indicated a statistically significant improvement in knowledge after administration of the structured teaching programme.

9. DISCUSSION

Findings revealed that staff nurses initially had inadequate knowledge regarding obstetric emergency management. After participation in the STP, there was a remarkable improvement in knowledge scores.

The educational intervention enhanced nurses' awareness regarding emergency protocols, recognition of danger signs, and

management procedures. These findings are supported by earlier studies that reported positive outcomes following educational and training programmes in maternal healthcare settings.

Improved knowledge and preparedness among nurses may help in reducing delays in treatment and improving maternal outcomes during obstetric emergencies.

10. CONCLUSION

- The study concluded that the structured teaching programme was successful in improving staff nurses' knowledge regarding management of obstetric emergencies.
- Continuous professional education and regular emergency training programmes are important for strengthening nursing competency and reducing maternal morbidity and mortality.

11. NURSING IMPLICATIONS

- **Nursing Practice:** Nurses should be trained in early identification and prompt management of obstetric emergencies. Emergency preparedness should be strengthened in maternity units.
- **Nursing Education:** Obstetric emergency management should be emphasized in nursing education programmes. Practical and simulation-based teaching methods should be encouraged.
- **Nursing Administration:** Hospital administrators should organize regular workshops and in-service education programmes.
- **Nursing Research:** Additional research studies should be conducted to evaluate educational

interventions related to maternal emergencies.

12. RECOMMENDATIONS

- Similar studies may be conducted using larger sample sizes.
- Simulation-based emergency training programmes should be introduced.
- Comparative studies can be carried out in different healthcare settings.
- Refresher training programmes should be organized periodically.
- Further studies may focus on practical skill assessment along with knowledge evaluation.

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