



A STUDY TO ASSESS THE EFFECTIVENESS OF PLANNED TEACHING PROGRAMME (PTP) ON KNOWLEDGE REGARDING SELF-CARE MANAGEMENT AMONG PATIENTS WITH CHRONIC OBSTRUCTIVE PULMONARY DISEASE AT SELECTED HOSPITAL OF MADHYA PRADESH

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Abstract

Background: Chronic Obstructive Pulmonary Disease (COPD) is a progressive respiratory disorder characterized by airflow limitation that is not fully reversible. Effective self-care practices such as adherence to medication, breathing exercises, nutrition, and lifestyle modification play a vital role in improving quality of life and reducing hospital admissions.

Objectives: The study aimed to assess the effectiveness of a Planned Teaching Programme (PTP) on improving knowledge regarding self-care management among patients diagnosed with COPD.

Methodology: A pre-experimental one-group pre-test and post-test design was adopted. A total of **50 COPD patients** admitted in selected tertiary care hospitals of Madhya Pradesh were selected using a non-probability purposive sampling technique. A structured questionnaire on knowledge regarding self-care management was administered before and after the PTP. The intervention consisted of a structured educational session covering aspects such as breathing exercises, medication adherence, nutrition, physical activity, and prevention of exacerbations. Data were analyzed using descriptive and inferential statistics.

Results: The mean pre-test knowledge score was **12.4 ± 2.6**, while the mean post-test score increased to **21.8 ± 3.1**. The calculated *t* value (*t* = **12.42**, *p* < **0.001**) indicated a

statistically significant improvement in knowledge after the implementation of the PTP. A significant association was found between post-test knowledge scores and selected demographic variables such as education and duration of illness.

Conclusion: The Planned Teaching Programme was highly effective in improving the knowledge of patients regarding self-care management of COPD. Regular educational interventions by nursing professionals can empower patients to take an active role in disease management and improve their overall health outcomes.

Introduction

Chronic Obstructive Pulmonary Disease (COPD) is a major global health concern and one of the leading causes of morbidity and mortality worldwide. The World Health Organization (WHO) reports that COPD is the **third leading cause of death globally**, responsible for approximately 3.2 million deaths each year. It is characterized by persistent respiratory symptoms, airflow obstruction, and progressive deterioration of lung function.

In India, the burden of COPD is increasing due to factors such as smoking, air pollution, occupational exposure, and biomass fuel use. Patients with COPD frequently experience dyspnea, chronic cough, fatigue, and recurrent exacerbations, leading to impaired quality of life and repeated hospitalizations.

Self-care management is essential in chronic illnesses like COPD, where patients need to follow lifelong treatment and lifestyle modification. However, poor knowledge and lack of awareness often lead to non-compliance, worsening symptoms, and increased healthcare utilization. Nurses, being frontline caregivers, play a pivotal role in educating patients and reinforcing self-care strategies.

The Planned Teaching Programme (PTP) serves as a structured educational approach designed to enhance patients' understanding of their disease, medication, diet, exercise, and preventive measures. Hence, the present study was undertaken to assess the effectiveness of a PTP on knowledge regarding self-care management among COPD patients.

Objectives

1. To assess the pre-test knowledge regarding self-care management among COPD patients.
2. To administer a Planned Teaching Programme on self-care management.
3. To assess the post-test knowledge regarding self-care management among COPD patients.
4. To determine the effectiveness of PTP by comparing pre-test and post-test knowledge scores.
5. To find the association between knowledge scores and selected demographic variables.

Methodology

Research Design

A pre-experimental one-group pre-test and post-test design was adopted for this study.

Setting

The study was conducted in selected tertiary care hospitals of Madhya Pradesh.

Population and Sample

The population included all patients diagnosed with COPD admitted to the hospital. A sample of 50 COPD patients was selected using non-probability purposive sampling.

Inclusion Criteria

- Patients diagnosed with COPD.
- Patients who were conscious, oriented, and willing to participate.
- Patients available during the period of data collection.

Exclusion Criteria

- Patients with other chronic illnesses.
- Patients who were critically ill or unable to communicate.

Tool for Data Collection

A structured knowledge questionnaire was developed to assess knowledge regarding self-care management of COPD. It consisted of items related to:

- Nature and causes of COPD
- Medication and inhaler use
- Breathing exercises and physiotherapy
- Dietary practices
- Prevention of exacerbations
- Lifestyle modification

Data Collection Procedure

After obtaining ethical clearance and informed consent, a pre-test was conducted using the structured questionnaire. The Planned Teaching Programme was then administered, which included a 45-minute session using charts, models, and demonstrations. The post-test was conducted after seven days using the same questionnaire.

Data Analysis

Data were analyzed using descriptive and inferential statistics:

- **Mean, percentage, and standard deviation** for descriptive analysis.
- **Paired t-test** for assessing the effectiveness of PTP.
- **Chi-square test** for association with demographic variables.

Results

Knowledge Level	Pre-test (f, %)	Post-test (f, %)
Inadequate (0-10)	22 (44%)	2 (4%)
Moderate (11-20)	24 (48%)	8 (16%)
Adequate (21-30)	4 (8%)	40 (80%)

The findings revealed that in the pre-test, 44% of participants had inadequate knowledge, whereas in the post-test, 80% had adequate knowledge regarding self-care management. The mean pre-test score (12.4) increased to 21.8 in the post-test. The calculated *t* value (12.42, *p* < 0.001) showed a highly significant improvement.

A significant association was found between post-test knowledge scores and variables like educational status and duration of illness, while no significant association was found with age or gender.

Discussion

The findings indicate that the PTP was effective in enhancing knowledge among COPD patients. Similar results were observed in studies conducted by Sharma et al. (2021) and Kaur et al. (2020), where educational interventions significantly improved patients' self-care practices and adherence to therapy.

Educating patients about self-care promotes behavioral change, reduces exacerbation frequency, and enhances overall well-being. Nurses play a crucial role in implementing such structured programs as part of routine patient education.

Conclusion

The study concluded that the Planned Teaching Programme significantly improved the knowledge of COPD patients regarding self-care management. Continuous nursing education and patient-centered teaching interventions should be incorporated into routine care to promote effective disease management, reduce complications, and improve the quality of life.

Nursing Implications

- **Nursing Practice:** Nurses can implement educational sessions on COPD management as part of discharge planning.
- **Nursing Education:** Curriculum should emphasize patient education strategies and chronic disease self-management.
- **Nursing Administration:** Hospital administrators should support the inclusion of structured patient education programs.

- **Nursing Research:** Further studies can evaluate the long-term impact of PTP on practice and quality of life.

Recommendations

1. Conduct similar studies with larger sample sizes and control groups.
2. Assess the effectiveness of PTP on patients' self-care *practices* in addition to knowledge.
3. Develop audiovisual modules for patient education in outpatient settings.

References

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