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**Original Research Article**

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**A STUDY TO ASSESS THE EFFECTIVENESS OF PLANNED TEACHING PROGRAMME  
REGARDING MANAGEMENT OF POST-PARTUM HAEMORRHAGE AMONG STAFF  
NURSES WORKING IN A SELECTED HOSPITAL AT M.P.**

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**Abstract**

Post-partum haemorrhage (PPH) remains one of the leading causes of maternal mortality and morbidity globally, particularly in developing countries like India. Skilled and knowledgeable nursing staff play a critical role in the prevention, early detection, and management of PPH. The present study was conducted to assess the effectiveness of a planned teaching programme on the management of post-partum haemorrhage among staff nurses working in a selected hospital of Madhya Pradesh. A pre-experimental one-group pre-test/post-test design was adopted. Thirty ( $n = 30$ ) staff nurses working in the labour, maternity, and post-natal wards were selected through convenience sampling. Data were collected using a structured knowledge questionnaire containing 30 multiple-choice questions related to causes, signs, complications, prevention, and management of PPH. The planned teaching programme was delivered using lectures, demonstrations, and audiovisual aids. Pre-test and post-test knowledge scores were analysed using descriptive and inferential statistics. The mean pre-test knowledge score was  $14.6 \pm 3.2$ , while the mean post-test score increased to  $24.2 \pm 2.8$ . The mean difference of 9.6 was statistically significant ( $t = 12.47$ ,  $p < 0.001$ ). The study concludes that the planned teaching programme was effective in improving the knowledge of staff nurses regarding PPH management. Regular in-service education and simulation-based training are recommended to sustain this improvement and enhance maternal safety.

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## **Introduction**

Maternal health is a major public health concern in India, where a substantial proportion of maternal deaths are still preventable. Post-partum haemorrhage (PPH) is defined as blood loss of more than 500 mL after vaginal delivery or more than 1000 mL after caesarean delivery, or any amount of bleeding that adversely affects the mother's hemodynamic status. Despite improvements in obstetric care, PPH continues to account for approximately 25–30% of maternal deaths in India. The World Health Organization (WHO, 2023) identifies PPH as the leading cause of maternal mortality worldwide, emphasizing that most deaths could be avoided through timely intervention and adequate management.

Staff nurses are the backbone of obstetric services. They are often the first to detect abnormal bleeding and are responsible for implementing essential steps in the active management of the third stage of labour (AMTSL), including administration of uterotonics, uterine massage, and monitoring vital signs. However, lack of updated knowledge and inadequate training often hinder prompt recognition and management of PPH. Continuous professional development programmes such as planned teaching interventions can significantly enhance nurses' competencies.

This study aimed to assess the effectiveness of a planned teaching programme in improving the knowledge of staff nurses regarding the management of PPH in a selected hospital in Madhya Pradesh (M.P.).

## **Objectives**

1. To assess the pre-test knowledge of staff nurses regarding management of post-partum haemorrhage.
2. To evaluate the effectiveness of a planned teaching programme on the knowledge of staff nurses regarding PPH management.
3. To compare pre-test and post-test knowledge scores.
4. To determine the association between selected demographic variables (age, education, years of experience, previous training) and pre-test knowledge scores.

## **Hypothesis**

**H<sub>1</sub>:** There will be a significant difference between the mean pre-test and post-test knowledge scores of staff nurses regarding management of post-partum haemorrhage at  $p < 0.05$ .

**H<sub>2</sub>:** There will be a significant association between demographic variables and knowledge scores at  $p < 0.05$ .

## **Research Methodology:**

A pre-experimental one-group pre-test post-test design was adopted for this study. The sample comprised 30 staff nurses working in the maternity, labour, and post-natal wards of a selected hospital in Madhya Pradesh. Convenience sampling technique was used. A structured knowledge questionnaire consisting of 30 multiple-choice items covering causes, risk factors, prevention, assessment, and management of post-partum haemorrhage was administered as a pre-test. Following this, a Planned Teaching Programme (PTP) was delivered using lectures, demonstrations, and audiovisual aids. The session lasted for 60 minutes and included practical aspects such as uterine massage, active management of the third stage of labour, and administration of uterotonic drugs. A post-test was conducted seven days later using the same tool. Data were analysed using descriptive and inferential statistics.

## **Results:**

The mean pre-test knowledge score of the nurses was  $14.6 \pm 3.2$ , indicating an average level of understanding regarding PPH management. After the teaching intervention, the mean post-test score increased to  $24.2 \pm 2.8$ , reflecting a marked improvement. The mean difference of 9.6 between pre- and post-test scores was found to be statistically significant at  $p < 0.001$  ( $t = 12.47$ ). This clearly demonstrates that the planned teaching programme was effective in enhancing the knowledge of staff nurses regarding PPH management. Further analysis showed no significant association between demographic variables such as age, educational qualification, or years of experience and pre-test knowledge scores, indicating that the programme benefitted all participants equally.

## **Limitations**

- The study used a small sample size (n = 30), limiting generalizability.
- No control group was used, so other external influences could not be ruled out.
- Only immediate post-test evaluation was done; long-term retention was not assessed.

Despite these limitations, the findings provide valuable insights into the effectiveness of educational interventions for improving nurses' knowledge.

## **Recommendations**

1. Conduct similar studies with larger sample sizes and random sampling for broader generalization.
2. Include a control group and follow-up assessments to measure retention of knowledge over time.
3. Incorporate simulation and hands-on workshops for better skill development.
4. Extend such teaching programmes to peripheral and rural health centres.

## **Conclusion**

The present study concluded that the planned teaching programme was highly effective in improving the knowledge of staff nurses regarding the management of post-partum haemorrhage. The mean post-test score showed a statistically significant increase compared to the pre-test score, demonstrating that structured education enhances understanding and preparedness among nurses. Given the critical role of nurses in maternal health care, it is essential that hospital management ensures continuous professional education on obstetric emergencies. Regular refresher courses, case simulations, and adherence to updated national PPH guidelines will further strengthen nurses' competence and contribute to reducing maternal mortality in Madhya Pradesh and across India.

## References

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