



EFFECTIVENESS OF STRUCTURED TEACHING PLAN ON KNOWLEDGE AND ATTITUDE REGARDING SELFCARE MANAGEMENT OF GESTATIONAL DIABETES MELLITUS AMONG ANTENATAL WOMEN

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INTRODUCTION

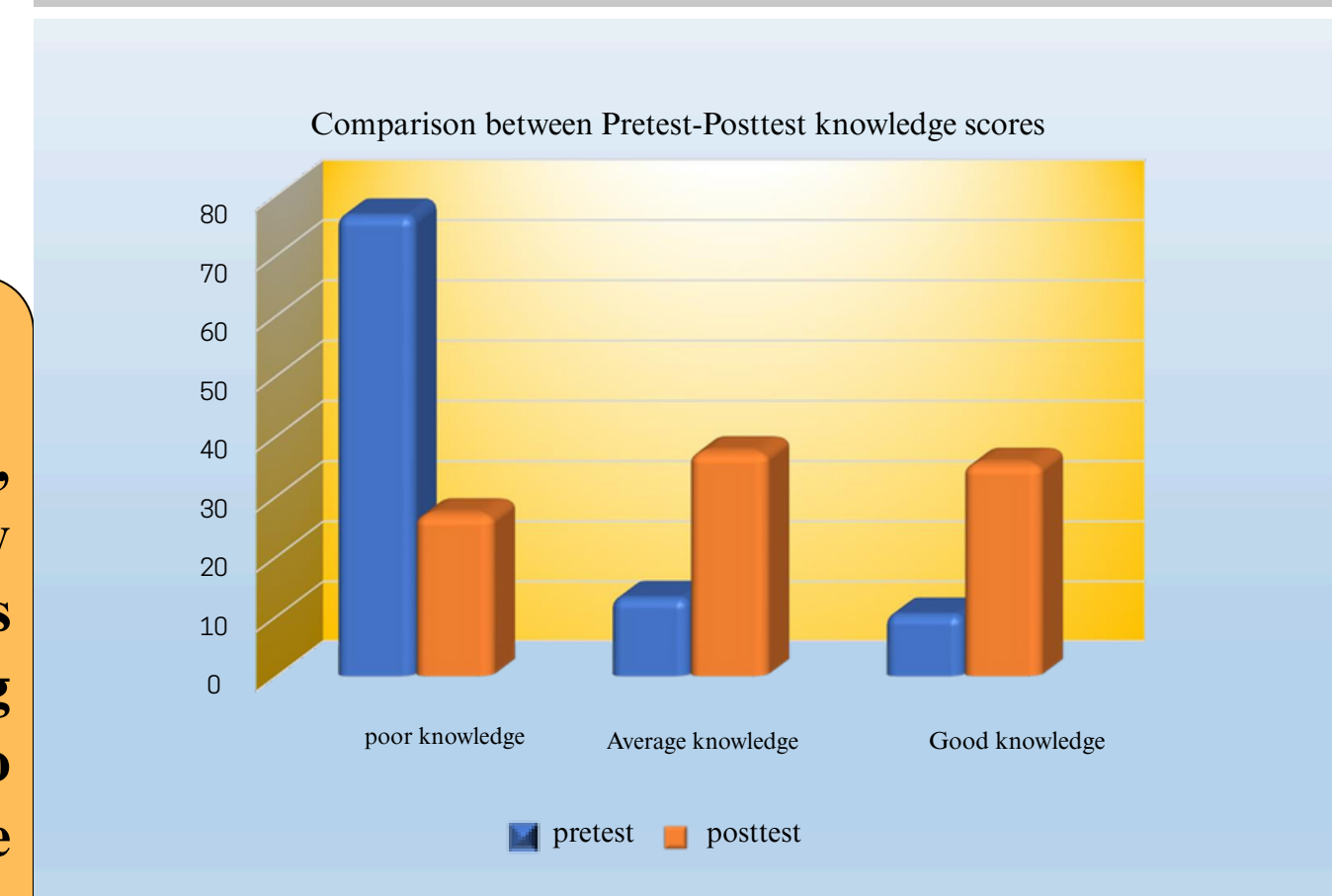
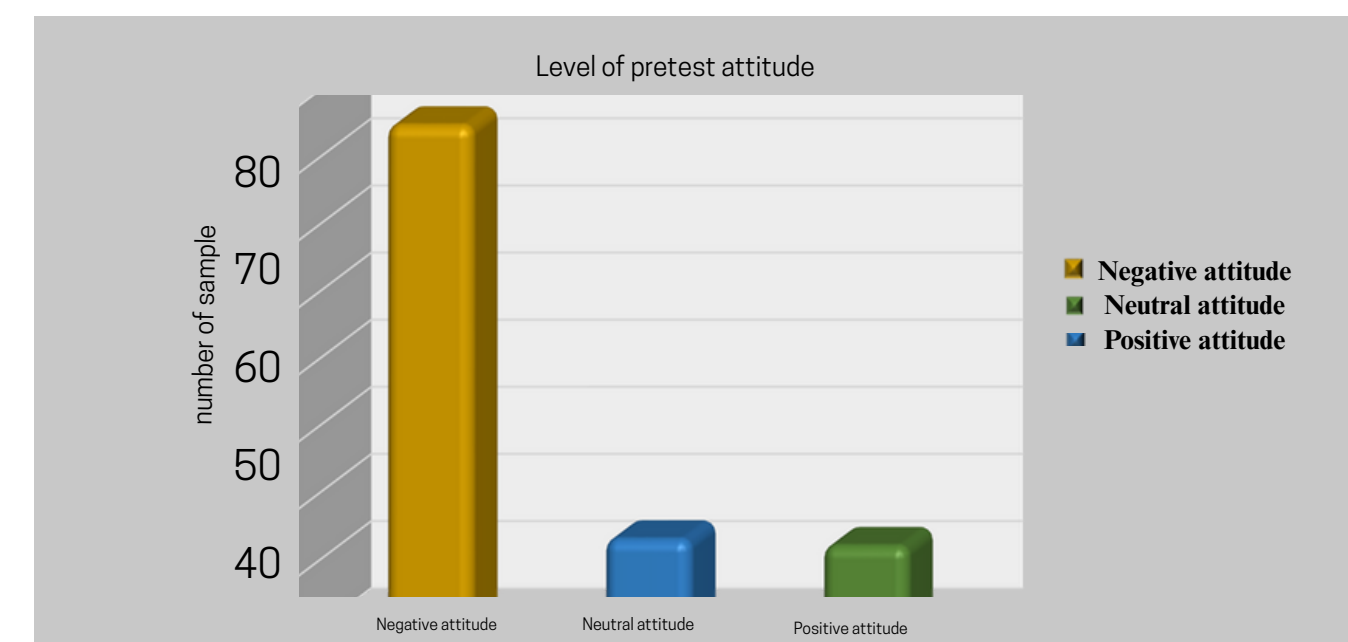
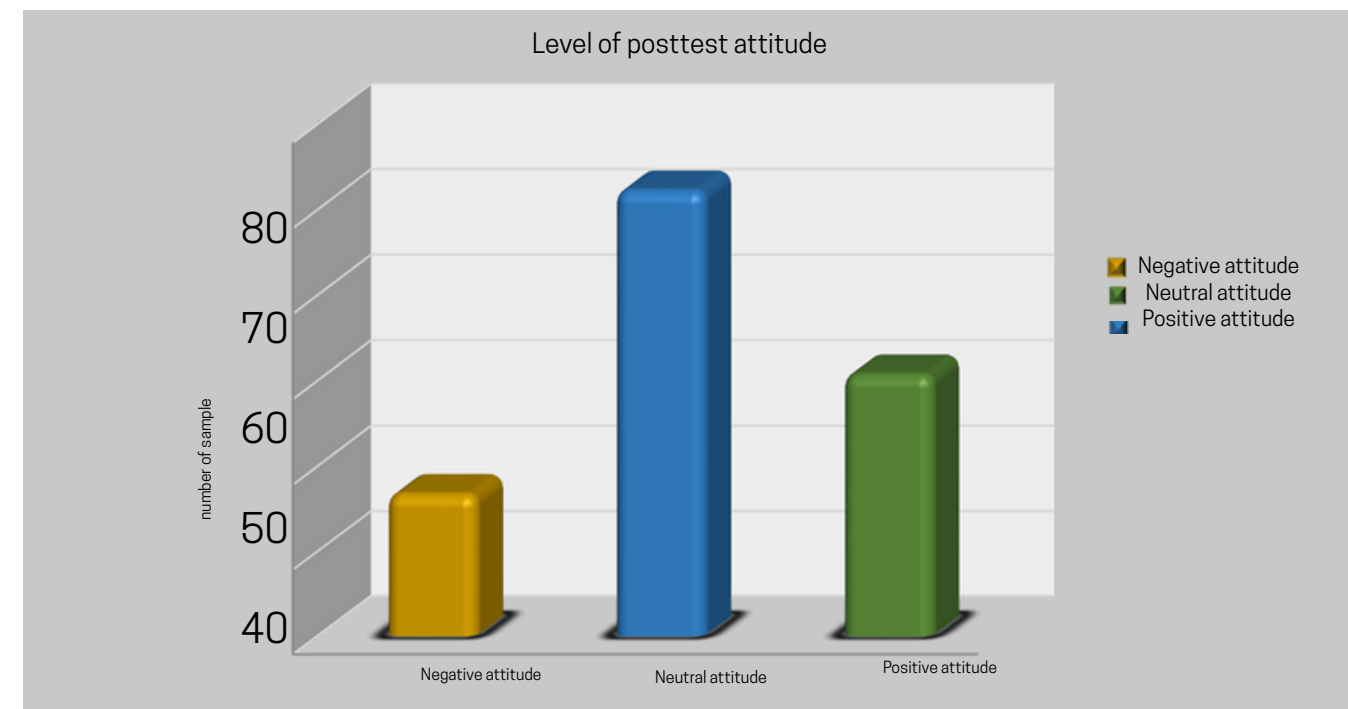
Gestational Diabetes Mellitus (GDM) is a common condition among pregnant women that requires effective self-care management to prevent complications. This study evaluates the impact of a structured teaching plan on the knowledge and attitudes of antenatal women regarding GDM self-care.

OBJECTIVE

- To evaluate the effectiveness of a structured teaching intervention in improving knowledge and attitudes.

MATERIAL AND METHOD

A quasi-experimental research design was employed, focusing on antenatal women attending Queen Mary Hospital in Lucknow, India. A sample of 107 participants was selected using a non-probability purposive sampling technique. Inclusion criteria included willingness to participate, ability to read and write, and gestational age between 24 and 28 weeks. Data were collected through structured interviews, a knowledge questionnaire, and a self-structured attitude scale. Demographic variables such as age, education, occupation, type of family, residence, gestational age, duration of GDM, and family history of diabetes mellitus were considered in the analysis.



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RESULT

The findings revealed that the majority of antenatal women had poor knowledge and a negative attitude towards self-care management of GDM prior to the intervention. After the structured teaching plan, there was a significant improvement in knowledge scores, although a proportion of participants still had poor knowledge. The post-intervention assessment indicated a notable shift in attitudes, with a larger percentage displaying a neutral or positive attitude. The analysis revealed significant associations between knowledge and attitude scores and demographic factors such as education, occupation, family structure, duration of gestational diabetes, and family history of diabetes.

DISCUSSION

The current study found that a majority of antenatal women had poor knowledge and a negative attitude towards self-care management of GDM before the intervention. This finding is consistent with previous studies conducted by Lamadah, et al. (2021) where similar levels of poor knowledge and negative attitudes were reported among pregnant women with GDM. (55).

CONCLUSION

A structured teaching plan is effective in improving knowledge and attitudes regarding GDM self-care among antenatal women. However, some knowledge gaps remained, emphasizing the need for continuous education and tailored interventions.