



EFFECT OF STRUCTURED TEACHING PROGRAMME ON THE KNOWLEDGE AND ATTITUDE REGARDING ORGAN DONATION AMONG THE ENGINEERING STUDENTS IN PUDUCHERRY

Nursing

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| Sarika ML. | College Of Nursing, Jawaharlal Institute Of Postgraduate Medical Education And Research (JIPMER), Puducherry. |
| Kumari MJ* | Professor Cum Principal (ag.), College Of Nursing, Jawaharlal Institute Of Postgraduate Medical Education And Research (JIPMER), Puducherry. *Corresponding Author |
| Biju Pottakkat | Additional Professor, Jawaharlal Institute Of Postgraduate Medical Education And Research (JIPMER), Puducherry. |

ABSTRACT

Introduction: The study objective was to create awareness and evaluate the effect of structured teaching programme on knowledge and attitude on organ donation among the engineering students.

Material and Methods: It was one group pre-test and post-test design. The study was conducted among 367 engineering students in Puducherry. The tool used to measure awareness by 24 items self-administered Questionnaire and the attitude on organ donation was measured by five-point Likert attitude scale.

Results: After the intervention among 367 participants 267 (72.8%) were having moderately adequate knowledge and 238(64.9%) having moderately favorable attitude on organ donation. It is inferred that there was improvement in the level of knowledge and attitude after the educational intervention which was statistically significant ($p < 0.001$).

Conclusion: The engineering students has gained knowledge and change desirable attitude on organ donation after the educational intervention.

KEYWORDS

Organ Donation, Structured Teaching Programme, Knowledge, Attitude.

INTRODUCTION:

Organ donation is one of the life-saving procedure. When an individual who receives the organ means they got a second life. That means they can live again in this world. If one who receive cornea means they can see this beautiful world. So organ donation is very much important. Through organ donation, they can continue a healthy life again (Times of India). The need for organ donation is increased day by day. There are thousands of individuals are waiting for the donation. But they can't identify a suitable donor (Ranganath, 2016).

The main obstacles for the organ donation may be the strict rules and regulations, lack of awareness, inadequate facilities and the spread of myths regarding organ donation. Organ donation is a life-saving measure. One donor can save eight people through organ donation (Ranganath, 2016)

So, the investigator wants to enhance the level of knowledge and attitude on organ donation through structured teaching programme among the engineering college students, (National organ transplantation process). The study objectives were to create awareness on organ donation by educational intervention and to evaluate the effect of structured teaching programme on knowledge and attitude on organ donation among the engineering students and to find out the correlation between knowledge and attitude on organ donation among the engineering students.

MATERIAL AND METHODS

The quantitative research approach was used for the study. It was a pre experimental one group pre test post test design. The sample size was estimated as 367, with sample calculator. It was estimated with 95% confidence level and 4.78 confidence interval. The study inclusion criteria was students who were studying under graduate engineering course in both gender and who were present at the time of data collection period were included for the study. The engineering college was selected by cluster random sampling and the 367 students were selected through the simple random sampling technique. First the engineering students demographic data were collected which deals with socio-demographic characteristics. The tool used to measure awareness of engineering students knowledge on organ donation by 24 items self-administered Questionnaire, which deals with the more precise measure of knowledge on organ donation consists of general aspect on organ donation included seven questions, core aspects of organ donation involved 13 questions and legal aspects of organ donation covered four questions. Total score for the knowledge questionnaire was 24, each correct answer carried one mark. The score was calculated such as less than 12 (<50%) noted as inadequate, 12-18 (50-75%) mentioned as moderately adequate and more than 18 (>75%) stated as adequate knowledge on organ donation.

The attitude on organ donation was measured by five-point Likert attitude scale which had 20 statements which deals with the myths and misconceptions regarding organ donation. Total score was 100, <50 stated as unfavorable attitude, 50-75 noted as moderately favorable attitude and >75 mentioned as favorable attitude. The tool and educational intervention was validated by the experts from nursing, cardiology and gastroenterology. The reliability of the tool was found 0.82 which has assessed using the test re-test method.

The structured teaching programme on organ donation consists types of organ donation, contraindication of organ donation, legal position of organ donation, myths and misconceptions regarding organ donation.

The study was approved by ethical committee, Human studies. The data collected with the help of a self-administered questionnaire. First 30 minutes, a pre-test conducted on organ donation. Then, a structured teaching programme was taught to the engineering student. After seven days a post test done by using the same tool. The analysis was carried out in IBM-Statistics 20.0. All statistical analysis has been carried out 5% level of significance and p-value <0.05 was considered significant.

RESULTS:

Table 1: Level of Knowledge on Organ Donation among the Engineering students in Pre and Post Assessment N=367

| Level of knowledge | Pre test | | Post- test | |
|---------------------|----------------|----------------|----------------|----------------|
| | Frequency (No) | Percentage (%) | Frequency (No) | Percentage (%) |
| Adequate | 0 | 0 | 100 | 27.2 |
| Moderately adequate | 299 | 81.5 | 267 | 72.8 |
| Inadequate | 68 | 18.5 | 0 | 0 |

Table 1 shows the level of Knowledge on Organ Donation among the Engineering students in Pre and Post Assessment. Pre and post test mean and standard deviation of knowledge on organ donation of engineering students. The mean difference score between the pre (10.43±1.322) and post assessment (19.50±1.594) of knowledge on organ donation was 9.063±1.813. The student's paired t-test was carried out to find the difference in knowledge between pre and post assessment. It is inferred that there was improvement in the level of knowledge among the engineering students after the educational intervention which was statistically significant ($p < 0.001$).

Table 2: Level of attitude on organ donation among the engineering students**In pre and post-Assessment N=367**

| Level of attitude | Pre Assessment | | Post Assessment | |
|-------------------------------|----------------|----------------|-----------------|----------------|
| | Frequency (No) | Percentage (%) | Frequency (No) | Percentage (%) |
| Less favorable attitude | 203 | 55.3 | 0 | 0 |
| Moderately favorable attitude | 162 | 44.1 | 238 | 64.9 |
| Highly favorable attitude | 2 | 0.5 | 129 | 35.1 |

Table 2 data reveals that 129 (35.1%) engineering students has changed highly favourable attitude in post assessment than the pre-assessment (0%). The pre and post assessment mean and standard deviation of attitude on organ donation of engineering students. There was an improvement in mean attitude score from (50.12±9.321) in the pre assessment to (71.16±7.394) in the post test. The analysis revealed a statistically significant difference in the attitude scores between pre and post assessment among engineering students.

DISCUSSION:

The engineering students' level of knowledge and attitude was assessed before structured teaching programme. Then, the educational intervention administered for the engineering students with power point presentation in their lecture hall. The post assessment was conducted after 7th day of educational intervention. The data findings said that there was an improvement in knowledge on organ donation has improved much better than the pre-assessment. The mean score difference of knowledge on organ donation was 9.063±1.813. The student's paired t-test was carried out to find the difference in knowledge between pre and post assessment. It is inferred that there was improvement in the level of knowledge among the engineering students after the educational intervention which was statistically significant ($p < 0.001$).

The mean difference score between the pre and post assessment attitude was 21.035±10.378. The student's paired t-test was carried out to find the difference in attitude between pre and post assessment. It is inferred that there was desirable changes in the level of attitude among the engineering students after the educational intervention which was statistically significant ($p < 0.001$).

The present study findings supported by Steenart et al (2017) conducted a study on a web based education programme to stimulate organ donation registration among lower educated adolescents in the Netherlands a study protocol for a clustered randomized trial. The study was conducted among the students. They were divided into experimental and control group. The result shows that the programme was effective (Steenart, 2017).

The second objective of the study was to find out correlation between knowledge and attitude on organ donation among the engineering students. There was no significant correlation between the knowledge and attitude on organ donation among the engineering students in pre assessment with 'r' value of 0.04. In the post assessment the correlation between knowledge and attitude on organ donation among the engineering students was very weak with 'r' value of 0.130 with a significance of 0.013.

The third objective was to find out the association of mean pre assessment knowledge and attitude score on organ donation among the engineering students with socio-demographic variables. The study finding shows there was significant association of pre assessment knowledge with age of the engineering students in Puducherry.

CONCLUSION:

After the structured teaching programme the knowledge on organ donation increased and no one had an inadequate knowledge. Also the attitude of the students on organ donation increased and no one had a less favorable attitude. After the post assessment, many students expressed their willingness to register for the organ donation. Hence, the investigator concluded that the structured teaching programme was an effective tool and simple tool to create the awareness on organ donation.

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