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## A study to assess the effectiveness of structured teaching program on knowledge regarding organ donation among B.Sc. nursing students, at government college of nursing BIMS, Belagavi

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### Abstract

A lot of people find organ donation a difficult subject to discuss, a bit like talking about death or making a will. Perhaps this is because at the time one or more people are receiving a donor kidney, heart, another family is suffering a tragic loss. However, it is a vital issue that affects thousands of people. Organ donation is the donation of biological tissue or an organ of the human body from a living or dead person to a living recipient in need of a transplantation. The main aim of the study was to provide knowledge regarding organ donation among young student nurses, so that they get motivated and motivate others towards organ donation and help in saving the lives of people who are in need. A study was conducted on knowledge and attitude of medical, nursing, dentistry and health technician students regarding organ donation. Using self-administered questionnaire data was collected; the post test was conducted with same questionnaire. The study result shows that 65.5% were willing, 9% were not willing, 25.5% were hesitant about organ donation and 6% of willing students reported carrying a signed card. There was significant association between willingness regarding organ donation and gender whereas age was not associated. The study concluded that students had poor knowledge on information about organ donation.

**Keywords:** Structured teaching program, organ donation

### Introduction

Organ donation is legal by law, the Government of India has enacted "The Transplantation of Human Organs Act 1994" Act No.42, which has allowed organ donation and legalized brain death. In Britain the rate of deceased organ donation is 17 per million, in Spain it is 35 per million but in India only 0.8 per million. In the United States 6,229 patients died because of the shortage of organ donors. Of these, 4,217 were awaiting kidney only. In Canada, 2169 life saving organs transplants were performed. Unfortunately, 303 people died while waiting for organ transplant. In Australia, 1, 46,500 people died waiting for organ transplantation<sup>[2]</sup>. Lack of awareness along with myths and misconceptions add to the low percentage of organ donation. Young adults represent the future of the society and have a direct influence on family members and friends. A favourable attitude of the young adults in this matter not only means a positive personnel attitude towards organ donation, but it can also be the determining factor for authorizing donation when faced with the death of a family member. After attending structured teaching programme, trained young adults become quality transmitters, propagators in their own sphere of influence, which goes beyond not only the family but also involves the community level for organ donation procedure<sup>[3]</sup>. The concept of organ donation in India was shrouded in many myths, some of which emanated from religious dogma and misconceptions. With more than 500 people dying each year waiting for an organ donor, the number of donors in India was a miniscule 0.08 per million. Worldwide, the need for organs and body is growing, as the supply of organs from organ donors has not kept pace with demand. The main reasons for shortage of organs in India are due to family consent, negative attitude, Religion, fear, ignorance, and misunderstanding. Health and illness are the two extremes of human life, illness can result in death. To save the lives of those with organ failure, there is a need for organ and body donors.

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Human body is cremated after death to follow our tradition, though there is a dearth need for cadavers and organs in the field of medical education and research [4].

Transplantation has gradually become the accepted treatment for a number of conditions where organs like the kidney, heart and liver have irreversibly failed. Patient with kidney failure who have dialysis several times a week are then unable to return to a completely normal life. Corneal transplants are another important procedure, restoring sight to many people. Organ donation is the donation of biological tissue or an organ of the human body from a living or dead person to a living recipient in need of transplantation [5].

Donor is one who voluntarily gives blood, skin, kidney, liver, heart etc. for use in the treatment of another person. Donor can be classified as living donor which means any person age more than 18 years, who voluntarily authorizes the removal of any of his organ or tissue, during his or her lifetime. Deceased donor means anyone, regardless of age; race or gender can become an organ and tissue donor after his or her death. For organ recipients, a transplant after means a second chance at life. Vital organs such as the heart, pancreas, liver, kidney and lungs can be transplanted to those whose organs are failing. It allows many recipients to return to a normal lifestyle. For others, a cornea or tissue transplant means the ability to see again or the recovery of mobility and freedom from pain [6].

Due to lack of awareness, there are myths and fears in people mind about organ donation that is why organ donation day is celebrated every year on 13<sup>th</sup> of August to spread awareness about the importance of organ donation [7]. Globally 1,26,670 solid organs [kidney, liver, heart, lungs, pancreas and small bowel] were reported to be transplanted in 2015; 84,347 kidney transplant [41.08% from living donors], 27,759 liver transplant [21.0% from living donors] 7,023 heart transplant, 5,045 lung transplant, 2,299 pancreas transplant and 196 small bowel transplants. However in 2015 there was a sharp increase of 5.8% [8].

In India first organ transplant was conducted in the year of 1970's [It was kidney transplant]. Western countries around 70 to 80% of people pledge for this organ donation, in India only about 0.01% do so. In India around 2 lakhs people require kidneys every year, but only 5,000 transplants are taking place. Making the gap between demand and supply a huge. 11 lakhs liver required annually, only thousand people are able to get transplanted. The rate of the heart transplantation is at the lowest with just 20 to 30 hearts available against the requirement of 5,000 hearts every year. In India total number of organ donors in Andhra Pradesh is 41, Kerala 44, Delhi 27, Tamil Nadu 110 only and in Punjab donation rate is negligible. This number is very less to meet the demands of organ donation. In Karnataka organ donation up by 4 fold, there were 18 donations in 2013 to 70 in 2016 but still a long way to go [8].

### Objectives

1. To assess the level of knowledge regarding organ donation among B.Sc. nursing students.
2. To prepare and administer the structured teaching program.
3. To evaluate the effectiveness of structured teaching program regarding organ donation.
4. To find out the association between pre-test and post-test knowledge score with selected demographic variables.

### Hypothesis

**H<sub>1</sub>:** There will be a significant difference between pre-test and post-test knowledge scores of B.Sc. nursing students regarding organ donation.

**H<sub>2</sub>:** There will be a significant association between post-test knowledge scores with selected demographic variables.

### Research Methodology

Research methods are the techniques used in performing research operations. Research methodology is a way of to systematically solving the research problem. It may be understood as a science of studying how research is done scientifically.

This chapter presents the methodology adopted for study. It includes the research approach, research design, setting, population, sampling criteria for sample selection, sampling technique, description of tool procedure for data collection, plan for data analysis

### Research approach

An evaluative approach was used to evaluate the effectiveness of structured teaching programme (STP) through the difference between the pre-test and post-test knowledge scores. Evaluative research consist of four phases *viz*,

- Determining the objectives of the structured teaching programme (STP).
- Developing a means to measure the attainment of those objectives.
- Collecting data.
- Interpret data in terms of objectives.

One group pre-test and post-test followed by the analysis of data, the difference of the pre-test and post test scores represents the effect of the independent variables.

### Research design

Research design is a plan structure and strategy of investigations of answering the research question, the overall plan or blue print the researcher's selects to carry out their study.

The main focus of the study was to test the knowledge of BSc Nursing students on organ donation through pre-test and post-test which is depicted as O<sub>1</sub> and O<sub>2</sub> respectively. The experimental variable administered was structured teaching programme (STP) the schematic representation of research study design used by the investigator is given below.

O<sub>1</sub>: pre-test (knowledge regarding organ donation before administration of structured teaching programme (STP)

X: Intervention (administration of structured teaching programme (STP) on organ donation)

O<sub>2</sub>: Post-test (knowledge regarding organ donation after administration of structured teaching programme)

### Study variables

**Independent variable:** Structured teaching programme (STP) on knowledge regarding organ donation.

**Dependent variable:** BSc nursing students gains in the knowledge, regarding the organ donation.

**Socio-demographic variable:** The socio-demographic variables considered for this study were age, sex, religion, type of family, income, educational status, previous knowledge, source of information. The Govt. College of

nursing situated at BIMS campus Belagavi established in the year.

**Research setting:** The study was conducted at College of nursing, BIMS Belagavi.

**Population of the study:** Population refers to the total category of persons or objects that meet the criteria for study established by researcher, any set of persons, objects or measurements having an observable characteristic in the population for this study is First year and Second year BSc nursing student.

**Sample:** First year and Second year BSc nursing students studying at Govt. College of nursing BIMS Belagavi.

**Sample size:** The sample size consist of 60 BSc nursing students among where 39 from First years and 21 from Second year students.

**Sampling Technique:** Sampling technique is an important step in the research process. It is the process of selecting representative units or subjects of a population of the study in a research. The annual intake of students at college of nursing is 60 B.Sc. Nursing students only, presenting them are 39 from First year and 21 from Second year students studying at Govt. college of nursing.

The investigator selected BSc nursing students by Simple Random Sampling Technique using Lottery method.

**Criteria for sample selection:** The criteria for sample selection are mainly depicted under two heading, which includes the inclusion and exclusion criteria.

#### Inclusion criteria

- First year and Second year B.Sc. nursing students of BIMS Belagavi.
- Who are willing to participate in the study.

#### Exclusion criteria

- Third year and Fourth year B.Sc. nursing students.
- Those who are not present at the time of data collection.

**Sample characteristics:** Sample of 60 students were taken through simple random sampling technique using lottery method from the study population for data collection. The data obtained to describe the sample characteristics including age, sex, religion, type of family, income, educational status, previous knowledge, and source of information.

**Development and description of the tool:** The tool is the vehicle that could obtain data pertinent to the study and at the same time adds to the body of general knowledge in the discipline.

Selection and development of the tool was done based on the study. After an extensive review of literature and discussion with the experts the self-administered knowledge questionnaires on organ donation is found appropriate. The developed tool was refined by the guide and subject experts. The tool consisted of two sections:

**Section A: socio-demographic data:** It consist of demographic variables like age, sex, religion, type of

family, income, educational status, previous knowledge, source of information.

#### Section B: knowledge questionnaire on organ donation

It consists of self-administered knowledge questionnaire on organ donation, which includes 30 items of multiple choice questions. The number of questions under the various headings is given below:

**Table 1:** Distribution of knowledge questions under various headings

Aspects/ content	No of items
Introduction of organ donation	5
General information of organ donation	5
Sources and types of organ donation	10
Process of organ donation	5
Importance of organ donation	5
Total	30

#### Scoring technique

The self-administered knowledge questionnaire consisted of 30 closed ended multiple choice questions. Every correct answer was accorded a score of one (1) and every incorrect/unanswered item was accorded zero (0). The maximum score on self-administered knowledge questionnaire was thirty (30). The different level of knowledge is categorized as follows:

**Table 2:** Distribution of subjects according to level of knowledge. n=60

Level of knowledge	Range
Poor knowledge	(1-12)
Average knowledge	(13-21)
Adequate knowledge	Above 22

#### Development of teaching plan

Based on the objectives, structured teaching programme (STP) was prepared.

The structured teaching was pertaining to the domains of learning i.e. knowledge.

The following steps were adopted to develop the teaching plan.

- Development of the content blue print.
- Preparation of structured teaching program (STP).
- Establishment of the content validity of structured teaching program (STP).
- Final draft of teaching plan.

#### Development of criteria checklist

A criteria check list was prepared to develop structured teaching based on the review of literature and the opinion of experts. The criteria check list constructed under broad headings

- Objectives
- Content (selection, organization, presentation)
- Language
- Practicability
- Time allotment

#### Preparation of structured teaching

Structured teaching was developed by reviewing related literature and considering the opinion of experts. The main objectives that were considered while preparing structured teaching were:

- Understanding level of the B.Sc nursing students
- Method of teaching to be adopted
- Simplicity of language
- Relevancy of teaching
- Attention span of B.Sc nursing students

**Procedure for data collection**

- The data collection was carried out from 21-03-2018 to 28 -03-2018 prior permission was obtained from the principal of College of nursing BIMS Belagavi.
- The data was collected at Govt. College of nursing BIMS Belagavi. i.e total 60 of students from First year and Second year. On the first day, the investigator administered the self-administered knowledge questionnaire to the BSc nursing students after introducing and explaining the purpose of the study to assess knowledge regarding organ donation. On the next day structured teaching program (STP) regarding organ donation was conducted for a period of one hour.
- On Eighth day, the investigator administered post test and assessed their knowledge on organ donation after STP.

**Determining the method of evaluating structured teaching programme (STP)**

The evaluation of structured teaching was through post test on 8<sup>th</sup> day of implementation of structured teaching programme (STP).

**Plan for data analysis**

- Data analysis is the systematic organization and synthesis of the research data and testing of research hypothesis using the data.
- The analysis of data is the most skilled task in the research process. It calls for the researchers own judgement and skill. For the present study the data obtained were analyzed in respect to the objectives of the study by using descriptive and inferential statistics. The plan of data analysis was worked out with the experts in the field of statistics and nursing.
- Chi- square test to find association between post-test knowledge score with selected demographic variables and z- test was used compare the pre and post-test knowledge scores. The result is presented in the form of tables, graphs and diagrams.

**Results**

- Results deals with analysis and interpretation of information collected through self-administered knowledge questionnaire from 60 BSc nursing students studying at Govt. College of nursing, BIMS Belagavi.
- The present study was designed to assess the effectiveness of structured teaching programme (STP) on knowledge regarding organ donation among BSc nursing students, collected data were coded, organized, analyzed and interpreted using descriptive and inferential statistics.

**Organization of findings**

- The data collected from the BSc nursing students has been organized and presented under the following headings:
- **Section 1: Frequency and percentage distribution of**

the socio-demographic variables.

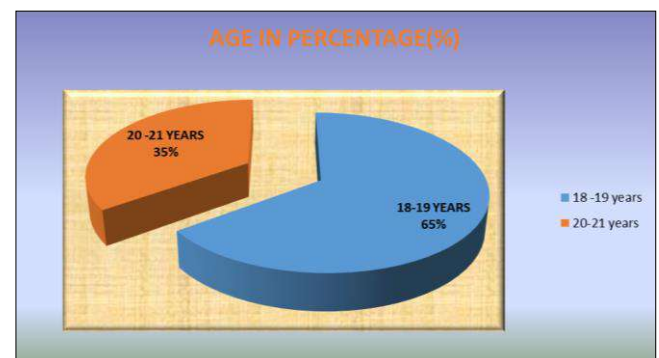
- **Section 2: Comparison** of pretest and post-test knowledge scores on organ donation.
- **Section 3:** Aspect wise comparison of pre-test and post-test knowledge scores.
- **Section 4:** Analysing effectiveness of structured teaching programme (STP) on organ donation.
- **Section 5:** Analysis of association between post-test level of knowledge score with selected socio-demographic variables.

**Section 1: Frequency and percentage distribution of the socio-demographic variables.**

This selection deals with the data pertaining to the base line Performa of BSc nursing students and percentage.

**Table 3:** Frequency and percentage distribution of BSc nursing students according to Age, Sex, Religion, Income, and Type of family. N=60

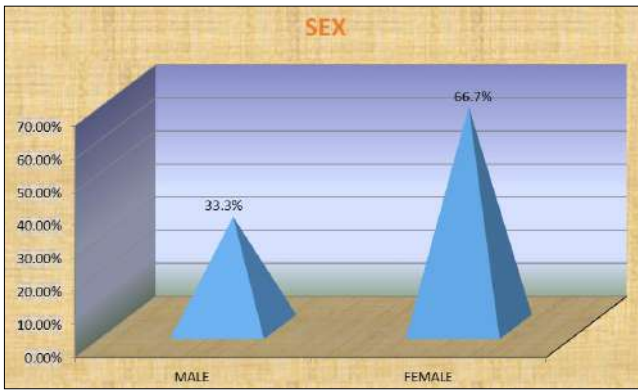
Demographic variables	Frequency (f)	Percentage (%)	
Age	18-19 years	39	65
	20-21 years	21	35
Sex	Male	20	33.3
	Female	40	66.6
Religion	Hindu	50	83.3
	Christian	04	6.66
	Muslim	05	8.33
	Others	01	1.66
Income	Less than 50,000	47	78.3
	More than 50,000	09	15
	More than 1,00,000	04	6.66
Type of family	Nuclear	49	81.6
	Joint	11	18.3
	Extended	00	00
Educational status	1 <sup>st</sup> year students	32	53.3
	2 <sup>nd</sup> year students	28	46.6
Previous knowledge	Yes	15	25
	No	45	75
Source of information	Journals	0	00
	Books	7	11.6
	Newspaper	2	3.3
	Electric media	5	8.33
	Others	1	1.66



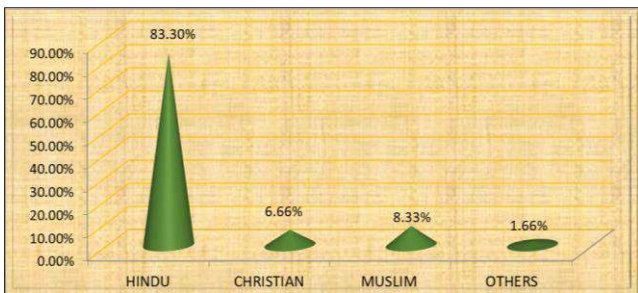
**Graph 1:** Pie graph showing percentage distribution of subjects according to 'Age'

The above picture depicts that the majority of the respondents i.e. 65% were between the age group of 18-19 years, where as 35% of respondents were between 20-21 years.





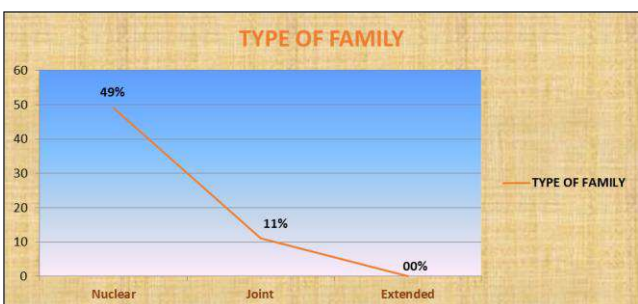
**Graph 2:** Column graph showing percentage distribution of subjects according to 'Sex'. The above picture depicts that the majority of the respondents i.e 66.7% were female compared to males 33.3%.



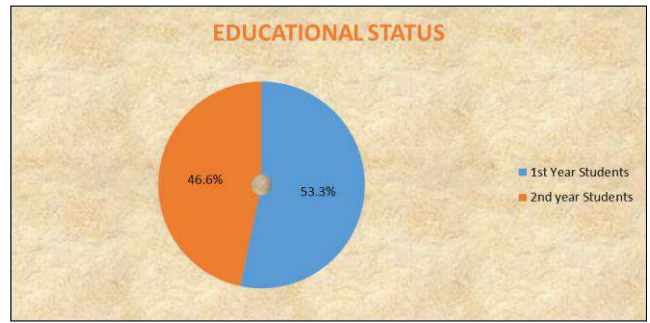
**Graph 3:** Column graph showing percentage distribution of subjects according to 'Religion'. The above picture shows that majority of the respondents were Hindu 83.30%, Christian, Muslim and other were 6.66%, 8.33% and 1.66% respectively.



**Graph 4:** Bar graph showing percentage distribution of subjects according to 'Income'. The above picture depicts that the majority of the respondents i.e 78.3% had income of less than 50,000 where as 15% had income of more than 50,000 and 6.66% had income of more than 1,00,000.

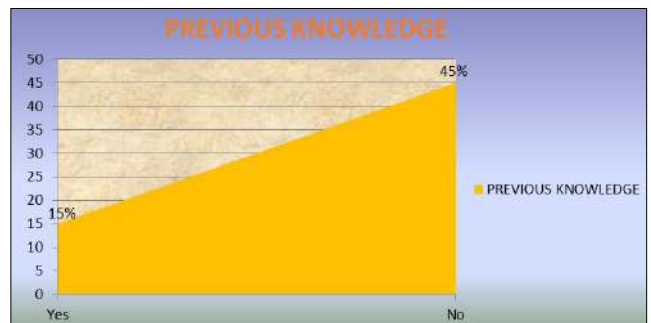


**Graph 5:** Line graph showing percentage distribution of subjects according to 'Type of Family'. The above picture depicts that the majority of the respondents i.e 81.6% were belongs to nuclear family, where as 18.3% were belongs to joint family and 00% were belongs to extended family.



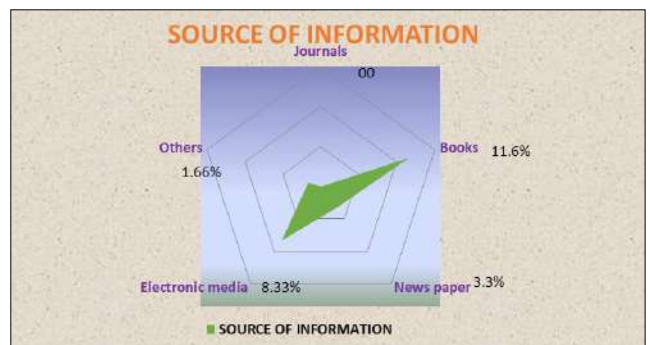
**Graph 6:** Doughnut graph showing percentage distribution of subjects according to 'Educational status'

The above picture depicts that the majority of the respondents i.e 53.3% were from the 1<sup>st</sup> year and 46.6% were from the 2<sup>nd</sup> year students.



**Graph 7:** Area graph showing percentage distribution of subjects according to 'Previous knowledge'

The above picture depicts that the majority of the respondents i.e 75% had no information regarding organ donation and 25% had information regarding organ donation.



**Graph 8:** Rader graph showing percentage distribution of subjects according to 'Source of information'. The above picture depicts that the majority of the respondents i.e 11.6% had received information from books compare to journals, news paper, other sources and electric media i.e 00%, 3.3%, 1.66%, 8.33% regarding organ donation.

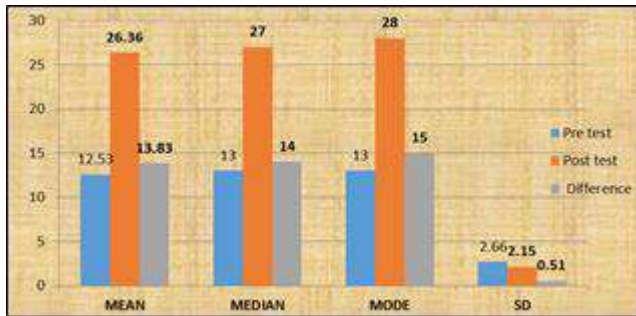
**Section 2:** Comparison of pre-test and post-test knowledge scores on organ donation

This section deals with the analysis and interpretation of the data to assess the structured teaching programme (STP) on knowledge regarding organ donation among BSc nursing students. The data regarding pre test and post test knowledge score has been summarized using mean percentage, median, mode and standard deviation which are

presented in the table.

**Table 4:** Mean, median, mode, standard deviation of knowledge scores of subjects regarding organ donate on: n=60

Area of analysis	Mean	Median	Mode	Standard deviation
Pre test	12.53	13	13	2.66
Post test	26.36	27	28	2.15
Difference	13.36	14	15	0.51



**Graph 9:** Column graph showing Mean, Median, Mode, Standard Deviation (SD) and difference of Mean, Median, Mode, Standard deviation (SD) of pre test and post test knowledge score of organ donation

The mean post test knowledge score of the respondents is 26.36 compared to the pre test knowledge scores of 12.53

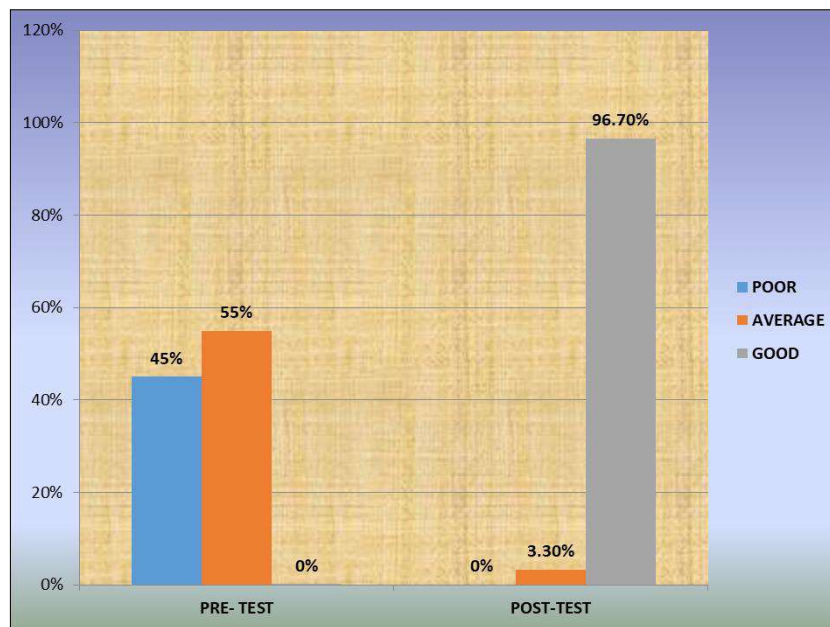
with difference of 13.83 Likewise the post test median is 27 compared to pre test which is 13 with a difference of 14. The post test mode and SD is 28 and 2.15 respectively, compared to pre test mode and SD is 13 and 2.66 respectively with difference of 15 and 0.51.

**Table 5:** Comparison of Pre- test and post- test frequency and percentage distribution of knowledge scores of subjects regarding organ donation. n=60

Knowledge level	Pre test		Post test	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Poor (0- 12)	27	45	00	00
Average (13- 21)	33	55	02	3.33
Adequate (> 22)	00	00	58	96.70
Total	60	100	60	100

The Pre test results show that the 45% of students had poor knowledge, 55% students had average knowledge and none of them had adequate knowledge.

Whereas after administration of Structured teaching programme (STP) the post test scores shows that majority of students i.e. 96.70% had adequate knowledge and 3.3% of the students had average knowledge none of them had poor knowledge.



**Graph 10:** Column graph showing distribution of knowledge scores of subjects regarding organ donation

**Section 3: Aspect wise comparison of pre-test and post-test knowledge scores**

This section deals with comparison between the pre-test and

post knowledge scores with aspect wise questionnaire regarding organ donation.

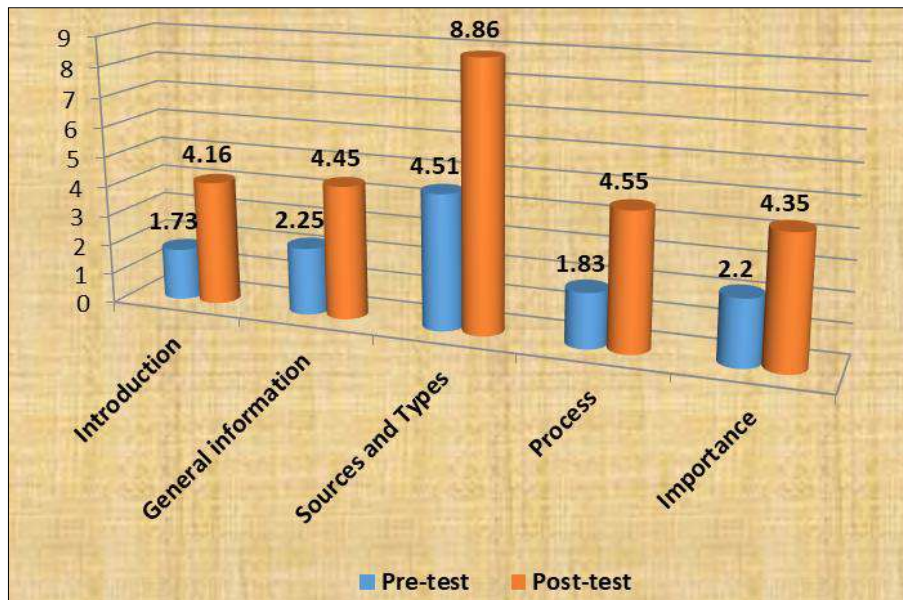
**Table 6:** Aspect wise comparison of pre-test and post-test knowledge scores regarding organ donation.

Aspects	Pre test	Post test
Introduction	1.73	4.16
General information	2.25	4.45
Sources and types	4.51	8.86
Process	1.83	4.55
Importance	2.2	4.35
Total	12.52	26.37



The above picture depicts that the approximately equivalent difference between the aspect wise pre-test and post-test

knowledge scores regarding organ donation.



**Graph 11:** Column graph showing comparison of pre and post-test knowledge scores regarding organ donation.

**Section 4:** Analysing of effectiveness of structured teaching programme on organ donation.

This section deals with the analysis and interpretation of the data to assess the effectiveness of structured teaching programme (STP) on organ donation.

**Testing hypothesis**

**H<sub>1</sub>** The mean post knowledge scores of the students exposed to structured teaching programme (STP) is significantly greater than their mean pre-test knowledge scores at 0.05 level of significance. Hence H<sub>1</sub> is accepted.

**Table 7:** Difference (d), standard error of difference (SEd) and Z-test values of knowledge scores of subject. n=60

S. No.	Variable	Mean	SD	'Z'	Table value
1.	Pre - test	12.53	2.26	32.16	1.96
2.	Post - test	26.36	2.15		

Table 7 showed that mean score of pre-test and post-test of students knowledge regarding organ donation is 12.53±2.26 and 26.53±2.15 respectively. post-test mean score was higher than the pre-test mean score, the Z value is 32.16 which was significant at 0.05 level.

**Summary**

This chapter gives the summary of study and salient features.

**Salient features of study**

**Section 1:** Frequency and percentage distribution of the socio-demographic variables.

- The majority of participants belongs to 18-19yrs.i.e 39 (65%) and 20-21 that is 21 (35%).
- The majority of participants were males 20 (33.3%) and females were 40 (66.7%).
- The majority of participants belongs to Hindu religion i.e 50 (83.30%) compared to Christian, Muslim and Others were 4(6.66%), 5(8.33%) and 1(1.66%)

- respectively.
- The majority of participants 47(78.3%) had income of less than 50,000.
- The majority of participants were belongs to nuclear family i.e 49 (81.6%).
- Approximately equivalent respondents were there from I yr and II yr BSc Nursing.
- Majority of the respondents i.e 45 (75%) had no information regarding organ donation.
- Majority of the respondents i.e 14(23.3%) had received information regarding organ donation from other sources.

**Section 2:** Comparison of pre-test and post-test knowledge scores on organ donation

- The mean post-test knowledge scores of the respondents is 26.36% compared to the pre-test knowledge scores of 12.53% with difference of 13.83.
- The post-test median is 27 compared to pre-test which is 13 with a difference of 14.
- The post-test mode and SD is 28 and 2.15 respectively compared to pre-test mode and SD is 13 and 2.66 respectively with difference of 15 and 0.51

**Section 3:** Aspect wise comparison of pre-test and post-test knowledge score

- The post-test knowledge scores of the respondents to introduction is 4.16% compared to the pre-test knowledge score is 1.73%
- The post-test knowledge scores of the respondents to general information is 4.45% compared to the pre-test knowledge score is 2.25%
- The post-test knowledge scores of the respondents to sources and types is 8.86% compared to the pre-test knowledge score is 4.51%
- The post-test knowledge scores of the respondents to process is 4.55% compared to the pre-test knowledge score is 1.83%
- The post-test knowledge scores of the respondents to

importance is 4.35% compared to the pre-test knowledge score is 2.2%

**Section 4:** Analysis of effectiveness of structured teaching programme (STP) on organ donation.

The mean score of pre-test and post-test of student's knowledge regarding organ donation is  $12.53 \pm 2.26$  and  $26.53 \pm 2.15$  respectively. Post-test mean score was higher than the pre-test mean score, the Z value is 32.16 which was significant at 0.05 level.

**Section 5:** Analysis of association between post-test level of knowledge scores with selected socio-demographic variables

- There was significant association between the post-test level of knowledge scores and educational status and source of information at 0.05 level of significance.
- There was no significant association between the post-test level of knowledge scores and age, sex, religion, income, type of family and previous knowledge at 0.05 level of significance.

**Conclusion**

The focus of the study was to assess the effectiveness of structured teaching programme (STP) on organ donation among the BSc nursing students studying at Govt. College of nursing BIMS Belagavi.

The conclusions drawn from the study were as follows:

A pre-experimental design was used to assess the effectiveness of structured teaching programme (STP) on organ donation among 60 B.Sc. nursing students. Who were selected by using simple random technique on the basis of the study below said conclusions were drawn.

Majority of the respondents were female students, belongs to the Hindu religion and the respondents were from poor socio-economic status.

- Maximum number of students had adequate knowledge i.e 58 (96.6%), average knowledge i.e 2 (3.33%) and remaining were had poor knowledge 00 (00.00%).
- Association between level of knowledge of participants and their socio-demographic variables of educational status, source of information was significant but the age, sex, religion, income, type of family and previous knowledge was not significant for the socio-demographic variables.

**Conflict of Interest**

Not available

**Financial Support**

Not available

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