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**A Study to Assess the Effectiveness of Structured Teaching Programme (STP) for  
Caregivers on Pre and Postoperative Care Knowledge and Practices for Clients  
Undergoing Cataract Surgery in Selected Camps at Bidar**

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**Abstract**

**Background:** Cataract is the primary cause of reversible blindness in India. While surgical intervention restores vision, postoperative complications can still arise if caregivers lack proper knowledge about aftercare. Enhancing caregiver awareness is essential for maximizing outcomes of cataract interventions.

**Objective:** This study aimed to evaluate the effectiveness of a structured teaching programme (STP) on caregiver knowledge and practices related to pre and postoperative care for patients undergoing cataract surgery in selected eye camps.

**Methodology:** A quasi-experimental one-group pre-test post-test design was used. Sixty caregivers were selected using convenience sampling from camps organized in Bidar. A structured questionnaire assessed knowledge levels before and after the teaching intervention. The STP included visual aids and interactive teaching methods in local languages.

**Results:** The mean pre-test knowledge score was 11.23 (SD=3.27), which significantly improved to 19.42 (SD=2.61) in the post-test. The majority of caregivers moved from moderate to adequate knowledge levels after the intervention. Statistical analysis showed a highly significant improvement ( $t=17.34$ ,  $p<0.001$ ). Demographic variables showed no significant association with knowledge improvement.

**Conclusion:** Structured teaching Programme are highly effective in improving caregiver knowledge and can be integrated into community-based surgical outreach programs.

**Keywords:** Cataract, Structured Teaching Programme, Caregivers, Eye Surgery, Health Education, Nursing Intervention

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## Introduction

Cataract continues to be a major public health concern in India, contributing to approximately 66.2% of blindness among the elderly population. Despite surgical advancements, patient recovery depends heavily on proper preoperative preparation and postoperative management, often carried out by informal caregivers such as family members.

Caregivers are pivotal in ensuring medication compliance, hygiene maintenance, and follow-up visits. However, most caregivers, especially in rural settings, have limited access to reliable health information. Educational strategies targeting caregivers can bridge this knowledge gap, reduce complications such as infections, and promote faster recovery.

Previous studies have shown that structured teaching interventions significantly improve caregiver awareness and health practices in ophthalmic and non-ophthalmic settings. This study was conceptualized to evaluate the effectiveness of a structured teaching programme in improving caregiver knowledge and practices related to cataract care.

## Objectives of the Study

1. To assess the baseline (pre-test) knowledge of caregivers regarding preoperative and postoperative care for clients undergoing cataract surgery.
2. To implement a structured teaching programme (STP) aimed at enhancing caregiver knowledge and understanding of effective cataract care before and after surgery.
3. To evaluate the post-intervention (post-test) knowledge of caregivers on preoperative and postoperative care following the administration of the structured teaching programme.
4. To determine the effectiveness of the structured teaching programme by analyzing the difference in pre-test and post-test knowledge scores among caregivers.
5. To examine the association between caregiver demographic variables (such as age, education, occupation, etc.) and their pre-test and post-test knowledge levels on cataract surgery care.

## Methodology

### Research Approach and Design

A quantitative evaluative research approach was adopted using a one-group pre-test post-test design. This design was chosen to assess the impact of the teaching intervention on caregiver knowledge.

### Setting and Population

The study was conducted in selected cataract surgery camps held in Bidar, Karnataka. The population included caregivers of patients who were scheduled to undergo cataract surgery.

## Sampling

Convenience sampling was used to select 60 caregivers. Caregivers who were available, communicative in Kannada or English, and provided informed consent were included.

## Tool and Data Collection

Data was collected using a structured knowledge questionnaire validated by 9 subject experts. The tool covered general cataract information, causes, symptoms, and treatment. The questionnaire had 25 MCQs, scored with one mark for each correct answer.

The STP was designed in a culturally appropriate manner, incorporating visual aids and interactive discussions. The programme lasted 30–40 minutes and covered key caregiving practices pre- and post-surgery.

## Statistical Analysis

Descriptive and inferential statistics were used. Paired t-tests evaluated the effectiveness of the STP, while Chi-square tests assessed associations with demographic variables. Reliability of the tool was high ( $r=0.90$ ), confirmed using the Spearman-Brown formula.

## Results

### Demographic Profile of Caregivers

Majority of caregivers were between 31–40 years of age, with slightly more females (53.3%). Nearly 70% had education up to secondary level or below. About 42% received information from health workers, showing the importance of interpersonal channels in health education dissemination.

**Table 1: Knowledge Score Comparison Before and After STP**

Test	Mean Score	Standard Deviation	t-value	p-value
Pre-test	11.23	3.27		
Post-test	19.42	2.61	17.34	<0.001 **

**Table 2: Knowledge Level Distribution**

Knowledge Level	Pre-test (n=60)	Post-test (n=60)
Inadequate (0–8)	21 (35%)	3 (5%)
Moderate (9–16)	32 (53.3%)	14 (23.3%)



Knowledge Level	Pre-test (n=60)	Post-test (n=60)
Adequate (17–25)	7 (11.7%)	43 (71.7%)

**Table 3: Association with Demographic Variables**

No significant associations were found between post-test knowledge scores and age, education, or income levels ( $p > 0.05$  for all).

## Discussion

The study findings align with existing literature, confirming the effectiveness of educational interventions in improving caregiver knowledge. Similar studies by Patil et al. (2020) and Reddy & Thomas (2021) highlighted significant improvements in patient care outcomes following health education initiatives.

The post-test results indicate a significant shift from inadequate to adequate knowledge levels. This suggests that simple, structured programmes delivered in native language can effectively overcome educational and literacy barriers.

While the intervention was effective, limitations include the absence of a control group and short-term post-test assessment. Future studies should include a control group, long-term follow-up, and assessment of actual caregiving practices.

## Conclusion

The structured teaching programme was effective in improving caregiver knowledge on cataract care. Implementing such interventions at the community level could help reduce preventable complications and enhance surgical outcomes. Nurses and allied health professionals should be trained to deliver such programmes in all cataract surgical outreach efforts.

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