



EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING REPRODUCTIVE HEALTH AMONG ADOLESCENT GIRLS IN SELECTED COLLEGES, TRIVANDRUM DISTRICT

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ABSTRACT

According to WHO reproductive health is a state of complete physical, mental and social well-being and not merely the absence of reproductive disease or infirmity. Changes make life more beautiful and worth living, if one knows how to adapt oneself and adjust to the challenges presented by the situation then he or she can face any challenge in life. The changes are more frequent in girls than boys. Girls mature earlier, and reach the period of rapid growth earlier than boys. The rapid growth and change in the physical structure is after the attainment of puberty. So far the health system has been more specifically targeted to infants, children below 6yrs and pregnant women. Therefore unmarried adolescents have been ignored by the government and other health sectors. It is only since 1996 that reproductive and child health programme has included adolescent health in its spectrum of package. There are many changes that occur to female body during puberty. The action of hormone such as estrogen and progesterone causes changes in the body and many of the unstable feelings that she may experience. Hence their reproductive health aspects need special and urgent attention of all concerned.

Key words: Reproductive health, Knowledge adolescence, Menstruation, Structured teaching programme

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INTRODUCTION

Need for the study

A young girl becomes aware of the shades of grey; she may start to sense more vividly the hidden motives, thoughts and actions of others. She may start to sense a world beyond what she has experienced up until this time and, that may be confusing alternatively when she became an adolescent. When a young girl begins to grow up to adolescent she will be getting ready to perform her role in reproduction. Thus this period is the better time to educate about reproductive health. Then why not take an interest in teaching the girl during her adolescent period [1].

When young girls reach puberty, they wonder why these changes occur and want to know what is normal. Thus, health care professionals must be well

equipped to answer, and feel comfortable dealing with the adolescent questions and make them clear about the developmental changes. Among adolescents reproductive health, includes puberty and menstruation are considered as a land mark in the process of growth and maturation. This is a time in which the individual feels himself different from other and characteristics put the adolescents at risk for teasing and ridicule[2].

As a health professional the nurse should discuss, support and teach the adolescent girls regarding their reproductive health particularly during their adolescent period as they are in the changing process. This would prevent the adolescents from becoming psychologically upset, and the received education would wipe away all wrong ideas and misconceptions. So the investigator felt it was important to study and assess the knowledge of



adolescent girls regarding reproductive health and there is a need of a teaching programme to improve their knowledge.

The present study is aimed to "Evaluate the effectiveness of structured teaching programme on knowledge regarding reproductive health among adolescent girls in selected colleges at Trivandrum district.

Operational definition

In this study reproductive health refers to components like puberty and menstruation which includes anatomy and physiology of reproductive system, development of secondary sexual characteristics, menstrual cycle, menstrual hygiene, dysmenorrhea and its management knowledge refers to correct written response of adolescent girls regarding puberty and menstruation. Effectiveness refers to an extent to which the teaching programme on reproductive health includes puberty and menstruation has achieved the desired effect in improving the knowledge of adolescent girls as evidenced by gain in posttest knowledge score. Adolescent Girls refers to the age group between 17-19 years of age who are studying in colleges for degree programme. Planned teaching programme refers to systematically developed instructional teaching on selected aspects of reproductive health components like puberty and menstruation which includes anatomy and physiology of female reproductive system, development of secondary sexual characteristics, menstrual cycle, menstrual hygiene, dysmenorrhea and its management [3,4].

The objectives of the study are to:

- Determine the knowledge of adolescent girls regarding selected reproductive health.
- Find the effectiveness of planned teaching programme among adolescent girls regarding reproductive health.
- Find the association between the pretest knowledge score and the selected demographic variables.

Hypotheses (All hypothesis will be tested at 0.05 level of significance)

H₁: The mean post test knowledge score of adolescent girls will be significantly higher than the mean pretest knowledge score.

H₂: There will be significant association between the pretest knowledge score of adolescent girls and selected demographic variables.

CONCEPTUAL FRAMEWORK ADOPTED FOR THE STUDY

Conceptual framework adopted for the study was based on Bertalanffy's theory

Review of literature for the present study has been organized under following headings:

- Literature related to knowledge on Reproductive health
- Literature related to knowledge on pubertal changes, Menstruation and menstrual practices.

- Literature related to prevalence of dysmenorrhea and its impact
- Literature related to effectiveness of planned teaching programme on reproductive health

Methodology

An evaluative research approach was found to be suitable to evaluate the effectiveness of planned teaching programme on selected aspects of reproductive health. In this study pre experimental one group pretest- posttest design was used to answer the hypotheses and to find out the relationship between the independent variable and dependent variables. On day one, a pretest was given in the form of a structured knowledge questionnaire on selected aspects of reproductive health. On day two, planned teaching programme was administered. On day seven, a post test was administered to assess the gain in knowledge using the same structured knowledge questionnaire. In the present study the independent variable is planned teaching programme on selected aspects of reproductive health. Dependent variable is knowledge level of adolescent girls on selected aspects of reproductive health. Extraneous variables are age, religion, year of school programme, place of residence, educational status of mother and source of information. In this study the sample size consists of 50 adolescent girls, who are studying in college for degree programme. The selection of sample largely depend upon their availability, for selection of sample, the purposive sampling technique was used. In this study the investigator used research tool as demographic proforma, and a structured knowledge questionnaire regarding reproductive health was felt to be appropriate to assess the knowledge level of the adolescent girls [5-8].

RESULTS

The data was processed and analyzed on the basis of the objective and hypothesis formulated for the present study. The collected information was organized, tabulated, analyzed and interpreted by using descriptive and inferential statistics. Description of sample characteristics Demographic proforma containing samples characteristics would be analyzed by using frequency and percentage .assessment of knowledge of adolescent girls regarding selected aspects of reproductive health. The level of knowledge of adolescent girls, regarding reproductive health will be analyzed in terms of mean and standard deviation effectiveness of planned teaching programme. Effectiveness of planned teaching programme would be analyzed by computing the mean, standard deviation and paired 't' test. association between pretest knowledge score and selected demographic variables The association between the pre test knowledge score and selected demographic variables would be analyzed by using chi square test.



Major findings of the study

***Sample Characteristics**

- Majority (36.0%) of the subjects were in the age group of 19 years
- Highest percentage (44.0%) of the subjects were studying in 1st year BSc
- Most of the subjects (68.0%) were belonged to Hindu religion
- Majority of the subjects (70%) were from Urban area
- Highest percentage(42%) of participant’s mothers had Pre degree/PUC education,
- Most of the subjects(34%) got information from teachers.
- most of the samples (48%) having irregular menstruation.

***Knowledge of adolescent girls regarding selected aspects of reproductive health**

In the pre test 54% of the adolescent girls’ attained average knowledge score and 46% attained poor knowledge score and no one had good knowledge score. After post test (98.0%) of the adolescent girls secured very good knowledge score and the remained

Mean, Mean difference, standard deviation of difference and t’ value between pretest and post test knowledge score.

Group	Mean		Mean difference	Standard deviation difference	‘t’ value
	Pre test	Post test			
Adolescent girls	16.42	34.00	17.58	3.552	35.00*

t’=1.680 at 5% level

*=Highly significant(P<0.05)

Table value t49 at 0.05 level of significance is 1.680. The ‘t’ value (35.00) is greater than the table value(1.680), hence H0 is rejected and research hypothesis is accept.

***Effectiveness of structured teaching programme.** The mean post test knowledge score in all the areas were higher than the mean pre test knowledge score. Calculated t’ value (t49=35.00) were significantly higher than the table value.(t49= 1.680;P<0.05), which showed that planned teaching programme was effective in increasing the knowledge of adolescent girls.

Area wise paired’ test showing the difference between pretest and posttest knowledge score on adolescent girls regarding reproductive health. N=50

Area	Mean knowledge score		Mean difference	Standard deviation of difference	SD		df	‘t’ value
	Pretest	Post test			pre	post		
Anatomy and physiology	3.70	8.02	4.32	1.421	1.446	.654	49	21.50*
Secondary sexual characteristics	2.14	4.46	2.32	.935	.857	.503	49	17.54*
Menstruation	3.86	7.16	3.30	1.233	1.030	.618	49	18.92*
Menstrual hygiene	3.88	7.94	4.06	1.346	1.189	.712	49	21.32*
Dysmenorrhea and its management	2.84	6.44	3.60	1.245	1.095	.541	49	20.44*

t49=1.680: P<0.05

*Significant

***Association between pretest knowledge score of adolescent girls regarding selected aspects of reproductive health and selected demographic variables**

- There was a significant association between pretest knowledge score and age of the subjects (χ²cal= 21.11: p<0.05) at 0.05 level of significance.
- There was a significant association between pretest knowledge score and year of school programme of

the subjects (χ² cal=17.288, p<0.05) at 0.05 level of significance.

- There was no association between pre test knowledge score and religion of the subjects (χ² cal=0.995), p>0.05) at 0.05 level of significance.
- There was no association between pre test knowledge score and place of residence of the subjects (χ² cal=1.691, p>0.05) at 0.05 level of significance.
- There was no association between pre test knowledge score and duration of hostel stay of the subjects, (χ² cal=5.471, p>0.05) at 0.05 level of significance.



- There was no association between pre test knowledge score and educational status of mother ($\chi^2=2.981$, $p>0.05$) at 0.05 level of significance.

There was no association between pre test knowledge score and source of information of the subjects ($\chi^2_{cal}=1.750$ $p>0.05$) at 0.05 level of significance.

The following conclusions were drawn on the basis of the findings of the study

1. Overall pre test knowledge about selected aspects of reproductive health was poor; there was a need for planned teaching programme on selected aspects of reproductive health.
2. In this study planned teaching programme was found to be effective in improving the posttest knowledge score on selected aspects of reproductive health among adolescent girls in selected schools.
3. The mean pre test scores of the subjects were lower than the mean post-test knowledge scores.
4. An area wise mean percentage of pre test post test score of selected aspects of reproductive health were computed and it indicated an actual improvement in all the area of selected aspects of reproductive health.
5. Pre test knowledge scores shows that 46.00% of the subjects had poor knowledge score, 54.00% secured average, and post test scores shows that 98% secured very good knowledge score, 2% attained good knowledge score.
6. There was a significant association found between the knowledge of adolescent girls and selected demographic variables such as age and year of study.

NURSING IMPLICATIONS

Nursing Practice

The nursing manpower functions in a variety of settings. The school health nurse, the nurse employed at any institutional settings, in an industrial set up or in the public health field is all required to identify the health needs of people of our country. To reach a larger group of people colleges are the medium to promote reproductive health awareness. The midwifery nurses who are the backbone of maternal and child health services should be well educated regarding selected aspects of reproductive health. She should also inform about how to manage the difficult situation that could be arise during the developmental period. Thereby teaching programme helps them to adjust themselves with the developmental changes, improves healthy hygienic practices and also will be helpful for them to take proper management for dysmenorrhea. So that the incidence of undue anxiety, fear and school absenteeism can be avoided and morbidity can be reduced.

Nursing Research

It was observed that in India, the nurse researchers have conducted very few studies that include selected aspects of adolescent reproductive health. The

studies have mainly focused on pubertal changes, menstrual aspects to name few. These studies have revealed that there is inadequate knowledge among the adolescent girls regarding selected aspects of reproductive health.

The present study explains that adolescent girls have lack of knowledge regarding selected aspects of reproductive health. From the recommendations of current study it is eminent that there is a dire need for the nurse researcher to carry out an extended and intensive nursing research in this area. Nurse researcher can think of creative ideas to conduct health teaching on puberty and menstruation, to explore the negative attitudes. Myths that are followed in the society and can help the girls to overcome from these problems, and to cope positively with these changes.

Nursing Education

It is essential in the wake of recent statistics related to morbidity, and mortality among the young girls that nursing educational programs include the theoretical and practical aspects of adolescent reproductive health and prepares the aspiring professionals to function efficiently and effectively. The nurses should be prepared to function in institutional set up for promoting optimal wellbeing of the adolescent girls. The same should be applicable to preparing nurses at higher levels of nursing education also.

Nurses would be required to do more in depth client education on self-care practice during menstruation. Curriculum should be a way to prepare the students to help the clients in developing self-care potential. The curriculum should include more content on aspects of reproductive health, which includes puberty, menstruation and dysmenorrhea should be emphasized in nursing training period. Student nurses should be encouraged to give health education to the adolescents regarding reproductive health aspects mainly on pubertal changes menstruation and hygienic practices and prepare adolescent to accept the developmental changes and to adjust themselves. The health education materials prepared for the present study can be utilized by the nursing students in educating school children in future. By adopting different strategies like lecture cum discussion, simulation, role play demonstrations, the health information can be disseminated effectively[9-11].

Nursing Administration

In spite of advancement in science and technology in India, people suffer from various health problems and this may leads to anxiety and depression among the young generation. The root cause for these health problems is people's unawareness and ignorance regarding health. Nursing administration must awaken to the fact that adolescent education is a necessity and should provide resources in terms of manpower, money and material. Nurse as an administrator has a role in planning the policies for imparting the health information to the target



population. In collaboration with education department nursing administrators should make sure that periodic in service education programmes are conducted for students and staff nurses for upgrading the knowledge regarding selected aspects of reproductive health.

The expanded and extended roles of the professional nurses can provide facilities to improve knowledge regarding reproductive health. There should be provision for nurses to devote time for giving health education regarding reproductive health in the colleges. Necessary administrative support should be encouraged. A college and hostel policy should be adopted to provide health education or written information to all the students who are in the adolescent period. Health education materials such as models, pamphlets should be made available to the schools.

ASSUMPTIONS

- Adolescent girls will have some knowledge regarding selected aspects of reproductive health.
- Planned teaching programme may enhance the knowledge of adolescent girls regarding selected aspects of reproductive health.

LIMITATIONS

1. The study was conducted in selected colleges
2. Sample was selected only from one institution; hence generalization can only be made for the selected sample.
3. The study was delimited to girls who are in the age group between 17-19 yrs.
4. The study did not use control group. The investigator had no control over the events that took place between pre test and post test.

SUGGESTIONS

1. Nurses should plan and organize health programme to educate adolescent girls regarding selected aspects of reproductive health.
2. Awareness programme to be arranged in various school regarding selected aspects of reproductive health among adolescent girls.

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3. Counseling and guidance facilities could be probed by the experts to the adolescent girls who need them.

RECOMMENDATIONS:

1. Similar study can be carried out on larger samples for broader generalization.
2. A case study may be conducted on quality of life among adolescents girls.
3. A descriptive study could be conducted to assess the attitude of mothers on preparation of adolescent girls for menarche.
4. A similar study can be conducted among orphan girls to assess the knowledge on selected aspects of reproductive health.
5. A comparative study may be conducted to assess the knowledge, belief and practice on menstrual hygiene among adolescent girls.
6. An intervention programme can be conducting the effectiveness of mind body therapy to reduce the premenstrual syndrome.

Conflict of Interest: Nil

Source of Support: Self Funded

Ethical Clearance:

Obtained from Institutional ethical committee.

SUMMARY

Health promotion in persons in this age group is primarily one of health teaching and guidance. There is a growing consensus that the most effective adolescent health promotion efforts involve multiple systems. It is suggests that interventions integrating programs expertise from health care, school, college and community based setting can effectively increase adolescents' health. In this study the researcher tried to find out effectiveness of a structured teaching programme on reproductive health among adolescent girls in selected colleges of Trivandrum district.



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