



**Research Article**

**ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME REGARDING REPRODUCTIVE HEALTH AMONG STUDENTS AT SREE BALAJI COLLEGE OF NURSING, CHROMPET CHENNAI**

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**ABSTRACT**

**Background:** Reproductive health is a crucial part of general health and a central feature of adolescent development, reproductive health is a universal concern, but is of special importance for women particularly during the reproductive years. In India adolescent girls comprise about 10% of population. Young people are defined by WHO between 10-24 years of age. There are about 1.7 billion young people aged 10-24 years in the world today.

**Methods:** This study was conducted on a convenient sample of 30 B sc. Nursing students from Sree Balaji College of Nursing, Chrompet, Chennai. The students were of age group 18-24 years.

**Results:** Pre-test analysed data shows that, level of knowledge highest percentage 56.7% of students were having moderately adequate knowledge, 26.6% of students were having adequate knowledge and 16.7% of students were having inadequate knowledge. Post-test analysed data shows that, level of knowledge highest percentage 63.4% of students were having adequate knowledge, 33.3% of students were having moderately adequate knowledge and 3.3% of students were having inadequate knowledge.

**Conclusion:** The findings of the study revealed that there is significant difference in the pre-test and post-test score in knowledge of B. Sc Nursing student regarding reproductive health.

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**INTRODUCTION**

**“Reproductive Health is More Than Freedom From Sexual Diseases and Disorders”.**

In India adolescent girls comprise about 10% of population. Young people are defined by WHO between 10-24 years of age. There are about 1.7 billion young people aged 10-24 years in the world today. The transition period between careful childhood and responsible adulthood is the key factor in determining the future health of the individual. Health problem in adolescent girls are different from the younger children and older adults. They are more likely a victim because of limited resources. Hence their health is of utmost importance as they are the future generation who will build nation and the world at large. Good reproductive health really begins in adolescence.

Reproductive health is a crucial part of general health and a central feature of adolescent development, reproductive health is a universal concern, but is of special importance for women

particularly during the reproductive years, that is, from 12-19 years. Social and gender relationships and the traditional and legal structures within which they are born and brought up affect the growth of an individual.

Sexual and reproductive behaviors are governed by complex biological, cultural and psychosocial factors. The status of the girls and women in society and how they are treated and mistreated is a crucial determinant of their reproductive health. The adolescent experiences not only physical growth and change but also emotional, psychological, social, and mental change and growth. Adolescence is a period of increased risk taking and therefore susceptibility to behavioural problems at the time of puberty and new concerns about reproductive health. Adolescents constitute about 19% of the total population, yet remain a largely neglected, difficult-to-measure, and hard-to-reach population, in which the needs of adolescent girls in particular are often ignored.

**“Proper Education and Intervention is Better than Allowing the Danger to occur”.**

**Objective of the Study**

- To assess the pre-test knowledge regarding reproductive health among students

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- To assess the post-test knowledge regarding reproductive health among students
- To assess the effectiveness of structured teaching programme regarding reproductive health among students
- To determine the association between post-test knowledge score with demographic variables of the students

## RESEARCH METHODOLOGY

### Research Approach

Evaluative approach will be used to assess the effectiveness of structured teaching programme to assess the reproductive health

### Research Design

The research design is pre-experimental one group pre-test-post-test design.

### Setting of the Study

The study was conducted in Sree Balaji College of Nursing

### Population

All b.sc nursing students studying in Sree Balaji College of Nursing

### Sample

The sample of the study was the B. sc nursing students who are between age group of 18-24 years and those who fulfil the inclusion criteria.

### Sample Size

The sample size for the study was 30

### Sampling Technique

The sampling technique for the study was non-probability convenient sampling technique.

### Sampling Selection Criteria

#### Inclusion Criteria

- Those who are willing to participate in the study
- B. sc nursing students studying in Sree Balaji College of Nursing
- B. sc nursing students between age group of 18-24 years

#### Exclusion Criteria

B. sc nursing students who have previous knowledge about reproductive health

### Description of Tools

**Scoring key:** The level of knowledge was interpreted as follows:

Inadequate knowledge	< 50%
Moderately adequate knowledge	51-75%
Adequate knowledge	76-100%

The correct answer carries "1" mark and incorrect answer carries "0" mark.

### Tools Used for data Collection are

**Tool-1:** Demographic variables

**Tool-2:** Structured questionnaire related to practice of menstrual health and reproductive health

**Tool-3:** Structured teaching programme on female reproductive system and its functions, menstrual hygiene and maintenance of reproductive health

### Data Collection Procedure

#### Data Collection Process was as Follows

- Pre-assessment on knowledge of reproductive health maintenance
- Structured teaching programme on female reproductive system and its functions, menstrual hygiene and maintenance of reproductive health
- Post-assessment on knowledge of reproductive health maintenance on same day of structured teaching programme.

### Plan for Data Analysis

The data will be analysed using descriptive and inferential statistics.

#### Descriptive Statistics

- Frequency and percentage distribution will be used to analyse the demographic data
- Mean and standard deviation will be used to assess the pre-test and post assessment level of knowledge regarding maintenance of reproductive health

#### Inferential Statistics

- Paired "t" test will be used to compare the pre and post assessment level of knowledge regarding reproductive health maintenance within the group.
- Chi-square test will be used to assess the association between post assessment level of knowledge regarding reproductive health maintenance

#### Ethical Consideration

- Informed consent was obtained from each students before data collection
- An ethical principal like confidentiality pledge was maintained throughout the data collection process

### Analysis and Interpretation of Data

#### Section-A Effectiveness of Structural Teaching Programme Regarding Reproductive Health among the Students

**Table 1** Compare the pre-test and post-test level of knowledge regarding reproductive health of the B. sc nursing students, n= 30

Variables	Pre-test knowledge		Post-test knowledge		Effectiveness	Paired 't' test value	Level of significance
	Mean	SD	Mean	SD			
Overall knowledge	13.53	2.44	15.86	2.69	2.33	4.57	P < 0.05, 0.01, 0.001

Table-1 shows that the pre-test mean value is 13.53 and the standard deviation is 2.44. Post-test mean value is 15.86 and standard deviation is 2.69. The paired 't' value is 4.57 which is statistically not significant at P < 0.001.

### Summary

This study was undertaken to “assess the effectiveness of structured teaching programme regarding reproductive health among students at Sree Balaji College of Nursing, Chrompet, Chennai.”

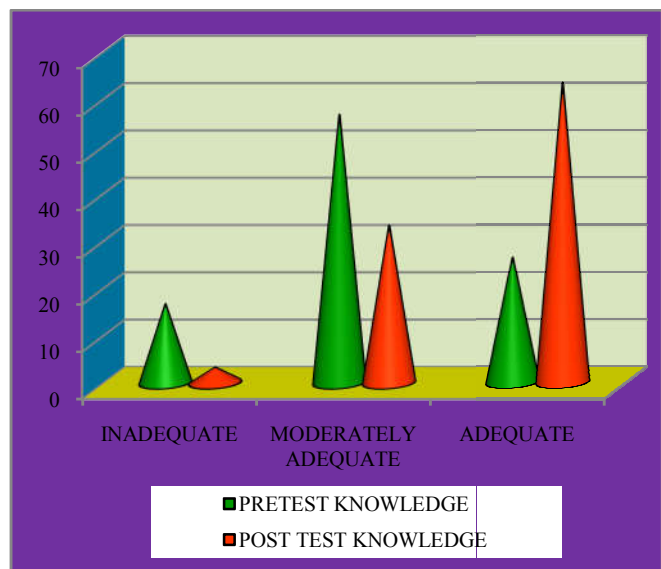


Fig 1 association of pre-assessment and post- assessment knowledge regarding reproductive health maintenance of the students

Evaluative approach was used to assess the effectiveness of structured teaching programme regarding reproductive health. The research design is pre-experimental one group pre-test-post-test design. Compare the pre-test and post-test level of knowledge regarding reproductive health. The pre-test mean value is 13.53 and standard deviation is 2.44. Post-test mean value is 15.86 and standard deviation is 2.69. The paired ‘t’ value is 4.57 which is statistically significant at  $P < 0.001$ . Hence the structured teaching programme is found to be more effective in maintaining reproductive health.

### Major Findings

In pre-test out of 30 sample, 8 (26.6%) of students were having adequate knowledge, 17 (56.7%) of students were having moderately adequate knowledge, and 5 (16.7%) of students were having inadequate knowledge. Overall, the pre-test knowledge mean score was 13.53 with standard deviation 2.44

In post-test, 19 (63.4%) of students were having adequate knowledge, 10 (33.3%) of students were having moderately adequate knowledge and 1 (3.3%) of students were having inadequate knowledge. Overall the post-test knowledge mean score was 15.86 with standard deviation 2.69

Regarding effectiveness of structured teaching programme, the pre-test data analysis showed that 8 (26.6%) of students were having adequate knowledge, 17 (56.7%) of students were having moderately adequate knowledge, and 5 (16.7%) of students were having inadequate knowledge. After structured teaching programme, the post-test data analysis showed that 19 (63.4%) of students were having adequate knowledge, 10 (33.3%) of students were having moderately adequate knowledge and 1 (3.3%) of students were having inadequate knowledge. This showed that the structured teaching programme was effective. Overall the paired ‘t’ test score was 4.57 which is highly significant at  $P < 0.001$

### CONCLUSION

This study has clearly shown that the structured teaching programme is an effective strategy in improving the knowledge of students regarding reproductive health. The pre-test mean value is 13.53 and standard deviation is 2.44. Post-test mean value is 15.86 and standard deviation is 2.69. The paired ‘t’ value is 4.57 which is statistically significant at  $P < 0.001$ . Based on the analysed data, it was felt that there is improvement in the post-test level of knowledge in experimental group. Hence the present study proved that the structured teaching programme on reproductive health was effective.

### Recommendation

Based on the study Findings, Following Recommendations are stated

- A similar study can be conducted with large sample to generalize the findings
- Replications of the study can be done among adolescents girls in other setting
- A descriptive survey can be conducted to assess the incidence and prevalence of reproductive health problem among adolescents
- A comparative study can be conducted with a control group

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