A STUDY TO ASSESS THE EFFECTIVENESS OF PLANNED TEACHING PROGRAMME ON ABORTION AND ITS HEALTH HAZARDS AMONG ADOLESCENT GIRLS IN A SELECTED COLLEGE IN INDORE.

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Abstract:

The changing social environment, increasing nuclear families, more opportunities of social interaction amongst adolescents, less supervision, permissive attitude of society, influence of media and changing moral norms have resulted in increase in sexual activity amongst youngsters and rising incidence of pregnancies in adolescents. Adolescent sex education has recently gained importance due to rise in STDs, premarital sex and adolescent pregnancy. This has become a concern of the developed world. No uniform sex education programme has become effective for adolescents. Sex education by school teachers can be attempted. In India, this endeavour has not yet been started due to social objection. The purpose of the study was to educate the adolescent girls on abortion and its health hazards. This would enable them to take care of themselves and avoid abortion. Thus the adolescent girls will be prevented from the complications of abortion. This study is aimed at improving the knowledge of adolescent girls on abortion and its health hazards. An evaluatory approach with one group pre-test post-test design was used for this study. The sample consisted of 60 adolescent girls chosen by convenience sampling. The data was collected prior to and after the Planned Teaching Programme using a structured knowledge questionnaire. The data was analysed by descriptive and inferential statistics. The knowledge gained through Planned Teaching Programme was good as it was evident with high significance (t_{59}= 24.192, P <0.05) between the mean post-test (21.33) and pre-test (13.6) knowledge score. Area-wise pre-test and post-test knowledge score of adolescent girls showed higher mean percentage score in the area of fertilisation and pregnancy (57.70%), and adolescent pregnancy and its causes, abortion, meaning, types, causes, clinical features, MTP (47.22%) and the least in the area of health hazards (41.45%) in the pre-test. There was a marked difference in the mean percentage of post-test score in the area of fertilization and pregnancy (86.25%), adolescent pregnancy and its causes, abortion, meaning, types, causes, clinical features, and MTP (74.58%) and in the area of health hazards (68.54%). Paired 't' test was used for the area-wise comparison between pre-test and post-test knowledge score on abortion and its health hazards and was found to be significant (t_{59}=24.192.p<0.05). Chi-square was computed to find the association between pre-test knowledge score and selected demographic variables. However there was no significant association between the pre-test knowledge score and selected demographic variables like age, education, religion, type of family, and source of information. The teaching programme delivered through video was found to be effective in providing information and improving the knowledge of adolescent girls on abortion and its health hazards. It was well-appreciated and accepted by the adolescent girls. The result of the study showed greater need to educate the adolescent girls regarding abortion and its health hazards.

Keywords: *knowledge, abortion, adolescent girls, health hazards, Pregnancy, Fertilisation*

Introduction

In India, there are an estimated 200 million adolescents comprising one-fifth (25-30%) of the total population. They occupy nearly one-third of the growing period of human life and refer to transition that is a bridge between childhood to adulthood[1].

With little or no knowledge regarding reproductive health, adolescents engage in sexual activities rendering themselves prone to adolescent pregnancy, unsafe abortion, sexual abuse and STDs. Discarding the strong base of culture and practice they place themselves at higher risk of abortion and contracting health hazards[2].

Every year, an estimated 21 million girls aged 15 to 19 years and 2 million girls aged under 15 years become pregnant in developing regions. Approximately 16 million girls aged 15 to 19 years and 2.5 million girls under age 16 years give birth in developing regions. Adolescent pregnancies are a global problem that occurs in high, middle, and low income countries. Around the world, adolescent pregnancies are more likely to occur in marginalized communities, commonly driven by poverty and lack of education and employment opportunities. [3]

Adolescent pregnancy can also have negative social and economic effects on girls, their families and communities. Unmarried pregnant adolescents may face stigma or rejection by parents and peers and threats of violence. Similarly, girls who become pregnant before age 18 are more likely to experience violence within marriage or a partnership.[4] With regards to education, school-leaving can be a choice when a girl perceives pregnancy to be a better option in her circumstances than continuing education, or can be a direct cause of pregnancy or early marriage. An estimated 5% to 33% of girls ages 15 to 24 years who drop out of school in some countries do so because of early pregnancy or marriage.[5]

Statement of the problem

A study to assess the Effectiveness of Planned Teaching Programme on abortion and its health hazards among adolescent girls in a selected college in Indore.

Objectives of the study

The objectives of the study were to:

1. Determine the knowledge of adolescent girls regarding abortion and its health hazards, as measured by structured knowledge questionnaire.

2. Evaluate the effectiveness of Planned Teaching Programme on abortion and its health hazards in terms of gain in knowledge score.

3. Find the association between the pre-test knowledge score and selected demographic variables.

Hypotheses

The following hypothesis will be tested at 0.05 level of significance:

H_1: The post-test knowledge score after Planned Teaching Programme will be significantly higher than the pre-test knowledge score.

H_2: There will be a significant association between the selected demographic variables and pre-test knowledge score.

Methodology

An evaluatory research approach using the pre-test (O_1) and post-test (O_2) was adopted for this study aimed at evaluating the effectiveness of a Planned Teaching Programme on abortion and its health hazards

among adolescent girls in terms of gain in knowledge score. Pre-experimental one group pre-test post-test design was adopted for the study. The study population consisted of adolescent girls in the age group of 16-18 years studying at Index Institute of Paramedical Sciences, Indore. This study comprised of 60 adolescent girls in the age group of 16-18 years. Convenience sampling technique was used. Inclusion criteria consisted of Adolescent girls in the age group of 16-18 years and Adolescent girls who could read and write. Exclusion criteria were that of Adolescent girls who were not willing to participate in the study and Adolescent girls who were already exposed to health education programme on abortion. A structured knowledge questionnaire was used to collect the data.

Reliability was established by Split-Half method using Spearman Brown prophecy formula . The reliability obtained was 0.84 which proved the effectiveness and efficiency of the tool. The Planned Teaching Programme was of 30 minutes duration that covered the following areas Review of reproductive system, Fertilisation, Pregnancy, Adolescent pregnancy and its causes, Abortion – meaning, types, causes, clinical features, MTP Act, Health hazards. The significant difference between the mean pre-test and post-test knowledge scores would be calculated using paired 't' test. The association between selected demographic variables and the pre-test knowledge scores regarding abortion and its health hazards would be determined by the chi-square test. The data would be represented in the form of tables and figures. Level of significance would be set at 0.05 to interpret the hypotheses and findings.

III. Results

The sample consisted of 60 adolescent girls who were selected by convenience sampling.

Table 1: Grading of pre- and post-test knowledge score

N = 60

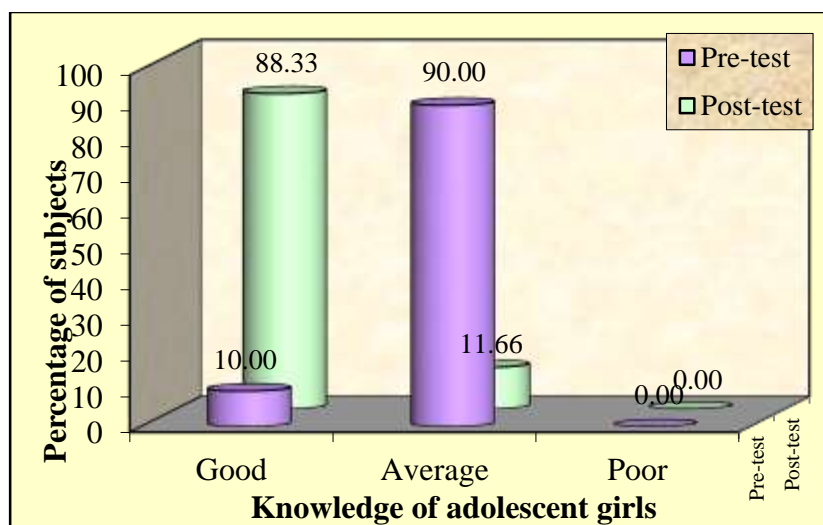| Score	Percentage	Grade	Pre-test		Post-test	
			f	%	F	%
18-28	> 70	Good	6	40.00	53	88.33
8-18	50-69	Average	54	90.00	7	11.67
0-8	< 50	Poor	-	-	-	-

Max. score = 28

Figure 1: Comparison of pre- and post-test knowledge score of adolescent girls on abortion and its health hazards

The date presented in table 1 and figure 1 shows that majority of the subjects (90%) had average knowledge on abortion and its health hazards. In the post-test majority (88.33%) had good knowledge.

Table 2: Area-wise paired 't' test showing the significance of difference between pre-test and post-test knowledge score on abortion and its health hazards among adolescent girls

N = 60

Area	Mean knowledge score		Mean diff.	SD	SE	't' value
	Pre-test	Post-test				
Fertilisation & pregnancy	4.6167	6.90	2.2833	1.3415	0.1732	13.184*
Adolescent pregnancy, its causes, abortion, meaning, types, causes, clinical features, MTP	5.6667	8.95	3.2833	1.8142	0.2342	14.019*
Health hazards	3.3167	5.48	2.1667	1.5532	0.2005	10.805*

$t_{59} = 1.96$, $P < 0.05$ * Significant

The data presented in Table 2 shows that there was significant difference in the pre-test and post-test knowledge score of the adolescent girls on abortion and its health hazards as shown by the calculated 't' values (13.184, 14.019, and 10.805 in respective areas).

Table 7: Comparison of mean pre-test and post-test knowledge score in order to find the significant difference

N = 60

Test	Mean knowledge score	Mean diff.	SD	SE	't' value
Pre-test	13.60		2.72	2.4761	24.192
		7.73			Significant
Post-test	21.33		2.37	0.3197	

$t_{59}=1.96$, $P \leq 0.05$

The data presented in table 7 shows that the significant difference between the pre- and post-test knowledge score (24.192) was higher than the table value (1.96). This shows that there was a significant difference in the pre- and post-test knowledge of adolescent girls on abortion and its health hazards.

Nursing implications

Nursing education

Nursing curriculum plays an important role in the preparation of future nurses. The curriculum should give importance to sex education. It should incorporate activities like preparation of booklets, handouts, pamphlets, charts, models and other teaching materials by nurses to improve the knowledge of adolescent girls. Student nurses can be educated regarding abortion and its health hazards among adolescent girls so that they can educate the parents and adolescents about abortion and its negative effects on health.

Nursing practice

Several implications can be drawn from the present study for nursing practice. Educational programmes with effective teaching strategies motivate the adolescent girls to follow healthy practices in their day-to-day lives. Nurses must take initiative in conducting sex education programmes at school and college levels, which may help the adolescent girls in acquiring better knowledge on abortion and its health hazards.

Nursing research

There is a need for extended and intensive literature and nursing research in the area of adolescent sex education, especially the girls in the age group of 16-18 years, to develop better methods in teaching, better practice in nursing care and effective teaching material. Research should be conducted to assess the knowledge of adolescent girls regarding abortion and its health hazards. Educational programmes can be planned according to the needs of adolescents.

Nursing administration

Nursing administration should implement outreach programmes to make the public aware of abortion and its health hazards among adolescent girls extensively.

In-service education for the adolescents regarding abortion and its health hazards should be conducted to update their knowledge in this area. There should be necessary health education material for which they should develop a central education cell, where all the health education materials, guides, leaflets, and pamphlets are available. Administrative support should be provided to conduct education programmes. Adequate funds should be provided to develop teaching materials and make them accessible in the schools and colleges.

Conclusion

The knowledge of adolescent girls on abortion and its health hazards was average. The incidence of abortion and its health hazards was high among adolescent girls between the age group of 16 to 18 years. The Planned Teaching Programme in the study was found to be effective in improving the knowledge of adolescent girls. Pre-test findings exhibited deficient knowledge regarding abortion and its health hazards among adolescent girls in all areas of learning. After the administration of Planned Teaching Programme the post-test score showed an increase in knowledge in all the content areas of abortion and its health hazards. Therefore, it can be concluded that the Planned Teaching Programme was effective for adolescent girls in terms of gaining knowledge on abortion and its health hazards.

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