

## Effectiveness of Planned Teaching Programme (PTP) on Knowledge Regarding Reproductive Health Care among 1<sup>st</sup> Year B.Sc (N) Students of K.L.E's Institute of Nursing Sciences, Hubballi, Karnataka

Asha H. Bhatakhande

**Author Affiliation:** Assistant Professor and Head, Dept of Obstetrics and Gynecological Nursing, KLE'S Institute of Nursing Sciences, Hubballi, Karnataka 580031.

### Abstract

A study was conducted to evaluate the effectiveness of Planned Teaching Programme (PTP) on knowledge regarding Reproductive Health Care among 1<sup>st</sup> year B.Sc (N) students at K.L.E's Institute Of Nursing Sciences, Hubballi. Thirty (30) students were selected by non probability; purposive sampling technique. The knowledge was assessed by using structured knowledge questionnaire. The study results revealed that most of the respondents 20(66.66%) of them had poor knowledge, 7(23.33%) of them had average knowledge and 3(10%) of them had good knowledge during pre-test. After administration of planned teaching programme, 19(66.33%) of them had good knowledge, 10(33.33%) of the respondents had average knowledge and 1(3.33%) of them had poor knowledge. The calculated paired 't' test value of 21.8\* is greater than the table value at 0.05 level of significance, which indicates that there is a significance difference between in mean pre-test and post-test knowledge scores of respondents. It is concluded that PTP was effective in increasing knowledge of 1<sup>st</sup> year B. Sc students regarding Reproductive Health Care.

**Keywords:** Effectiveness; Knowledge; Planned Teaching Programme; Reproductive Health Care.

### Introduction

Adolescence is a vital stage of growth & development. It is a period of transmission from childhood to adulthood & is marked by rapid physical, physiological, cognitive & psychological changes. This is the age when girls start having changes in their body associated with puberty, menstruation & other reproductive changes.

So adolescent health is most essential to maintain healthy life, including reproductive health. Sex, a biological determinant, virtually has its impact on every contemporary life issue. Sex & gender are not interchangeable terms. Sexuality & reproduction are vital aspects of personal identity & are fundamental to human well being fulfilling relation within diverse

cultural contents.

The "young adolescent girls are tomorrows mothers". The reproductive health decisions they make today will affect the health & wellbeing of their community & their country for decades to come.

Reproductive education comprises of the education on human anatomy, reproduction & reproductive health which looks at the total personal-our understanding of bodies, our nations of intimacy in relationships, our evolution as sexual beings, our safety from sexual abuse & reproductive health. In the life of a teen, sexuality is just one area of significance, but the decisions around this topic are great enough in scope that they could alter the journey into adulthood in a best way.

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**Reprint Request:** Asha H. Bhatakhande, Assistant Professor and Head, Dept of Obstetrics and Gynecological Nursing, KLE'S Institute of Nursing Sciences, Hubballi, Karnataka 580031.  
E-mail: [ashabhatakhande@gmail.com](mailto:ashabhatakhande@gmail.com)

### Objectives of the Study

1. To assess the knowledge regarding Reproductive health care among 1<sup>st</sup> year B.Sc (N) students.
2. To evaluate the effectiveness of P.T.P on Reproductive health care among 1<sup>st</sup> year B.Sc (N) students.
3. To find out an association between the Pre-test knowledge scores of 1<sup>st</sup> year B.Sc (N) students with their selected socio demographic variables.

### Methodology

#### Research Approach

Evaluative Approach

#### Research Design

Pre-experimental; one group pre test post test design

#### Sampling Technique

Non probability: Purposive sampling technique

#### Sample Size

30

#### Population

1<sup>st</sup> year B.Sc (N) students

#### Setting

K.L.E's Institute of Nursing Sciences, Hubballi.

#### Tool Used

Structured knowledge questionnaire to assess the knowledge regarding Reproductive Health Care.

*Section A:* Consists of 6 items related to demographic data

*Section B:* Knowledge items on Reproductive Health Care consisting 6 parts.

**Table 1:** Mean median, mode, standard deviation and range of knowledge scores of B.Sc (N) 1<sup>st</sup> year students regarding reproductive health care n=30

Area of analysis	Mean	Median	Mode	Standard deviation	Range (H-L)
Pre-test	23	23	20	3.66	16
Post-test	38.26	37	39	1.6	08
Difference	15.26	14	19	2.06	08

Table 1: Reveals that mean difference is 15.26, median is 14, mode 19, standard deviation is 2.06, and range difference is 8.

Part 1: Introduction to adolescents.

Part 2: Anatomy and physiology of female reproductive system.

Part 3: Menstrual cycle and hygiene

Part 4: Adolescent sexual and reproductive health.

Part 5: High risk sexual behaviors.

Part 6: Nutrition for adolescent girls

#### Procedure of Data Collection

Formal permission was obtained from the Principal of K.L.E's Institute Of Nursing Sciences, Hubballi. The study was conducted for a period of 4 weeks. The purposes and objectives of the study were explained to students and confidentiality was assured with consent to participate in the study. Pre test was conducted to assess the knowledge of students. Following this, planned teaching programme (PTP) was administered. Post test was conducted on 7<sup>th</sup> day after pre-test by using the same questionnaire. Data collected was then tabulated analyzed.

### Results

#### Section I: Analysis of Demographic Characteristics of Respondents under Study

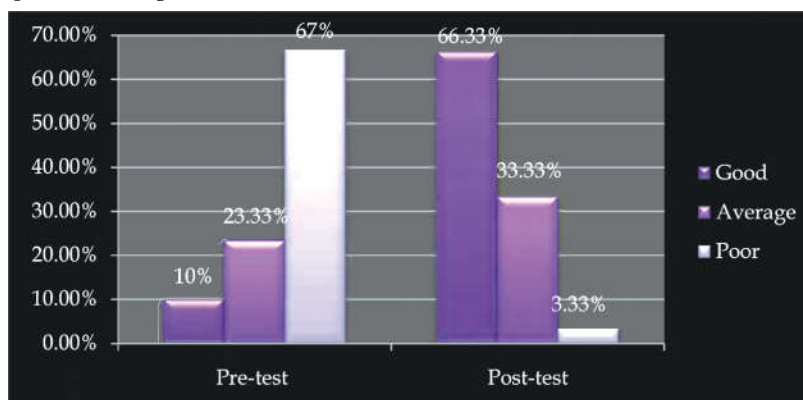
Section I revealed that majority of the subject 15(50%) belonged to the age group 19-20 years, while minimum number 1(3.33%) belonged to age group of 17-18 and 20-21years. Majority of the subjects 15(50%) belonged to Hindu and Christian. Majority of the subject Mother's educational status 11(36.66%) was Higher secondary and Secondary and while minimum number 1(3.33%) was post graduation. Majority of subject father's occupation status 17(56.66%) are agriculture and while minimum number 3(10%) are government employee. Majority of the subjects source of information, 16(53.33%) was newspaper and magazines and while minimum number 2(6.66%) was internet.

#### Section II: Analysis of Pre-Test and Post-Test Scores and Effectiveness of Planned Teaching Programme

**Table 2:** Frequency and percentage distribution of knowledge scores of BSc (N) 1<sup>st</sup> year students regarding reproductive health care n=30

Scores	Pre-test		Post-test	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Good	03	10%	19	66.33%
Average	07	23.33%	10	33.33%
Poor	20	67%	01	3.33%

Table 2: Reveals that in Pre-test majority of the girls 3(10%) had good knowledge 7 (23.33%) had average knowledge 20 (67%) had poor knowledge, and in Post-test 19(66.33%) of girls had good knowledge, 10(33.33%) had average knowledge and 1(3.33%) had poor knowledge.



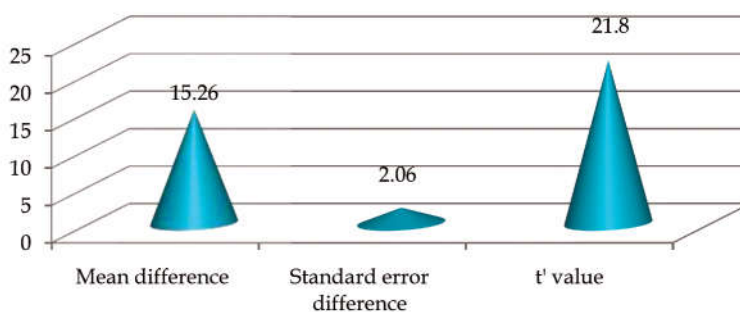
**Fig. 1:** Column graph showing percentage distribution of knowledge score of BSc (N) 1<sup>st</sup> year students regarding reproductive health care

### Section III: Evaluation of Effectiveness of Planned Teaching Programme in Terms of Gain in Post Test Knowledge Scores Regarding Reproductive Health Care.

**Table 3:** Mean difference (d), standard error difference (SED) and paired t-value of knowledge score of students n=30

Mean difference	Standard error difference	Paired t-value	
		Calculated	Tabulated
15.26	2.06	21.8*	2.05

Table 3: Reveals that the calculated paired 't' value (t=21.8) is greater than tabulated' value (t=2.05). Hence H<sub>1</sub> was accepted



**Fig. 2:** Cone diagram showing mean difference, standard error difference and paired 't' value of knowledge scores of B.Sc (N) 1<sup>st</sup> year students regarding reproductive health care.

### Conclusion

Based on the findings of the study, the following conclusions were drawn.

1. Pre test knowledge of students regarding reproductive health care was inadequate.

2. There was a need for PTP for students regarding reproductive health care.

3. The findings of the study have proved that planned teaching programme was effective in improving the knowledge of 1<sup>st</sup> year B.Sc nursing students regarding reproductive health care

4. Post-test knowledge level of respondents are

significantly associated with gender but age, religion, educational status of parents, family monthly income, place of residence and previous exposure to information of respondents were not significantly associated with their post-test knowledge levels.

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