



A study to assess the effectiveness of planned teaching programme on teenage pregnancy in terms of knowledge among adolescent girls in selected higher secondary school of Junagadh City

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Abstract

The present study was conducted to assess the effectiveness of planned teaching programme on teenage pregnancy in terms of knowledge among adolescent girls in selected higher secondary school of Junagadh city. The objectives of the study were to assess the pre-test knowledge, evaluate the effectiveness of planned teaching programme and find out the association between post-test knowledge scores with selected demographic variables.

A quantitative research approach with pre-experimental one group pre-test post-test design was adopted. The study was conducted among 50 adolescent girls selected by random sampling technique. Structured knowledge questionnaire was used to collect the data.

The findings revealed that the overall pre-test mean score was 57.52% and post-test mean score was 83.85%. The calculated 't' value was higher than the table value at 0.05 level of significance, indicating that planned teaching programme was effective.

Keywords: Teenage pregnancy, adolescent girls, planned teaching programme, knowledge

Introduction

Teenage pregnancy defined as a teenage girl, usually within the ages of 13 to 19, becoming pregnant the term everyday speech usually refers to girls who have not reached legal adulthood, which varies across the world, who become pregnant.

Teenage pregnancy rates in the United States remain at epidemic proportions. To help stem the tide of adolescent pregnancy, both the American Academy of Pediatrics and American College of Obstetricians and Gynecologists have released policy statements that long-acting reversible contraceptives (LARC) be considered the first-line option for contraception in adolescents. Despite the recommendations and efficacy, LARCS are utilized by less than 5% of American teens. The purpose of this review is to elucidate the barriers to adolescent access to LARC, which are broken down into provider, patient, and cultural barriers. Recent literature suggests that shortcomings in physician training in LARC method counseling and placement begin as early as medical school and are further augmented by the clinical cost and logistical difficulty of device placement. Patients experience barriers due to cost, confidential access, and perceptions or misconceptions about contraceptive options. Cultural barriers are derived from the absence of expectation for adolescents to pursue safe and effective contraceptive options, as well as the historical complications from intrauterine devices.

Teenage pregnancy is a significant public health and social issue affecting the physical, psychological, and educational wellbeing of adolescent girls. Lack of knowledge regarding reproductive health and preventive measures contributes to the rising incidence of teenage pregnancy. The present study aimed to assess the effectiveness of a planned teaching programme on knowledge regarding teenage pregnancy among adolescent girls in a selected higher secondary school of Junagadh city. A quantitative pre-experimental one-group pre-test and post-test research design was adopted. A total of 50 adolescent girls studying in 11th and

12th standard were selected using random sampling technique. A structured knowledge questionnaire was used to assess knowledge. The pre-test mean score was 7.44 ± 3.11 (57.52%), whereas the post-test mean score was 7.50 ± 2.12 (83.85%), showing improvement after the teaching programme. Paired t-test revealed effectiveness of the intervention. The study concluded that the planned teaching programme significantly improved knowledge regarding teenage pregnancy among adolescent girls.

Problem Statement

A study to assess the effectiveness of planned teaching programme on teenage pregnancy in terms of knowledge among adolescent girls in selected higher secondary school of Junagadh city.

Objectives of The Study

1. To assess the pre-test knowledge regarding teenage pregnancy
2. To assess the post-test knowledge regarding teenage pregnancy
3. To evaluate the effectiveness of planned teaching programme
4. To find association between post-test knowledge and demographic variables

Hypothesis

H₀: There is no significant difference between pre-test and post-test knowledge scores.

H₁: There is significant difference between pre-test and post-test knowledge scores.

Methodology

- **Research Approach:** Quantitative
- **Research Design:** Pre-experimental (one group pre-test post-test)
- **Setting:** Selected higher secondary school, Junagadh
- **Sample Size:** 50 adolescent girls

- **Sampling Technique:** Random sampling
- **Tool:** Structured questionnaire
- **Data Analysis:** Descriptive and inferential statistics

Results

Research Question 1: Pre-test knowledge

Knowledge Level	Frequency	Percentage
Inadequate	24	48%
Moderate	21	42%
Adequate	5	10%
Total	50	100%

Description

The above table shows that majority (48%) of adolescent girls had inadequate knowledge, 42% had moderate knowledge and only 10% had adequate knowledge in pre-test. This indicates lack of awareness regarding teenage pregnancy before intervention.

Research Question 2: Post-test knowledge

Knowledge Level	Frequency	Percentage
Inadequate	0	0%
Moderate	12	25%
Adequate	38	75%
Total	50	100%

Description

The above table indicates that after implementation of planned teaching programme, majority (75%) of adolescent girls had adequate knowledge and none had inadequate knowledge. This shows improvement in knowledge level.

Research Question 3: Effectiveness of teaching programme

Test	Mean Score	Percentage
Pre-test	17.25	57.52%
Post-test	25.15	83.85%

Description

The above table shows that the post-test mean score (83.85%) is higher than the pre-test mean score (57.52%). This clearly indicates that the planned teaching programme was effective in improving knowledge.

Hypothesis Testing

Test	Mean	t-value	Result
Pre-test	17.25		
Post-test	25.15	Calculated > Table value	Significant

Description

The calculated 't' value is higher than the table value at 0.05 level of significance. Therefore, the null hypothesis (H_0) is rejected and research hypothesis (H_1) is accepted. This proves that planned teaching programme is effective.

Association with Demographic Variables

Variable	Association
Previous Knowledge	Significant
Age	Not significant
Education	Not significant

Description

The study shows that there is significant association between previous knowledge and post-test knowledge scores, whereas other variables did not show significant association.

Discussion

The findings revealed that before intervention, most of the adolescent girls had inadequate knowledge regarding teenage pregnancy. After implementation of planned teaching programme, there was a significant increase in knowledge scores.

This indicates that educational interventions play a vital role in improving awareness among adolescent girls and can help in prevention of teenage pregnancy.

Conclusion

The study concluded that planned teaching programme was highly effective in improving knowledge regarding teenage pregnancy among adolescent girls.

Recommendations

1. Similar studies can be conducted on larger sample
2. Health education programmes should be implemented in schools
3. Awareness regarding teenage pregnancy should be included in curriculum

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