

A Study to Assess the Effectiveness of Planned Teaching Programme on Adolescent Crisis for the Mothers of Pre-Adolescent and Adolescent Children Attending a Selected School in Gwalior

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Abstract:

Introduction : Yesterday's child is today's adolescent and tomorrow's parent. Adolescent crisis is a normal phenomenon. Mother being the backbone and the responsible entity for the health and well being of the family and plays a significant role in supporting her child during this transitional age. A woman who has access to education is better able to enhance her territories of impact upon her child's development.

This study was conducted to find out the effectiveness of a planned teaching programme on adolescent crisis for the mothers of school going preadolescent and adolescent children.

Methodology : An evaluatory approach with one group pre-test post-test design was used for the study. The sample consisted of 100 mothers selected by simple random sampling method. Data was collected by administering a structured knowledge questionnaire prepared by investigator. After collecting the baseline data, planned teaching programme was given to the subjects and on the seventh day post-test was conducted using the same questionnaire used for the collecting the baseline data.

Results : The 't' value computed ($t = 11.638$, $P < 0.001$) showed a significant difference suggesting that the planned teaching programme was effective in increasing the knowledge of mothers. The mean post-test area wise scores ($?2 = 8.13, 5.42, 2.58, 2.54, 6.64$) were higher than the mean pre-test area wise scores ($?1 = 4.89, 3.40, 2.25, 1.46, 4.37$).

Conclusions : Findings of the study showed that the knowledge of the mothers was not satisfactory before the introduction of the planned teaching programme. The planned teaching programme helped them to learn more about handling different characteristic features of adolescence - adolescent crisis, decreased family relationship and increased peer group influence.

Keywords : Effectiveness; adolescent crisis; mothers; pre- adolescent and adolescent children.

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Introduction

Yesterday's child is today's adolescent and tomorrow's parent. Adolescent crisis is a normal phenomenon. Mother being the backbone and the responsible entity for the health and well being of the family and plays a significant role in supporting her child during this transitional age. A woman who has access to education

is better able to enhance her territories of impact upon her child's development.

Every mother is supposed to have the basic knowledge regarding handling adolescent crisis as she herself has transitioned through that stage and was handled by somebody then. This enables her to feel in the shoes of her child as he/she passes through that transitional stage.

The above studies vividly state that the role of mothers in supporting the adolescent during transitional stage is above par. The world is ever changing and hence the need arises for educating mothers about the challenges faced by the adolescent of today, the way to cope up and the measures to handle effectively.

As health team members, nurses play a vital role in imparting health education. Literature review gives evidence of a structured teaching programme, planned and conducted by nurses, being effective in educating clients using individual or group teaching, and self instructional materials.

Objectives

1. Assess the knowledge of mothers of school going preadolescent and adolescent children regarding handling adolescent crisis.
2. Conduct a planned teaching programme for the mothers on the basis of identified areas of knowledge deficit.
3. Assess the effectiveness of the planned teaching programme in terms of gain in knowledge.

Hypothesis

H₁ : There is a significant difference suggesting that the planned teaching programme was effective in increasing the knowledge of mothers.

H₂ : The mean post-test knowledge score of the mothers regarding handling adolescent crisis in children will be significantly higher than their pre-test score.

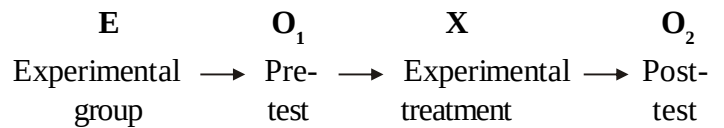
H₃ : There is a significant association between socio demographic variables and level of knowledge regarding handling adolescent crisis in children in both experimental group and control group.

Methodology

Research approach : An evaluative research using pre-test (O₁) and post-test (O₂) was adopted for this study in order to accomplish the objectives. Evaluative research deals with the question of how well the programme is meeting the objectives.

Research design : The research design selected for this study was pre-experimental, i.e., one group pre-test, post-test design because this study was intended to ascertain the gain in knowledge by the clients who were subjected to PTP.

This can be represented as:



Population : In the present study, the population consisted of all mothers of pre-adolescent and adolescent children (age group of 10-16 years) attending the selected school in Gwalior, M.P.

Sample and sampling technique : Here the study sample comprised of 100 mothers who have pre-adolescent and adolescent children in the age group of 10-16 years and attending the selected school in Gwalior, M.P. Simple random sampling was used for selecting the sample.

Sample selection criteria of the study :

Inclusion criteria :

1. Mothers of school going pre-adolescent and adolescent children and attending a selected school in Gwalior.
2. Mothers who will be willing to participate in the study.
3. Mothers who are able to read and write English.
4. Mothers who were present at the time of study

Exclusion criteria

1. Mothers with conditions affecting their psychological status
2. Mothers who are not able to read and write English.

Data collection tool : Data collection tools are the procedures or instruments used by the researcher to observe or measure the key variables in the research problem.

Section I : Socio Demographic variables : It consisted baseline informations on variables such as age, religion, education, type of family, family income, marital status, relationship with husband and order of the birth child.

Section II: Knowledge Questionnaires comprising of 30 objective type knowledge items covering the following areas:

1. Handling identity crisis
2. Decreased family relationship and increased peer group influence.
3. Increased drive for favour and recognition
4. A time of unrealism and unstable self concept
5. Sexual behavior. etc

The items were of multiple choice type with one correct answer and each carrying equal score. Thus the total maximum score would be 30. The scores were arbitrarily graded as.

- v Adequate knowledge level-greater than 75% (score 21-30)
- v Moderate knowledge level- 50% -74% (score 15-20)
- v Inadequate knowledge level-less than 50 % (less than 14)

Development of planned teaching programme : A planned teaching programme on adolescent crisis for the mothers of school going preadolescent and adolescent children. The following steps were adopted for developing planned teaching programme:

- v Review of literature
- v Consultation and discussion with nursing experts, psychiatrists and psychologists.
- v Personal experience and discussion with friends

Results

Table 1 Description of Frequency and Percentage of Sample Characteristics

N=100

VARIABLES		Frequency	Percentage (%)
Age (in years)	25-34	33	33
	35-44	54	54
	45-54	11	11
	55 and above	2	2
Religion	Hindu	50	50
	Muslim	24	24
	Christian	26	26
Education	Illiterate	0	0
	Up to 10th	65	65
	Up to 12th	15	15
	Diploma	5	5
	Graduation	13	13
	Post graduation	2	2
Marital status	Living with husband	97	97
	Separated	1	1
	Divorce/Widowed	2	2
Occupation	Professional	14	14
	Business	8	8
	Housewife	78	78
Monthly Income of Family	5000 and below	53	53
	5001 to 10000	33	33
	1001 to 15000	8	8
	15001 and above	6	6

Order of birth of the child	First	82	82
	Second	17	17
	Third	1	1
Relationship with husband			
	Good	87	87
	Satisfactory	11	11
	Poor	2	2

Table 2 Range, mean, median and standard deviation of pre-test and post-test knowledge scores of mothers

Area	Range	Mean	Median	Standard deviation
Pre-test	10-23	14.58	14	3.137
Post-test	14-28	22.95	24	4.739

Maximum Score=30**Table 3 Grading of pre-test and post-test knowledge score**

Area	Good 70-100%	Percentage	Average 50-69%	Percentage	Poor Below 50%	Percentage
Pre-test	6	6	32	32	62	62
Post-test	80	80	18	18	2	2

Table 4 Area Wise Mean percentage, mean gain and 't' value of pre-test and post-test knowledge score**N=100**

Variables	Mean percentage scores		Mean gain $K_2 - K_1$	't' Value
	Pre-test (K_1)	Post-test (K_2)		
Handling identity crisis				
General Information	48.90	81.30	32.40	4.6210
Decreased family relationship, increased peer group influence	56.67	90.33	33.66	4.4780
Increased drive for favour and recognition	75.00	86.00	11.00	9.7966
A time of unrealism and unstable self concept	36.50	63.50	27.00	2.9805
Sexual behaviour	62.42	94.85	32.43	17.0967

Recommendations

Keeping in view the findings of the following recommendation are made. Since this study was carried out with a small sample, the result can be used only as a guide for the further studies.

Based on the findings of the study the following recommendations are stated:

- v The study can be replicated on a larger sample for generalizing the findings.
- v Similar study can be done to assess the knowledge, attitude and practice of

Conclusions

This chapter deals with the important part of concluding the finding of the study and their implication. In this study, total

study, total of 100 mothers were selected to assess the effectiveness of a planned teaching programme on adolescent crisis for the mothers of pre-adolescent and adolescent children. The following results and conclusion was drawn on the basis of the finding of this study.

The 't' value computed ($t = 11.638$, $P < 0.001$) showed a significant difference suggesting that the planned teaching programme was effective in increasing the knowledge of mothers. The mean post-test area wise scores ($\bar{x}_2 = 8.13, 5.42, 2.58, 2.54, 6.64$) were higher than the mean pre-test area wise scores ($\bar{x}_1 = 4.89, 3.40, 2.25, 1.46, 4.37$).

Findings of the study showed that the knowledge of the mothers was not satisfactory before the introduction of the planned teaching programme. The planned teaching programme helped them to learn more about handling different characteristic features of adolescence - adolescent crisis, decreased family relationship and increased peer group influence.

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