Effectiveness of Structured Teaching Programme on Prevention of Iron Deficiency Anaemia Among Adolescent Girls in Selected Nursing College, Kanchipuram District, Tamilnadu, India.

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ABSTRACT **Aim:** The aim of the study was to improve the knowledge regarding prevention of Iron deficiency anemia among Adolescent Girls. **Methods and Materials:** An evaluate approach was used for the present study. Using simple random sampling technique 50 samples were selected. Self administered structured questionnaire were used. The collected data was analyzed by using descriptive and inferential statistics. **Results:** The Mean pre-test score was 7.34 and Mean post-test score was 12.08 and the difference between pre-test and post-test knowledge score was 4.47. Based on the objectives of the study the result shown that student with iron deficiency anemia were able to gain knowledge after structured teaching programme. The study shows that the student with iron deficiency anemia in post-test were having 38% moderate knowledge and remaining 62% were adequate knowledge regarding prevention of iron deficiency anemia in overall aspects. Structured teaching programme is effective in increasing the knowledge regarding prevention of students with iron deficiency anemia. **Conclusion:** The finding of the study revealed that there was a significant increase in the post-test knowledge scores after structured teaching programme

INTRODUCTION:

Today's child is tomorrow's citizen. There is no more precious thing than the health of our children. Adolescent is a "coming of age", as children grow into young adults. These teen years are a period of intense growth, not only physically, but also mentally and socially. During this time, 20% of final adult height and 50% of adult weight are attained.Because of this rapid growth, adolescents are especially vulnerable to anemia. Girls below 19 years of age comprise one quarter of India's rapidly growing population. The majority is out of school and has limited choices available for the future. Girls are caught in the cycle of early marriage, repeated pregnancy.

Anemia can result from decreased erythrocyte production which occurs due to decrease Hemoglobin synthesis. The heme in hemoglobin accounts for 2/3 of the body's iron. In India, pre-adolescent and adolescent girls, who constitute a sizable segment of its population, constitute a vulnerable group on account of the practice of early marriages and potential exposure to a greater risk of morbidity and mortality. Adolescence is a crucial developmental period. Iron is lost by acute or chronic bleeding, excessive menses ,Control of anemia improves the quality of life by increasing the school attendance, better learning, enhance capacity to work and is less expensive. Adolescent education on importance of nutrition is becoming an essential area of service provision, with our increasing population of people. Nurses have a unique responsibility as front line care givers and educators to recognize assess and effectively treat the widespread problem of Anemia. Hence the researcher felt the need for conducting a study to assess the effectiveness of structured teaching programme on prevention of iron deficiency anemia among adolescent girls in selected nursing college**.**

MATERIALS AND METHODS:
- **Setting:** The study was conducted in B.Sc (N) I year Class room in Chettinad college of nursing, Chennai.

- **Research approach:** The approach used for this study was Evaluative approach.
- **Research design:** Pre experimental Design.
- **Sample:** 50 Adolescent Girls.
- **Sampling technique:** Simple random sampling method.
- **Inclusion criteria:**
Only female students.
Students who are willing to participate in the study.

- **Exclusion criteria**
Boy students

- **Data collection instruments:**
Demographic Data
Closed ended questionnaire

- **Description of tool:**
The tool consisted of two aspects:
Section A: - A structured questionnaire to asses Socio-demographic Proforma of the study participants. Items on selected demographic variables like age, previous knowledge, etc

Section B: - Structured knowledge questionnaire to assess the knowledge on prevention of Iron deficiency anemia.

Data Collection Procedure
The investigator obtained written permission from the Principal, Chettinad College of Nursing. The investigator introduced him to the respondents to ascertain their co-operation for the study. Later, the investigator collected data from the samples after obtaining their consent from adolescent girls in selected nursing college. Girl students were selected through purposive sampling technique. The pretest knowledge level was assessed by structured questionairre.Then STP on prevention of anemia was given for girl students after pretest. After seven days the post test knowledge was assessed with the same tool. The data

collection procedure was continued till the sample size reached 50. The investigator thanked the participants for their co-operation & support.The collected data analysed by using descriptive and inferential statistics.

RESULTS:

A total of 50 adolescent girls were included in the study. This included 36 (72%) between 17 -18 years, 13(26%) were above 19 year and 1(2%) below 17 years. Level of knowledge of fifty girl students regarding prevention on iron deficiency anemia was assessed by structured questionnaire and analyzed using descriptive statistics that indicates the mean pre test knowledge score with mean(X1= 7.14) and standard deviation(2.86) and posttest knowledge score with mean(X2=12.08) and standard deviation(1.29).

The study shows a tremendous difference in the knowledge of subjects regarding selected aspects after the administration of structured teaching programme on knowledge on   prevention on iron deficiency anemia. Data depicts that the mean post test knowledge score was higher than the mean pre test knowledge score. The accepted t value is greater than the table value (t=11.04; p<0.05). The computed t value shows that there is a significant difference between the two mean knowledge score. On the basis of this the null hypothesis was rejected. This indicates that structured teaching programme is effective in increasing the knowledge score of Girl students regarding prevention of iron deficiency anemia.

Figure 1 indicates that 44% have inadequate knowledge, 44% have moderately adequate knowledge and 12% have adequate knowledge in Pre-test. 38% have moderately adequate and 62% have adequate knowledge score in Post-test.
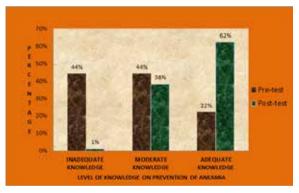

Figure 1: Bar diagram shows the distribution of samples with reference to Level of knowledge on prevention of iron deficiency anemia

DISCUSSION:

Level of knowledge of fifty girl students regarding prevention on iron deficiency anemia was assessed by structured questionnaire and analyzed using descriptive statistics that indicates the mean pre test knowledge score with mean(X1= 7.14) and standard deviation(2.86) and posttest knowledge score with mean(X2=12.08) and standard deviation(1.29).The study shown a tremendous difference in the knowledge of subjects regarding selected aspects after the administration of structured teaching programme on knowledge on   prevention on iron deficiency anemia. Data depicts that the mean post test knowledge score was higher than the mean pre test knowledge score. The calculated t value is greater than the table value. The computed t value shows that there was a significant difference be-

tween the two mean knowledge score. On the basis of this the null hypothesis was rejected and the research hypothesis was accepted. This indicates that structured teaching programme is effective in increasing the knowledge score of Girl students.

The study shows a difference in the knowledge on prevention of iron deficiency anemia among Girl students after the administration of structured teaching programme. The accepted t value is greater than the table value (t=11.04; p<0.05)**.**The study finding also reveals that the association between the Demographic variables and level of knowledge were not significant except previous knowledge regarding Iron deficiency anemia.

CONCLUSION

The result from this study reveals that the knowledge on prevention of iron deficiency anemia among girl students was inadequate and moderately adequate. This has to be taken into consideration. There may be many reasons for Girl students' inadequacy, which can be improved upon. Structured teaching programme is one of the effective methods in increasing the knowledge regarding prevention of iron deficiency anemia among Girl students'. The findings of the study revealed a significantly increased in the post test knowledge scores after administration of structured teaching programme.

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