

STATEMENT OF PROBLEM:

A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAM ON KNOWLEDGE REGARDING IRON DEFICIENCY ANEMIA AND ITS PREVENTION AMONG EARLY ADOLESCENT GIRLS IN SELECTED SCHOOLS OF BHAVNAGAR DISTRICT

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Background:

Anemia is a major public health problem throughout the world particularly for women of reproductive age in developing countries in India anemia is a common cause of maternal morbidity and mortality. Where there are three basic mechanisms for developing anemia, mainly (i) blood loss (hemorrhage); (ii) decreased production of red cells; and (iii) increased destruction of red cells. Anemia is a reduction in Red Blood Cells which in turn decrease the oxygen carrying capacity of the blood. Not a disease itself, anemia reflects an abnormality in RBC's number structure or function.

Methods:

The method used was one group pre test and post test evaluative research approach selected for the study to assess the knowledge of early adolescent girls regarding iron deficiency anemia and its prevention the study was carried out in selected schools of Bhavnagar District. with sample size of 60. This sample was selected by using Non-probability Purposive sampling technique.

Results:

The data presented in the pre test, majority of the respondents (53.3%) had Inadequate knowledge and (46.7%) had Moderate knowledge scores on prevention of Iron deficiency anemia .The data presented in the post test, majority of the respondents (75.0%) had Moderate knowledge and (25%) had Adequate knowledge scores on prevention of Iron deficiency anemia. chi-square was used to determine the association between the pre-test knowledge score and selected demographic variables. In pre test, adolescent girls were having knowledge adolescent girls and mean score was 10.18 ± 2.86 and in post test, knowledge regarding adolescent girls and mean score was 18.88 ± 2.71 . T calculated value of 25.483 which is more than the tabulated value of 2.05 at 0.05 level of significance. So we accept H_1 and conclude that there is significant difference between pre-test and post- test knowledge score of early adolescent girls regarding iron deficiency anaemia It is found that from the entire variable one demographic variable is significantly associated with pre test knowledge score regarding adolescent girls regarding iron deficiency anaemia so

hypothesis (H₂) was accepted for these variables

Conclusion:

The structured teaching program on effective in increasing the knowledge in early adolescent girls. The research approach adopted in the present study is

an evaluative research approach with a view to measure the knowledge on prevention of iron deficiency anemia. Effectiveness was assessed by analysis of pre test and post test knowledge score to know the of structured teaching programme. The data was interpreted by suitable and appropriate statistical method.

