

Original Research Article

## Effectiveness of Structured Teaching Programme on Knowledge Regarding Identification and Management of Adolescent Crisis

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### ABSTRACT

**Background:** There is an emerging attention toward the health of adolescents because the behaviour patterns adopted during this period have long-lasting positive as well as negative effects on future health and well-being.

**Objective:** To evaluate the effectiveness of structured teaching programme on knowledge regarding the identification and management of adolescent crisis among high school teachers.

**Methods:** The study was conducted using one group pretest-posttest design. The study included 30 high school teachers. The selected high school teachers who were willing to participate were included in the study. Pre- and posttest knowledge of the teachers was assessed by using a structured questionnaire after imparting a structured teaching programme on the identification and management of adolescent crisis. A paired t-test was used to compare the means of pre- and post-test knowledge scores.

**Results:** The pretest mean score was  $17 \pm 3$  and the posttest mean score was  $31.8 \pm 1.88$ . The calculated t-value was 27.11, which was highly significant with  $p < 0.001$ . This demonstrated that the structured teaching programme was an effective method for imparting the knowledge regarding the identification and management of adolescent crisis among government high school teachers.

**Conclusion:** The findings of the study reasonably concluded that structured teaching programme as an effective intervention improves the knowledge regarding the identification and management of adolescent crisis.

**Keywords:** Structured teaching programme, randomized control trial, adolescent crisis, high school teachers

### INTRODUCTION

Adolescence, one of the critical transitions in the life span, is defined as the period of developmental transition from childhood to adulthood including physical, social, and cognitive changes. [1] Now a days, there is a growing attention to the health of adolescents, as 20% of India's population are of adolescents. Also, the foundations laid during this period in terms of health, education and skills have profound effects for social and economic

development. Moreover, healthy, educated, and skilled adolescents are more important not only for the future, but also for the present. [2] Adding to these positive implications, adolescents also develop bad habits such as alcohol consumption, cigarette smoking, drug addiction, initiate sexual relationships, dropout from school at earlier ages. Behaviour patterns that are adopted during this phase either stimulate new adaptive ways of coping or may lead to regression and maladaptive coping

responses. [3] Therefore, during this phase, teachers, parents and peers have unique opportunities to influence the young people to promote adolescent development and adjustment and also to intervene efficiently when problems arise. [3] In addition to these, schools also play a major part in the psychological, intellectual, and vocational development of adolescent. [4] Hence, this research study was conducted to enhance the teachers' knowledge about identification and management of adolescent crisis.

### Hypotheses

H1: The mean post-test knowledge scores of the high school teachers will be significantly higher than their mean pre-test knowledge scores at 0.05 level of significance.

H2: There will be statistically significant association between the pre-test knowledge scores with the selected demographic variables.

### METHODOLOGY

Evaluative research approach with one group pretest-posttest design was adopted for the study. The subjects were chosen by using simple random sampling-lottery method. The sample comprised of 30 government high school teachers from Belagavi. STP was prepared. The tools used for data collection were proforma for sociodemographic data and structured knowledge questionnaire containing 35 items on aspects about identification and management of adolescent crisis. The content validity index was reported to be 0.74 for the structured knowledge questionnaire. [5] The reliability of the framed tool was tested by split-half method using Karl Pearson's coefficient correlation. The reliability of the tool was found to be 0.87. [6] After obtaining the requisite permission and the ethical committee clearance, the pilot study was conducted to determine the feasibility of the employing study. Initially, the recruited subjects were evaluated using proforma for sociodemographic data and structured knowledge questionnaire to obtain knowledge level about identification and

management of adolescent crisis and then STP was applied to the group on the same day. Posttest scores were calculated using same tool on day 7 from the date of pretest. Finally, the data obtained were tabulated and analyzed by both descriptive and inferential statistics.

### RESULTS AND DISCUSSION

The conceptual framework of the present study is based on Ludwig Von Bertalanff's General System Theory. [7] The study focused on the evaluation of STP on identification and management of adolescent crisis among selected Government high school teachers. The findings of the study are discussed under the following headings.

Out of 30 school teachers recruited to the study, 12 (40%) were in the age-group of 14-50 years, 10 (33%) in the age-group of 31-40 years, 6 (20%) in >51 years age-group, and 2 (7%) in 21-30 years age-group. A total of 20 (67%) teachers were women and remaining 10 (33%) were men. Out of 30 teachers, 22 (73%) were Hindu and remaining 8 (27%) were Muslim. The findings on educational qualification of high school teachers showed that 22 (73%) were BEd, 5 (17%) were MEd, 2 (7%) had done other course and remaining 1 (3%) was BpEd. Also, 15 (50%) teachers had experience of 16 years or more, 8 (27%) had 11-15 years of experience, 5 (16%) had 6-10 years of experience, and 2 (7%) had 0-5 years of experience in teaching.

In pretest, 16 (53%) high school teachers had average knowledge, 8 (27%) had poor knowledge, and 6 (20%) had good knowledge. This showed that most of the people have lack of proper knowledge regarding management of adolescent crisis. It was supported by similar studies conducted by Paul et al [8] on knowledge and attitude towards alcoholism among adolescents. The study finding disclosed that 6% had good knowledge, 76% had average knowledge, and 18% had poor knowledge (Table 1).

The comparison between pre- and posttest knowledge scores of high school teachers were found to be significant at  $t_{29} = 27.11$  ( $p > 0.05$ ). The significant results obtained suggest that STP helped to gain knowledge regarding the identification and management of adolescent crisis. Hence H1 was accepted (Table 2) The results obtained are in accordance with the studies conducted by Kumar et al. (2013) where statistically significant improvement was observed in knowledge regarding the harmful effects of alcohol and tobacco use ( $t = 27.61$ ,  $p = 0.001$ ). [9]

The paired t-test was computed to determine the pretest knowledge scores with selected sociodemographic variables except gender. Only gender ( $\chi^2 = 9.1$ ) has statistically significant association with knowledge scores, whereas the rest of the variables such as age, religion, educational qualification, and total year of experience in teaching were nonsignificant. Similar findings were observed in a study done by Sharma. [10] The results showed no significant relationship between pretest knowledge scores.

**Table 1: Frequency (f) and percentage (%) distribution of knowledge scores among high school teachers**

Knowledge scores	Pretest (n)		Posttest (n)	
	Frequency	%	Frequency	%
Good (20>)	6	20	30	100
Average (15-19)	16	53	00	00
Poor (<14)	8	27	00	00

**Table 2: Comparing knowledge score**

Group	Knowledge score			Paired t-test	df
	Pretest score	Posttest score	Increased		
	17±3	31.8±1.88	14.8		

$p < 0.001$

## CONCLUSION

The study findings revealed a significant difference in the knowledge scores in pretest when compared to posttest score. The results of this study add support to the use of STP as an effective

intervention to improve the knowledge about the identification and management of adolescent crisis. It may also benefit in early detection and management of adolescent crisis, which in addition helps in creating productive children to the community.

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