

# Evaluate the effectiveness of Structured Teaching Programme on Knowledge Regarding Pubertal Changes and its Coping Strategies among Adolescent Girls

M. S. Shalini<sup>1</sup>, Mr. Parashram<sup>2</sup>, Ishwar Das Vairagi<sup>3</sup>

PhD Scholar, JJT University, Jhunjhunu Rajasthan<sup>1</sup>

Associate Professor, SRMS College of Nursing Bareilly UP<sup>2</sup>

Tutor, MLB Govt. Paramedical Training College, Jhansi UP<sup>3</sup>

**Abstract:** Puberty is the cornerstone of reproductive development. Therefore, the transition through puberty is a critical period of development that provides an important opportunity to build a healthy foundation for sexual and reproductive health. "Adolescence" comes from the Latin word meaning "to come to maturity", a fitting description of this stage of life. The adolescent is maturing physically and emotionally, growing from childhood towards adulthood, and seeking to be grown up. It is a period of transition between childhood and adulthood. During this transition period dramatic physical, cognitive, psychosocial and psychosexual changes take place that are exciting and at the same time frightening. Adolescence is a period where a vital physical and psychosexual changes takes place. In this regard, not only the pre-schooler, but also the older child that is the pre-adolescents between the age of 10 and 12 year should also receive adequate attention as a preparation for pubertal changes and menarche.

**Materials and Methods:** A quantitative pre-experimental one group pre-test post-test design was used to assess the effectiveness of Structured Teaching Programme on knowledge regarding pubertal changes and its coping strategies among adolescent girls. The study conducted on 60 samples. Data was collected using structured knowledge questionnaire.

**Results:** In the pre-test, the majority (72%) adolescent girls had inadequate knowledge regarding pubertal changes and its coping strategies. In the post test, the same group has gained adequate knowledge (97%). Thus the study findings indicate that the Structured Teaching Programme was effective in enhancing knowledge of adolescent girls regarding pubertal changes and its coping strategies. The variables with  $\chi^2$  values for the variables age ( $\chi^2 = 12.49$ ), birth order ( $\chi^2 = 12.49$ ), class of study ( $\chi^2 = 9.49$ ), source of information ( $\chi^2 = 12.49$ ), type of family ( $\chi^2 = 12.49$ ), diet ( $\chi^2 = 5.99$ ), sleeping patterns ( $\chi^2 = 9.49$ ) are found to be significant at 0.05 level of significance with their mean pre-test knowledge scores.

**Conclusion:** After the detailed analysis of the study findings showed that pre-test finding showed that, most of the adolescent girl had inadequate knowledge regarding pubertal changes and its coping strategies. but after the administration of structured teaching programme it enhancing knowledge of adolescent girls regarding pubertal changes and its coping strategies. Regarding the association of demographic variables, they show association with age, birth order, class of study, source of information, type of family, diet, sleeping pattern, are found to be significant at 0.05 level of significance with their pre-test knowledge score.

**Keywords:** Pubertal changes, adolescent girls, physical changes, Structured Teaching Programme, coping strategies.

## REFERENCES

- [1]. Sommer Marni. Child and adolescent Health, Maternal and Reproductive Health, Education. Journal of Adolescent Health, 2017; 6(1): pp 265-275.

- [2]. Sahoo K. Physical growth, puberty and associated problems among school girls advisory committee. Journal social science. 2010;22(3):56-66.
- [3]. Marlow Dorothy, Redding A, Textbook of Pediatric Nursing, first edition, New Delhi, Elsevier publishers (p) Ltd, 2013
- [4]. Kevin Maddison David, Psychiatric Nursing, 5<sup>th</sup> ed. Churchill Livingstone: pp.58-59.
- [5]. Ghai O.P. Essential paediatrics, 6<sup>th</sup> edition CBS publishers. 2004; pp.66.
- [6]. Kumar et al. Adolescent Anxiety related to pubertal growth and development.
- [7]. Indian Journal of pediatrics. 1987.24(6), pp481-487.
- [8]. Golchin N, Hamzengardeshi Z, Fakhri Molound, Leila H. The experience of puberty in Iranian Adolescent girls: a qualitative content analysis. BMC Public Health. 2012.12(10), pp689.
- [9]. Nouri M. The impact of peer-based educational approaches on girls' physical practice of pubertal health. Arak Medical University Journal. 2010;12 (4):pp129-135.
- [10]. Poojary C, John D, Babu C, Priya R, Shetty P. Pubertal changes : Knowledge among school aged girls. American International Journal of Research In Humanities. 2014:15(2):pp 15-726.
- [11]. WHO-Adolescent and youth demographic brief overview: UNFPA.org