Original Research Article

A Study to Assess the Effectiveness of Planned Teaching Programme on Knowledge Regarding Toxic Shock Syndrome among Late Adolescent Girls in Selected College at Nagpur City

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ABSTRACT

Introduction- A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include lecture, demonstration, video assisted teaching or combinations of these. The choice of teaching method to be largely depends on the information or skills that are being taught, and it may also be influenced by the aptitude and enthusiasm of the students.

Objectives- 1.To assess the existing knowledge regarding Toxic shock syndrome among late adolescent girls of selected college at Nagpur city. 2. To evaluate the effectiveness of planned teaching programme on knowledge regarding Toxic shock syndrome among late adolescent girls of selected college at Nagpur city. 3. To associate the post-test knowledge score with selected demographic variable.

Methods- The investigators developed a conceptual framework which was based on cognitive learning theory. An evaluatory research approach was used quasi experimental research design [one group pre-test post-test research design] was used. The tool used for the data collection was structured questionnaire which comprised 30 multiple choice on toxic shock syndrome. The sample size was 30 girls from late adolescent girls and sampling technique was non-probability volunteer sampling technique and data collected was analyzed by using descriptive and inferential statistics in terms of frequency, mean, standard daviation, Chi square and paired 't' test.

Results: The levels of knowledge were seen into 3 categories: adequate, moderate, inadequate of late adolescent girls. 20 (66.66%) had inadequate knowledge, 10 (33.33%) had moderate knowledge and 0 (0%) had adequate knowledge score in ore-test. Late adolescent girls 4 (13.33%) had inadequate knowledge, 19 (63.33%) had moderate knowledge and 7 (23.33%) had moderate knowledge score in post-test. There is association between knowledge score with demographic variables.

Conclusion: The study reveals that there is a deficit knowledge regarding Toxic shock syndrome in pre-test. The post-test knowledge was increased which reveals that planned teaching programme was effective on knowledge regarding Toxic shock syndrome.

Keywords: Toxic Shock Syndrome, Planned Teaching, Effectiveness

INTRODUCTION

Teaching today is a complex process which require the highest form of professional practice (Hoban 2002) in Thailand, it was found through the first external evaluation by the office of national education standard and quality assessment (ONESQUA) that only 19 present of students were able to pass there evaluation at the good level and only half of the teachers could pass the standard of teaching, learning, even though almost all of the

teachers were qualified (A Ankul Boot, 2004)[1].

Toxic shock syndrome (TSS) is an acute onset illness characterized by fever, hypotension, sunburn like rashes and organ damage. Toxic shock syndrome was classically associated with high absorbency tampon use in menstruating women until eventually, these were taken off the market. Toxic shock syndrome is staphylococcus toxin, especially TSS Toxic-1 (TSST-1), staphylococcal enterotoxins B and rarely to enterotoxins types A, C, D, E and H.

The study of the method and approaches for teaching in nursing education is very relevant to clinical nursing practicum. Prior to actual practice in the ward on the client, nursing students must know how to give nursing care correctly and appropriately, and have to practice to increase their clinical skill performance in both the laboratory and hospital setting. For undergraduate nursing student clinical practices makes up 5-60% of the credited in order to prepare them from authentic nursing educator should identify teaching methods which are the most appropriated for nursing student to enhance and apply the knowledge to practice appropriately.[1]

OBJECTIVES-

1. To assess the existing knowledge regarding Toxic shock syndrome among late adolescent girls of selected college at Nagpur city.
2. To evaluate the effectiveness of planned teaching programme on knowledge regarding Toxic shock syndrome among late adolescent girls of selected college at Nagpur city.
3. To associate the post-test knowledge score with selected demographic variable.

MATERIAL AND METHOD

The investigators developed a conceptual framework which was based on cognitive learning theory. An evaluatory research approach was used quasi experimental research design [one group pre-test post-test research design] was used. The tool used for the data collection was structured questionnaire which comprised 30 multiple choice on toxic shock syndrome. The sample size was 30 girls from late adolescent girls and sampling technique was non-probability volunteer sampling technique and data collected was analyzed by using descriptive and inferential statistics in terms of frequency, mean, standard daviation, chi square and paired 't' test.

RESULT

Majority 23 (76.66%) girls were of the age group between 18-20 years.

Majority 23 (76.66%) girls were annual income of parents less than 1 lakhs.

Majority 20 (66.66%) girls were from duration of wearing pads after every 6-8 hours and 10 (33.33%) girls were from 4-6 hours.

Majority 20 (66.66%) girls having good previous knowledge and 9 (30%) having average previous knowledge.

Majority 21 (0%) girls were having source of information is internet.

TABLE 1: Significance of difference between knowledge score in pre and post-test of young adults in relation to Toxic shock syndrome

Overall	Mean	SD	Mean percentage	t-value	p-value
Pre-test	8.5	6.92	28.33	27.69	0.001 S p<0.05
Post-test	16.43	6.096	54.76		

Table no. 1: depicts the overall mean knowledge scores of pre- test and post-test late adolescent girls which reveals that post-test mean knowledge score was higher 16.43 with SD of ± 6.096 when compared with pre- test mean knowledge score value which was 8.5 with SD of ± 6.92. The statistical late adolescent girls paired t-test implies that the difference in the pre-test and post-test knowledge score found to be 27.69 which is statistically significant at 5% level of significance (p<0.05). Hence, it is statistically interpreted that planned teaching programme on knowledge regarding Toxic shock syndrome was effective. Thus H1 is accepted and H0 is rejected.
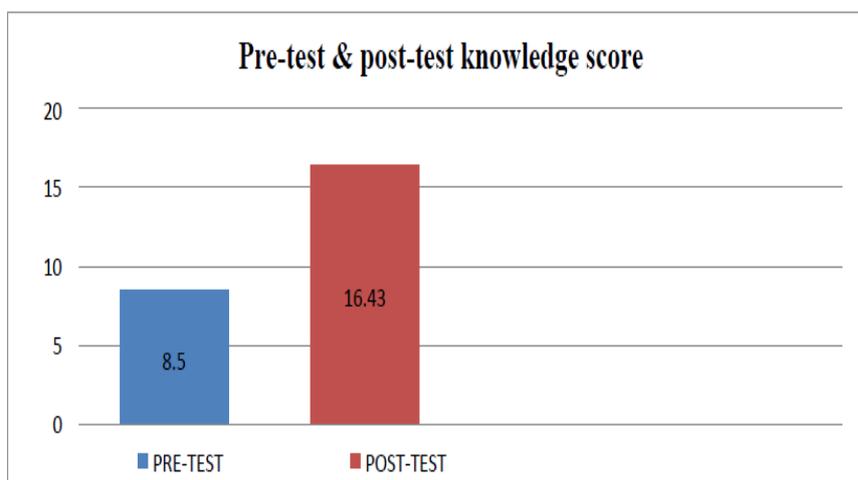
FIG 1: Bar graph of significance of difference between mean knowledge score in pre-test and post-test of late adolescent girls.

TABLE NO. 2: An analysis of data to find association between post-test knowledge and selected demographic variables.

Sr no.	Demographic variables	Chi- square value	Degree of freedom	Table value	Level of significance	Significance
1	Age	14.71	4	9.49	0.05	Non significant
2	Annual income of parents	3.116	4	9.49	0.05	Significant
3	Duration of wearing pads	4.834	4	9.49	0.05	Significant
4	Previous knowledge of group	1.396	4	9.49	0.05	Significant
5	Source of information	7.972	4	9.49	0.05	Significant

Analysis reveals that there is significant association between knowledge score with age, educational status, annual income of parents, previous knowledge of group, source of information.

DISCUSSION

The overall mean knowledge scores of pre- test and post-test late adolescent girls which reveals that post-test mean knowledge score was higher 16.43 with SD of $\pm$ 6.096 when compared with pre-test mean knowledge score value which was 8.5 with SD of $\pm$ 6.92. The statistical late adolescent girls paired t-test implies that the difference in the pre-test and post-test knowledge score found to be 27.69 which is statistically significant at 5% level of significance ($p<0.05$). Hence, it is statistically interpreted that planned teaching programme on knowledge regarding Toxic shock syndrome was effective. Thus H1 is accepted and H0 is rejected.

CONCLUSION

After the detailed analysis, the study leads to following conclusion: The researchers concluded that pre-test and post-test knowledge mean score regarding toxic shock syndrome among late adolescent girls was 8.5 and 16.43 respectively. Therefore the study reveals that there is a deficit knowledge regarding toxic shock syndrome in pre-test and post-test knowledge was increased which reveals that planned teaching programme was effective on knowledge regarding toxic shock syndrome.

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Conflict of Interests

This statement is to certify that all authors have been and approved the manuscript being submitted. We warrant that the article has not received prior publication and is not under consideration for publication elsewhere. We have no conflict to declare.

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