



THE EFFECTIVENESS OF SELF INSTRUCTIONAL MODULE ON KNOWLEDGE REGARDING BRAIN CHANGES DURING PUBERTY AMONG SCHOOL GIRLS AT SELECTED SCHOOL OF INDORE M.P.

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Abstract

In this pre experimental design, sample consisted of 60 school girls, selected by Non probability convenient sampling technique. A self structure questionnaire tool was used for assessing the knowledge of school girls. Pre test was conducted by using the same structured questionnaire and after 30 days post test was conducted using the same structured questionnaire for assessing the effectiveness of self instructional module. Mean percentage of the knowledge score of post test 28.63 was higher than pre test 20.55. The 't' value for total pre test and post test was 13.89. The data was analyzed in terms of descriptive and inferential statistics.

Adolescence term derived from Latin verb adolescere, meaning "to grow into adulthood" is commonly considered as a transitional phase between childhood and adult world. This transition is a long gradual process that encompasses pubertal events and other fundamental developmental changes of psychological, cognitive, social and emotional nature that altogether enables a child to achieve adult identity and behaviour eventually. World Health Organization (WHO, 2016) Recognized adolescence as a period of human growth and development that occurs after childhood and before adulthood, from ages 10 to 19, characterized by a massive pace in growth and change that is considered second only to that of infancy. The onset of puberty marks the passage from childhood to adolescence. During this passage several key developmental experiences occur besides physical and sexual maturation, such as movement towards social and economic independence, development of identity, the acquisition of skills needed to carry out adult relationships as well as roles and the capacity for abstract reasoning. While adolescence is a time of enormous development and potential, it is additionally a period of extensive risks as many individuals also experience a wide range of mental health problems, during which social contexts like family as well as community exert powerful influences. "These formative changes that accompany this stage of life are universal and are experienced by every individual.

OBJECTIVES

1. To assess the Pre test knowledge score of school girls regarding brain changes in puberty.
2. To assess the Post test knowledge score of school girls regarding brain changes in puberty.
3. To assess the effectiveness of self instructional module on brain changes during puberty among school girls.

METHODS AND MATERIAL

An extensive review of literature was undertaken. The conceptual framework based on modified Pander's Health Promotion Model. An experimental research approach was used to assess the knowledge regarding brain changes during puberty. A pre experimental research design was considered appropriate for the study "to assess the effectiveness of self informational module (SIM) regarding brain changes during puberty. One group pre test and post test design was used. In order to measure the content validity of the tool, the questionnaire schedule was given to the 12 experts from the field of Obstetrics and Gynaecological Nursing and community health Nursing. The experts were chosen on the basis of their clinical expertise, experience, qualification and interest in the problem area. The tool was found reliability of tool was calculated with split half method and found 0.83 for knowledge which is statically reliable for the present study.

RESULT

The data for study was calculated in the month of November collection was analysed by using descriptive & inferential statistics. The analysis depicted that majority of school girls by 25 school girls (42%) belonged to the age group of 10-13 years Regarding the Educational status of school girls, majority of respondent i.e. 35 (59%) had their 8 class Majority of the respondent 20 (34%) were Hindu, , Majority respondent monthly family income 20 (34%) Regarding the Nutritional status of school girls, majority of the respondent 40 (66%) were non vegetarian,

Pre test Knowledge score Maximum Number of school girls i.e. 59% of the school girls (35) had average knowledge, 25% of school girls (15) had good knowledge, and only

(16%) 10 had poor knowledge regarding brain changes during puberty.

Post test score that majority 80% of the school girls (48) had good knowledge, 20% of school girls (12) had average knowledge, and no one have poor knowledge regarding brain changes during puberty.

The effectiveness of Self instructional module for school girls regarding brain changes during puberty., there is significant difference between pre and post knowledge score. **t test value ItI=13.89**. Tabulated value of t test 5% level of significance & 5 degree of freedom .**Tabulated t value t=2.015** t calculated>t tabulated.H2 is accepted that means SIM is effective.

CONCLUSION

The self instructional module was found to be an effective for school girls that increasing the knowledge regarding brain changes during puberty.

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