

EFFECTIVENESS OF PLANNED TEACHING PROGRAMME IN TERMS OF KNOWLEDGE ON BREAST SELF EXAMINATION AMONG ADOLESCENT GIRLS AT GOVERNMENT SENIOR SECONDARY SCHOOL

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Abstract: *Introduction: breast self examination is as simple, very low cost, non invasive adjuvant screening method of early breast cancer in women. its purpose is important in case of a prompt reporting of symptoms which are important early detection messages for women of all ages, and to make women familiar with both the appearance and the feel of their breasts as early as possible. Objective: effectiveness of planned teaching programme in terms of knowledge on breast self examination among adolescent girls. Research approach: A pre experimental research approach was used as study will evaluate the effectiveness of Planned Teaching Programme in terms of knowledge on Breast Self Examination. Sample size: It consisted of 50 subjects. Out of 50 subjects 30 subjects were from 10th class and 20 subjects from 12th class. Sampling technique: A purposive convenient sampling technique was used to select the subjects. Results: The calculated 't' value (15.84) was greater than the tabled 't' value ($t_{49} = 1.96$). Hence the null hypothesis (H_0) was rejected.*

Key Words: *Planned teaching programme, Breast self examination, Adolescent girls*

1. INTRODUCTION:

Breast cancer is one of the most common causes of the death in many developing countries amongst middle age and is becoming common in developing countries as well. Mean age of occurrence of breast cancer is about 42 years in India as compared to 53 years in white women's in United States of America. The earlier a women is diagnosed, the better her chances of survival. A W.H.O expert committee has recommended Breast Self Examination for the early detection of breast cancer.

Breast Cancer is easier to treat the earlier it is found. For that reason, some experts recommended that women over age 20 perform a monthly Breast Self Examination to look for new lumps and other changes. Breast Self Examination has limitations, however, and is not a substitute for regular breast examinations from your doctor or screening mammogram. An important contribution to screening can be made by Breast Self Examination of the breasts each month after completion of the menstrual cycle. Women can detect 95% of breast cancers. A reduction of 18% in mortality from breast cancer may be attainable by this means. Breast Self Examination is a technique that all women's can do to examine their own breast.

Breast Self Examination is as simple, very low cost, non invasive adjuvant screening method of early breast cancer in women. Its purpose is important in case of a prompt reporting of symptoms which are important early detection messages for women of all ages, and to make women familiar with both the appearance and the feel of their breasts as early as possible.

American Cancer Society has issued a statement that woman between 14-54 years of age carry the risk for breast cancer. The effectiveness of Breast Self Examination in detecting breast cancer depends not only on frequency, but also on the accuracy with which Breast Self Examination is performed. Thus, teaching the skills of Breast Self Examination can be life saving and with regular Breast Self Examination, malignancy may be discovered at an earlier stage, which can save lives. An effort should be made to reach out to younger women and adolescence is a good time to begin this work. Thus Breast Self Examination should be included in the health education programmes of schools.

Breast Self Examination can be used as an important tool for primary prevention of breast cancer. A set of limitations has been negatively related to Breast Self Examination practice, such as lack of confidence, in one's examination, fear of an abnormality, forgetting and lack of time. Therefore, instructions in Breast Self Examination can be used to increase the frequency and thoroughness of practice.

2. OBJECTIVES:

- To assess the socio-demographic variables.
- To assess the pre test knowledge among adolescent girls.

- To implement Planned Teaching Programme on Breast Self Examination.
- To assess the post test knowledge among adolescent girls.
- To compare the pre test and post test knowledge on Breast Self Examination among adolescent girls.
- To find out the relationship of knowledge with selected socio demographic variables

3. HYPOTHESES :

- **H₀:** There will be no significant difference between pre test and post test knowledge score of adolescent girls.
- **H₀₁:** There will be no significant relationship between knowledge score and selected socio-demographic variables.

4. METHODOLOGY:

Research approach:

A pre experimental research approach was used as study will evaluate the effectiveness of Planned Teaching Programme in terms of knowledge on Breast Self Examination among adolescent girls.

Research design:

A pre test post test research design was adopted to evaluate the effectiveness of Planned Teaching Programme in terms of knowledge on Breast Self Examination among adolescent girls.

Schematic representation of research design

Group	Pre test O ₁	Intervention X	Post test O ₂
Adolescent girls at Government Senior Secondary School Lutheri, Ropar	First day: Structured Knowledge Questionnaire	Planned Teaching Programme and demonstration on Breast Self Examination	Fifth day: Structured Knowledge Questionnaire

Research setting :

This study was conducted in Government Senior Secondary School Lutheri , Ropar.

Target population:

All the adolescent girls of class 10th and 12th of selected school.

Sample size:

It consisted of 50 subjects. Out of 50 subjects 30 subjects were from 10th class and 20 subjects from 12th class.

Sampling technique:

A purposive convenient sampling technique was used to select the subjects.

Development of tool:

Tools are the procedure or instruments used by the researcher to collect data. The tool was prepared on the basis of objectives of the study.

Description of data collection tool:

Part I: A. Personal data questionnaire.

B. Structured knowledge questionnaire

Part II: Planned Teaching Programme.

A. Development of personal data questionnaire:

A personal data questionnaire was used, which seeks information regarding the subject’s age, educational level, residence, educational status of parents, occupation of parents and monthly family income etc.

B. Structured knowledge questionnaire:

A total 32 questions were there. The questionnaire was divided into 3 sections :

Section A: Questionnaire based on knowledge regarding breast cancer.

Section B: Questionnaire based on knowledge regarding Breast Self Examination, its purposes, frequencies and best time period.

Section C: Questionnaire based on knowledge about position, areas to examine and techniques of Breast Self Examination.

Scoring

Each item was scored on 4 point scale: poor, average, good and excellent with scoring 0-8, 9-16, 17-24 and 25-32 respectively.

Sr. No	Criterion Measures	Levels
1.	Poor	0-8
2.	Average	9-16
3.	Good	17-24
4.	Excellent	25-32

Content validation:

The content of validity of the tool was established by getting the opinions of 5 experts in the field specialization such as Gynecologists, lecturers of Medical-Surgical Nursing, Obstetrics and Gynecological Nursing.

Reliability:

Pre testing was done on 6 samples in the same setting to ensure the clarity of items and to make the items more understandable to the proposed study. Karl Pearson Co-relation Co-efficient formula was used.

Tool was found highly reliable ($p = 0.92$, highly significant).

Data collection procedure:

The data collection procedure was carried out in March 2009. Formal permission was obtained from principle of Government Senior Secondary School, Lutheri, Ropar.

Data was collected by following steps:

Pre test: During first visit on 19.03.2009, pre test knowledge was assessed by giving structured knowledge questionnaire along with personal data questionnaire to each subject. Time taken by each subject varied from 20-30 min.

Interventions: after pre test, a Planned Teaching Programme as well as demonstration was given on Breast Self Examination. Time taken to give a Planned Teaching Programme as well as demonstration varied from half an hour to one hour.

Post test: after 5 days, post test knowledge was assessed by giving structured knowledge questionnaire to each subject.

5. MAJOR STUDY FINDINGS:

- The pre test knowledge score regarding Breast Self Examination was good in majority 60 % of the adolescent girls, only 2% possessed excellent knowledge score, 36% of the adolescent girls had average knowledge score and 2% of the adolescent girls had poor knowledge score. So the knowledge of adolescent girls regarding Breast Self Examination needs to be improved.
- When item wise analysis was done, it was found that 16% of the adolescent girls had minimum knowledge score regarding the breast cancer and Breast Self Examination, So their skills need to be improved related to Breast Self Examination.
- 94% of the adolescent girls had excellent post test knowledge score and 6% had good knowledge score regarding Breast Self Examination, after the administration of Planned Teaching Programme on Breast Self Examination. The knowledge deficit in the pre test showed a remarkable gain in the post test knowledge score. Item wise analysis indicated improvement in knowledge score in all the 3 sections.
- The mean post test knowledge score (28.18) was found to be higher than the mean pre test knowledge score (17.74).
- In order to find the significant difference between pre test and post test knowledge score 't' value was computed and was statistically significant. The calculated 't' value (15.84) was greater than the tabled 't' value ($t_{49} = 1.96$). Hence the null hypothesis (H_0) was rejected and this shows that Planned Teaching Programme was effective in improving knowledge of adolescent girls regarding Breast Self Examination.
- To test relationship between knowledge score and selected demographic variables unpaired 't' test was used. Results revealed that there was no significant relationship between knowledge score and age of the subjects, educational status, residence, educational status of father, educational status of mother, occupation of father, monthly family income during pre test and post test. But there was significant relationship between pre test knowledge score and occupation of mother where as no significant relationship was found between post test knowledge score and occupation of mother.

6. DISCUSSION:

The present study was conducted on 50 subjects to assess the knowledge of Breast Self Examination. The hypotheses as stated in chapter 1 were studied and an attempt was made to identify the impact of socio-demographic

variables on the knowledge of subjects regarding Breast Self Examination. However, no statistically significant relationship was found between the subjects demographic variables (age, educational status, area location, educational status of father, educational status of mother, occupation of father, occupation of mother and monthly income) and their knowledge of Breast Self Examination. Comparison of pre test and post test knowledge scores showed that some subjects had significant improvement & others had highly significant improvement in knowledge scores after the administration of PTP on Breast Self Examination.

7. RECOMMENDATIONS

The following recommendations have been made for further study on the basis of the findings of the present study:

- A similar study can be conducted on a larger sample for wider generalization.
- A similar study can be conducted with a control group.
- A comparative study can be carried out on the knowledge of Breast Self Examination.
- A similar study can be conducted on large sample of two different schools.

8. CONCLUSION

The findings of earlier studies also supported that the administration of teaching module increased the knowledge of adolescent girls Breast Self Examination. The increase in knowledge was not only significant in terms of total scores also regarding each subsection of Breast Self Examination selected for the study. This indicates that the administration of Planned Teaching Programme on Breast Self Examination was effective in increasing the knowledge of subjects under study regarding Breast Self Examination.

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