

## **“A Study To Assess The Effectiveness Of A Structured Teaching Programme (STP) On Knowledge Regarding Planned Parenthood Among Degree Students At Rajaram Mohan Roy College Of Education, Bangalore”.**

**Shwetha T. K**

Associate Professor

Adarsha college of nursing - Bangalore

Corresponding Author email id: [shwethashwe158@gmail.com](mailto:shwethashwe158@gmail.com)

### **ABSTRACT**

A significant number of children are born unintentionally rather than by deliberate choice, despite many parents expressing a desire to determine the number of offspring they have. Consequently, they often need guidance from organisations that offer information on birth control. Furthermore, certain couples might not be aware of the importance of family planning, and some university students may lack familiarity with Planned Parenthood. To create awareness, I selected this topic. ‘A Study to assess the effectiveness of Structured Teaching Programme (STP) on knowledge regarding planned parenthood among degree students at Rajaram Mohan Roy College of Education, Bangalore’. Was undertaken by Mrs. Shwetha T. K..

### **How to Cite this Article?**

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### **Introduction**

A significant number of children are born unintentionally rather than by deliberate choice, despite many parents expressing a desire to determine the number of offspring they have. Consequently, they often need guidance from organisations that offer information on birth control.<sup>1</sup> Integral to personal fulfilment is the ability to establish and maintain intimate relationships. This ability is cultivated within the parent-child relationship during early life. It

is essential to acknowledge the significance of the parent-child relationship, as parenthood constitutes one of the most fundamental and pivotal institutions within society.<sup>2</sup> The functions of parenting can be delegated to others and often reflect the practices of historical royalty or contemporary affluent individuals, whereby caregivers raise children. Additionally, parenting responsibilities are frequently distributed throughout foster homes and institutions, often without granting these children the benefit of parental figures.<sup>3</sup>

There is a lingering reluctance to place on parents the same degree of responsibility for how they treat their children that society demands of them in their dealings with other individuals outside the family. The distinction rests, in part, upon the ongoing assumption that children are the private property—or even the property—of their parents, an assumption that continues to infuse social and legal attitudes despite increasing support for children's rights. Even as the process of cultural and systemic change can be unsettling and have unanticipated side effects, it also creates room for wide-ranging improvements.<sup>4</sup>

Contemporary parenthood is a shift in priorities, with fathers and mothers investing more time and emotional capital in the upbringing of their children, often placing this ahead of, or alongside, paid work. This transition isn't happening in isolation; it is mirrored by enhanced educational resources and specialised interventions for parents, particularly those facing economic or social difficulties. Additionally, there is a growing awareness that children's development is not an isolated journey. Strategies are increasingly aimed at building a community-based approach—an approach that takes into consideration children and parents as part of larger social systems, for example, neighbourhoods, schools, and networks of support. This integrated approach builds collective responsibility and investment in family well-being.<sup>5</sup>

On October 16, 1916, Margaret Sanger, her sister Ethel Byrne, and Fannie Mendel opened the first birth control clinic in the United States, in Brooklyn, New York, the birthplace of Planned Parenthood. The three were immediately arrested and imprisoned for breaking the Comstock Act by dispensing material that was "obscene" at the clinic. The "Brownsville Trials," as the court proceedings came to be called, made national front-page news and attracted even more support for the cause. Although Sanger and her co-workers were first declared guilty, these convictions were later overturned. Their actions were a major force in altering U.S. law on birth control and education.<sup>6</sup>

India holds the highest position in terms of population density. Numerous major socio-economic issues are currently confronting India, with none more significant than the problem

of overpopulation. This overpopulation places immense pressure on the country's limited land resources. Subsequent to the International Conference on Population and Development held in Cairo, Egypt, in 1994, coupled with the persistent AIDS crisis, there has been growing recognition of the imperative to incorporate family planning and reproductive health initiatives.<sup>7</sup>

Planned Parenthood is a credible advocacy that supports policies facilitating access to all-encompassing sexual and reproductive health services, education, and information. Such policies aim to enhance women's health by preventing unintended pregnancies through the implementation of effective family planning programs, safe abortion procedures, and comprehensive sex education. Planned Parenthood involves every interaction concerning childbirth between mothers and midwives.<sup>8</sup> The components of this interaction include abortion avoidance, family planning, preventing pregnancy complications, preventing sexually transmitted diseases during pregnancy, the importance of institutional deliveries, and medical termination of pregnancies. Furthermore, a critical aspect of Planned Parenthood is antenatal education.<sup>9</sup>

Steering clear of abortion is advisable, as it carries various significant risks, including infertility, inadequate uterine recovery, excessive bleeding, cervical injury, and allergic responses.<sup>10</sup> The psychological effects, such as depression and guilt, are noteworthy as well. To avoid situations that lead to abortion, Planned Parenthood offers several solutions.<sup>11</sup> Allowing at least a three-year age difference between children is recommended to ensure proper recovery time. Regular pregnancies compromise women's health by not allowing enough time to recuperate from the last pregnancy, causing potential health issues.<sup>12</sup>

In light of these concerns, it is crucial to raise awareness about Planned Parenthood. Consequently, this research seeks to assess the impact of a Structured Teaching Programme (STP) in enhancing degree students' knowledge about Planned Parenthood. We employed systematically designed Structured Knowledge Questionnaires (SKQ) to evaluate the students' comprehension before and after the intervention - Structured Teaching Programme (STP). The main goal is to determine if educational tactics can significantly boost awareness, encourage healthier reproductive decisions, and promote informed decision-making among young adults.

## Objectives

1. To assess baseline knowledge among degree students regarding Planned Parenthood by employing a systematic SKQ.
2. To evaluate how STP is effective for Planned Parenthood among degree students.
3. To examine the relationship between Planned Parenthood knowledge level and selective demographic factors.

## **HYPOTHESIS**

1. **H<sub>1</sub>**- Degree students demonstrate significantly higher mean post-test scores compared to pre-test scores in their knowledge of Planned Parenthood.
2. **H<sub>2</sub>**- The knowledge scores show a significant association with selective demographic factors.

## **Methodology**

The research methodology used in this study describes in detail the setting of the study, the participants, the sampling strategy, the procedure for selecting the sample, the inclusion and exclusion criteria, tool creation, the methods for data collection, a preliminary study, and data management practices.

## **Research Approach**

Considering the complexity of the problem and the intended objectives, an evaluative research approach was adopted as the most appropriate methodology.

## **Research Design**

The study utilised a pre-experimental design, specifically a one-group pre-test and post-test format. Initially, a pre-test was given, followed by an STP for an hour, with a post-test administered to the same group after seven (7) days.

## **Study Setting**

The study site was Raj Ram Mohan Roy College of Education in Bangalore.

## **Target Population**

The targeted population were the degree students enrolled at the study site.



## **Sample**

Samples were selected from the targeted population by a sampling technique.

## **Sample size**

The study involved sixty (60) participants.

## **Sampling technique**

The sample was drawn utilising a convenient sampling method.

## **Eligibility Criteria**

### **Inclusion criteria**

- Students are pursuing a degree at the study site.
- Aged between 18 to 24 years.
- Accessible at the point of data collection.
- Willing to participate freely in the study.
- Should be literate in English.

### **Exclusion criteria**

- Students not enrolled for a degree at the study sites
- Those who have already embraced parenthood.
- Unwilling to take part.
- Too unwell to engage.
- Unable to comprehend English.

## **Tool Development**

The study employed an instrument consisting of a systematic SKQ paired with an STP centred on family planning.

## **Tool Selection**

A systematic SKQ was designed to assess the understanding of participants regarding Planned Parenthood.

## Tool Description

- **Section I:** This section consists of eight(8) elements associated with the demographic traits of the participants, including age in years, gender, religious affiliation, marital status, family structure, income level, prior exposure to the information and its sources.
- **Section II:** The systematic SKQ comprised thirty (30) elements on knowledge about Planned Parenthood.

## Scoring of Elements

Each accurate response received one (1) point, while incorrect responses received zero (0). The highest achievable score was thirty (30) points. The overall score obtained was subsequently classified as below to assess the knowledge of degree students.

- Insufficient: score < 10
- Sufficient: score ranging from 10-20
- Ample: score ranging from 20-30

## Validity of Content

Six (6) educators in the field of O.B.G Nursing provided recommendations, which helped to confirm the tool's content validity.

## Reliability

Following validation, the tool underwent testing to evaluate its reliability. The systematic SKQ was administered to a sample of six (6) participants. The reliability coefficient of the SKQ was determined to be 0.96, while the validity coefficient was established at 0.97, indicating the tool's suitability for the primary study.

## Development of the Structured Teaching Program (STP)

The development of the STP involved the following methodological steps:

### 1. Preparation of the first draft of the STP content.

- The first draft of the STP content was formulated through an exhaustive review of scholarly literature related to the advancement of STP concerning Planned Parenthood.

### 2. Creation of a criteria checklist to assess the STP content.

- **Articulation and Specification of Objectives in Behavioural Terms**

- The teaching objectives were delineated and articulated in terms of observable behaviours, contingent upon the requirements of the learner, specifically in the context of Planned Parenthood.
- **Content Selection**
  - The Planned Parenthood content was chosen based on a review of the literature and expert consultation.
- **Content Organisation**

The chosen content was organised under the following primary headings.

  - Introduction
  - General information regarding parenthood
  - Components of Planned Parenthood
  - Preparation for parenthood
  - Advantages of Planned Parenthood
- 3. **Validating the STP content.**
  - The preliminary iteration of the STP content, along with the pertinent tool, was disseminated to seven (7) subject matter experts. In order to evaluate the content validity, a criteria checklist was employed, which encompassed criteria spanning two distinct domains.
- 4. **The subsequent editing of the content.**
  - Following the modifications provided by the subject matter experts, the subsequent edits were implemented.
- 5. **Preparation of the final draft of the STP content.**
  - The final iteration of the STP content comprised an introduction, the core content, and a summary. Furthermore, visual aids were also integrated in conjunction with the presentation associated with Planned Parenthood.
- 6. **Planning to implement the final STP content.**
  - The scheduling for the implementation of the final STP content has been finalised.

### **Pilot Study**

Following the acquisition of formal administrative consent from the Director and Principal at Raja Ram Mohan Roy College of Education, Bangalore, a pilot study was undertaken from May 22, 2016, to May 29, 2016, at the aforementioned institution as a study site. Administrative approval was also procured from the Secretary of the institution to conduct the

pilot investigation. Six (6) degree students enrolled at the study site were chosen as participants; they were duly informed about the study's objectives, and their consent was obtained.

On the first day, a pre-test was carried out using a systematic SKQ, and subsequently, an STP was delivered for one hour on the same day. On the eighth day, a post-test was conducted using the identical, systematic SKQ to assess the effectiveness of the STP concerning Planned Parenthood. The mean percentage knowledge score from the post-test (79.14%) significantly exceeded that of the pre-test (41.18%), resulting in an average improvement score of 38.23%. These outcomes were also statistically significant at the 5% level (\* $p$  value < 0.05). Thus, the results of the pilot study indicated that the study was feasible.

### **Data Collection**

An initial assessment was carried out on six (6) degree students from the study site, using a systematically structured knowledge questionnaire. The data gathering session took about 45 minutes. For the STP, the investigator gathered the students in a relaxed environment for an hour. A week later, a follow-up assessment was held with the same questionnaire. Each student spent roughly 45 minutes on the post-test. During both the pre- and post-test stages, all participants worked well with the investigator.

### **Data Analysis**

The dataset was systematically organised and interpreted using both descriptive and inferential statistical methods for data analysis.

### **Statistical Analysis**

To analyse the personal data of degree students, the variables were summarised using mean  $\pm$  standard deviation and percentage-based frequencies. The paired  $t$ -test was used to compare the pre-test and post-test knowledge scores. To explore associations between knowledge levels and selected personal variables, the chi-square test was applied. All statistical analyses were performed using SPSS software (version 21.0, IBM Corp., Chicago, USA), with a \* $p$ -value less than 0.05 considered indicative of statistical significance.

**Results:** The results were derived from analysing and interpreting data collected from a group of sixty (60) participants at the study site. This data was scrutinised to align with the study's objective and hypotheses.



## Data Presentation

### 1. Analysis of Socio-Demographic Traits of Degree Students

- **Age Analysis**

No participants were within the age range of 18 to 20 years, while 42 individuals (70%) fell within the age bracket of 20 to 22 years, and the remaining 18 participants (30%) were between 22 and 24 years of age.

- **Gender Analysis**

The data indicates that a majority of 63.3% of participants were female, while the remaining 36.66% were male.

- **Religion Analysis**

In terms of religious affiliation among the participants, 48.33% identify as Hindus, 28.3% as Christians, and the remaining 23.3% as Muslims.

- **Marital Status Analysis**

In the group studied, the majority of participants, numbering 48 (80%), were unmarried, while a smaller segment, consisting of 12 individuals (20%), were married.

- **Family Type Analysis**

A majority of 39 (65%) participants resided within nuclear family structures, while 16 (26.7%) were part of joint family systems, and a minority of 5 (8.3%) belonged to extended family arrangements.

- **Family Income Analysis**

Among the 28 participants, nearly half (46.66%) indicated their family income was between 10,001 and 15,000. Not one participant reported a family income under 10,000. In contrast, 21 individuals (35%) had a family income falling between 15,001 and 20,000, while 11 (18.33%) reported a family income above 20,000.

- **Analysis of Prior Information Exposure on Planned Parenthood**

The study showed that 58.3% of participants had not encountered information on Planned Parenthood, while 41.7% had.

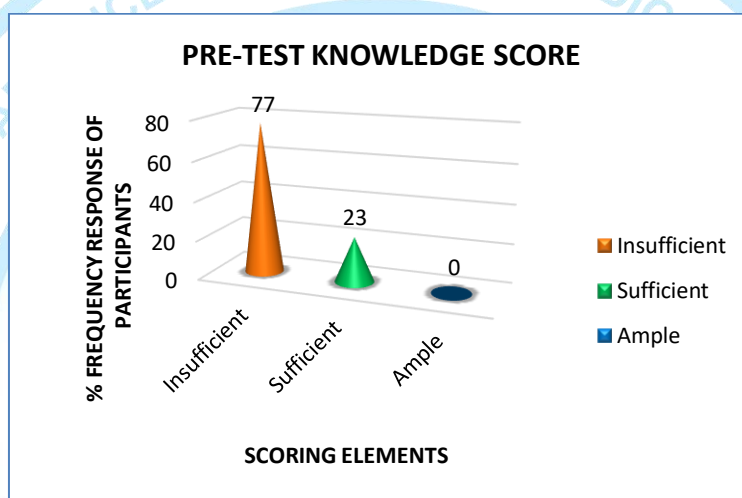
- **Analysis of Information Source on Planned Parenthood**

Most participants, 41.7%, received information about Planned Parenthood through healthcare professionals. Moreover, 30% gained knowledge from mass media, and 15% were informed by elders and family members. In contrast, 13.3% sourced their information from other avenues, including peers.

## 2. Overall and Specific Aspect-Wise Knowledge Scores of Degree Students on Planned Parenthood

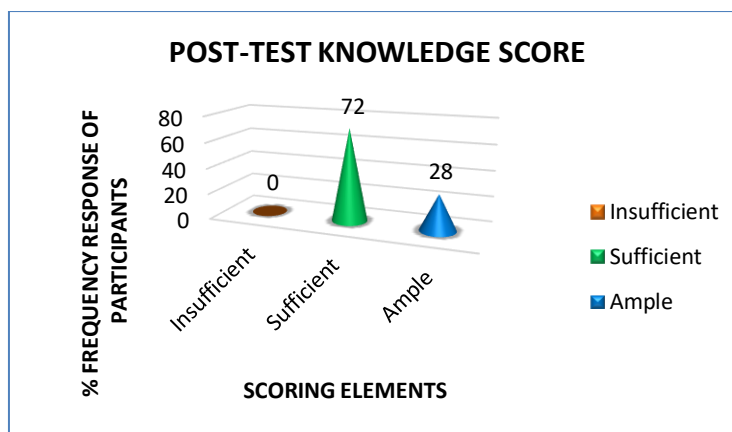
### • Results of the Initial Knowledge Assessment Score (Pre-Test)

- **Mean, Standard Deviation, and Mean Percentage of Pre-Test Knowledge Score:** The mean pre-test knowledge score was 9.75, with a mean percentage of 32.5.
- **Distribution of Frequency in Pre-Test Knowledge Level:** The findings demonstrate that 76.7% of participants possessed Insufficient knowledge, 23.3% had Sufficient knowledge, and none had Ample knowledge.



Frequency Distribution (%) of Initial Knowledge Assessment Score (Pre-Test) of the Degree Students on Planned Parenthood

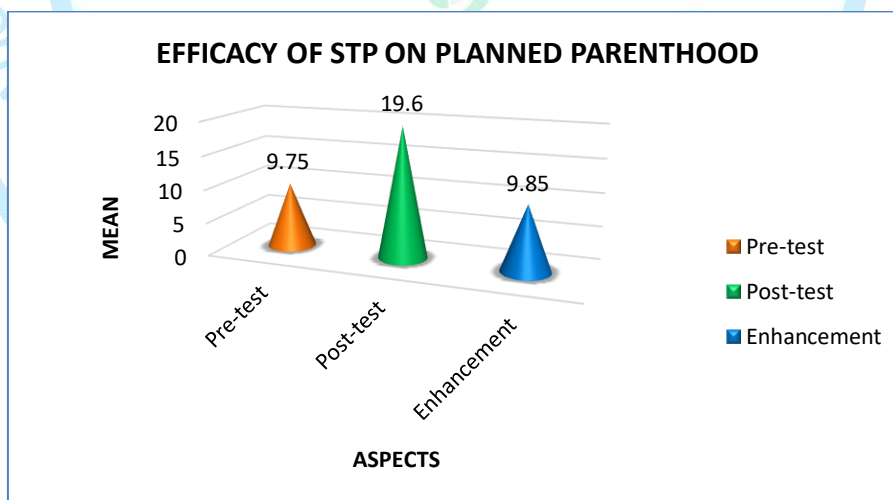
**Results of the Follow-up Knowledge Assessment Score (Post-Test) Mean, Standard Deviation, and Mean Percentage of Post-Test Knowledge Score:** The mean pre-test knowledge score was 19.60, with a mean percentage of 66.66. **Distribution of Frequency in Post-Test Knowledge Level:** The findings demonstrate that 71.7% of participants possessed Sufficient knowledge, 28.3% had Ample knowledge, and none had Insufficient knowledge.



**Frequency Distribution (%) of Follow-up Knowledge Assessment Score (Post-Test) of the Degree Students on Planned Parenthood**

• **Results concerning the efficacy of a Structured Teaching Program on Planned Parenthood**

- A paired 't' test showed a statistically significant score increase from pre-test (Mean = 9.75) to post-test (Mean = 19.60) with a \*\*\**p*-value < 0.001. This indicates that this improvement is **not due to chance**, but likely due to the Structured Teaching Program on Planned Parenthood for Degrees, which significantly improved scores by an average of 9.85 points, or 32.95%. Consequently, the research hypothesis was accepted at a significance level of 0.05.



**Mean Efficacy Comparison of the Structured Teaching Program for Degree Students on Planned Parenthood**

## Discussion

The purpose of this study is to evaluate the effectiveness of an STP in improving knowledge related to Planned Parenthood among degree students at Raja Ram Mohan Roy College of Education, Bangalore.

A pre-experimental design featuring a single group with pre-test and post-test assessments was utilised. Data collection was carried out using a systematic SQK. The findings indicate that the teaching intervention successfully enhanced the students' understanding and awareness of Planned Parenthood.

### **Hypothesis H<sub>1</sub>: Effectiveness of the Structured Teaching Program**

The participants exhibited a mean pre-test knowledge score of 9.75, corresponding to a mean percentage of 32.5%, indicating a comparatively low initial understanding of Planned Parenthood. After participating in the STP for an hour, their mean post-test knowledge score rose significantly to 19.60, which accounts for 66.66%. This improvement of roughly 9.85 points signifies a notable enhancement in knowledge due to the educational intervention. Applying the paired t-test analysis demonstrated a highly significant difference between pre-test and post-test scores, with a \*\*\* $p$ -value  $< 0.001$ , falling well below the standard significance threshold of 0.05. Therefore, Hypothesis H<sub>1</sub> is validated and accepted, confirming that the STP had a statistically significant impact on students' knowledge levels regarding Planned Parenthood. This result supports research showing structured educational interventions effectively increase awareness and understanding of parenthood. Education on Planned Parenthood is essential for enabling young adults to make informed reproductive and sexual health decisions.

### **Hypothesis H<sub>2</sub>: Association Between Knowledge Scores and Socio-Demographic Variables**

In examining Hypothesis H<sub>2</sub>, we identified notable links between specific socio-demographic factors—like gender, religious affiliation, marital status, family income, and initial knowledge scores. These outcomes suggest that such demographic aspects might impact foundational understanding and views regarding Planned Parenthood, potentially influenced by cultural norms, information accessibility, or varying prior educational experiences on the topic of Planned Parenthood. However, significant correlations were not found between pre-test knowledge scores and other factors such as age, family type, prior information exposure, and the information source. The Pre-test scores were only linked to sex, religion, marital status, and income, while the Post-test scores were linked to age and prior information. Thus, Hypothesis H<sub>2</sub> is only partially confirmed. This indicates that while some demographic features relate to initial knowledge levels, others might not significantly influence this area. These varied findings highlight the need for designing educational programs that are broad-reaching and available to students from various backgrounds. Future programs could gain by tailoring content delivery to address specific knowledge deficiencies shaped by demographic factors.

### **Conclusion**

In conclusion, the findings indicate that the Structured Teaching Program proved to be efficacious in substantially augmenting the knowledge of degree students concerning Planned Parenthood. This



program may be regarded as a significant instrument in reproductive health education too, with potential implications for broader public health strategies aimed at young adults. Moreover, a comprehension of the demographic factors influencing baseline knowledge could inform the creation of more tailored and effective educational initiatives in the future.

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