

A Comprehensive Evaluation of the Impact of an Innovative Interactive Puberty Education Program on Knowledge Attitude and Behavior Among Adolescent Girls at Selected Intercollege Kalyanpur Kanpur Nagar UP

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ABSTRACT

Adolescence marks a critical period of development, and effective puberty education programs play a pivotal role in promoting the health and well-being of adolescents. This study focuses on assessing the impact of an innovative interactive puberty education program among adolescent girls in selected inter colleges in Kalyanpur, Kanpur Nagar UP. Title of the study was “A comprehensive evaluation of the impact of an innovative interactive puberty education program on knowledge attitude and behavior among adolescent girls at selected intercollege Kalyanpur Kanpur Nagar UP.” The primary aim of this study is to evaluate the effectiveness of the interactive puberty education program in enhancing knowledge, attitudes, and behaviors among adolescent girls. Additionally, the study aims to explore the short-term outcomes of the program and its potential implications for nursing practice, education, and administration. Methodology: A quasi-experimental design was employed, with Group A (Experimental Group) receiving the interactive puberty education program and Group B (Control Group) receiving standard education. Pre- and post-program data were collected using surveys assessing knowledge, attitudes, and behaviors related to puberty. The study sample consisted of 300 adolescent girls from selected intercolleges in Kalyanpur, Kanpur Nagar UP. Results: The analysis revealed significant improvements in knowledge, positive changes in attitudes, and notable behavioral modifications among the participants in Group A. The interactive program demonstrated effectiveness in fostering open communication, enhancing emotional well being, and promoting positive health behaviors. Group B, receiving standard education, exhibited limited changes in comparison. Conclusions: The study concludes that the innovative interactive puberty education program has a significant positive impact on knowledge, attitudes, and behaviors among adolescent girls. The findings suggest the need for the widespread adoption of interactive educational strategies in promoting adolescent health. implications for nursing practice, education, and administration are discussed, emphasizing the role of nurses in comprehensive and culturally sensitive puberty education. Future research should focus on long-term follow-up studies and explore the generalizability of the findings to diverse populations and settings.

Need for the study: -

Adolescent Well-being and Mental Health: Adolescence is a sensitive period where mental health and well-being are closely linked to experiences and

perceptions related to puberty. By assessing the impact of the program on attitudes and behaviors, the study aims to contribute insights into potential

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KEYWORDS: Adolescence, Puberty, Educational Program, Knowledge Attitude and Practice

improvements in mental health outcomes and overall well-being among adolescent girls in Kalyanpur. Educational Innovations for Engagement: In the digital age, leveraging innovative and interactive educational tools is essential for engaging adolescents who have grown up in an environment saturated with technology. This study recognizes the need for modern approaches that resonate with the preferences of contemporary learners, ensuring the effectiveness and sustainability of puberty education programs. The pressing need for this study arises from the imperative to enhance puberty education for adolescent girls in Kalyanpur, Kanpur Nagar, considering the unique sociocultural dynamics and the potential for innovative, interactive approaches to positively impact knowledge, attitude, and behavior during this crucial phase of development.

Objectives

1. To evaluate the knowledge levels of adolescent girls regarding the physiological, emotional, and psychological aspects of puberty.
2. To examine attitudes towards puberty, body image, self-esteem, and related aspects among adolescent girls in selected inter colleges in Kalyanpur, Kanpur Nagar.
3. To investigate whether the innovative program influences behavioural patterns among adolescent girls, including the adoption of healthier lifestyle choices, effective communication about puberty-related concerns, and informed decision-making.
4. To explore how sociocultural factors within the context of Kalyanpur may influence the reception and effectiveness of the interactive puberty education program.
5. To assess the potential for the integration and sustainability of the innovative program within the existing educational framework, considering scalability and long-term impact on knowledge, attitude, and behavior.

Material and method:-

Research approach and design: - Quantitative approach with Quasi experimental design was adopted.

Setting of the study: -Selected intercolleges Kanpur, U.P.

Study population: - Adolescent girls.

Accessible population: - Adolescent girls studying in selected intercolleges Kanpur U.P.

Sample size: - 300

Sampling technique: - Non probability convenient sampling technique.

Inclusive criteria:

1. Currently enrolled in selected intercolleges in Kalyanpur, Kanpur Nagar.
2. Adolescent girls aged between 13 to 19 years.
3. Willingness to voluntarily participate in the study.
4. Demographic diversity, considering socioeconomic, cultural, and educational Backgrounds
5. Cognitive ability to understand and respond to the puberty education program and assessments.

Exclusion criteria

1. Not currently enrolled in selected intercolleges.
2. Outside the age range of 13 to 19 years.
3. Lack of willingness to participate or provide informed consent.
4. Cognitive limitations hindering understanding and response.
5. Other demographic factors hindering study objectives.
6. Non-compliance with ethical standards.

Variables under study

Independent variable: The planned teaching programme is the independent variable.

Dependent variable: The knowledge among adolescent girls is the dependent variable.

Demographic variables: - The demographic variables are age in years, Grade, socio economic status, cultural background.

Description of Tools

A Socio demographic variables and Knowledge questionnaire on adolescent puberty education questionnaire was constructed by the investigator which contains items in the following aspects.

Section – A: Socio- demographic data consist of 4 items such as age in years, grade/ year in college, socio economic status, cultural background.

Section – B: The puberty Knowledge questionnaire on adolescent puberty education consists of 3 items.

Section-C :- Puberty attitude questionnaire contain 3 questions

Section D:- Behavioral observations contain 3question

Limitations of the study

1. study focused on specifically on adolescent girls in selected intercolleges of Kanput
2. study target only specific age limit of adolescent
3. study limited to 300 adolescent girls.

Analysis and interpretations

Section A:- Base line characteristics of participants.

The comprehensive evaluation of the innovative interactive puberty education program among adolescent girls in selected intercolleges in Kalyanpur, Kanpur Nagar UP yielded insightful findings across various sections of the study. In the initial section focusing on the description of demographic variables, meticulous attention was paid to ensuring a balanced representation between the Experimental Group (Group A) and the Control Group (Group B). This thorough demographic matching lays a robust foundation for the study, minimizing confounding variables and enhancing internal validity. The participants in both groups, characterized by similar age, grade/year, socioeconomic status, and religious background, provided a homogeneous baseline for evaluating the subsequent impact of the education program.

Section B Assessment of knowledge regarding puberty

Moving to the knowledge assessment in Section B, the study revealed a positive shift in participants' understanding of puberty-related concepts. The Experimental Group exhibited significant improvements in recognizing puberty definitions and physical changes associated with puberty. This suggests that the interactive educational intervention effectively enhanced the participants' foundational knowledge on critical aspects of puberty, providing them with a more informed perspective.

Section C:- Assessment of attitude regarding puberty

The exploration of puberty attitudes in Section 3 uncovered noteworthy changes in the Experimental Group's comfort levels and attitudes toward puberty-related topics. Participants displayed increased comfort discussing such topics with friends and family, expressed heightened excitement about physical changes, and demonstrated enhanced confidence in making decisions related to puberty and health. These positive shifts in attitudes suggest that the program not only imparts knowledge but also contributes to fostering a positive mindset among participants.

Section D:- Assessment of behavior regarding puberty

which focused on behavioral observations, the study delved into the practical impact of the education program on participants' behaviors. The Experimental Group showcased positive changes in engaging in open communication about puberty related topics, increasing physical activity for health maintenance,

and actively seeking information about puberty and health. These behavioral shifts underscore the holistic influence of the program on participants' daily lives and decision-making processes.

Conclusion: -

In conclusion, the study sheds light on the efficacy of an innovative interactive puberty education program for adolescent girls. The research delved into various facets, including demographic variables, knowledge levels, attitudes, and behavioral observations, to comprehensively assess the program's impact. The careful matching of demographic variables ensured that the Experimental Group (Group A) and Control Group (Group B) were comparable, laying the groundwork for a robust evaluation. The findings across different sections consistently indicated positive changes within the Experimental Group, affirming the effectiveness of the education program. Knowledge assessments revealed significant improvements in participants' understanding of puberty-related concepts. Attitude evaluations demonstrated positive shifts in comfort levels, attitudes toward discussing puberty, feelings about physical changes, and confidence in making decisions related to puberty and health. Behavioral observations highlighted tangible changes in open communication, physical activity engagement, and information-seeking behaviors. These collective findings strongly suggest that the innovative interactive puberty education program successfully enhances knowledge, fosters positive attitudes, and induces favorable behavioral changes among adolescent girls. The study contributes valuable insights into the potential of such educational initiatives to empower young individuals in navigating the complexities of puberty and making informed decisions about their health and well-being. While the study provides encouraging results, it is essential to acknowledge certain limitations. Longer-term follow-up and consideration of potential external factors could further enhance the understanding of the sustained impact and contextual nuances of the program. In summary, the research underscores the significance of comprehensive and interactive puberty education programs in positively influencing the knowledge, attitudes, and behaviors of adolescent girls. The implications of these findings extend beyond the immediate study population, highlighting the broader potential for such programs to contribute to the holistic well-being of adolescents in similar educational settings.

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