

Life skills education on knowledge attitude and practice regarding reproductive health among adolescent girls

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ABSTRACT

The present study was to examine the knowledge, attitude and practice and awareness level regarding reproductive health among rural adolescent girls. A sample of two hundred and forty adolescent's girls living in rural area constituted the sample of the study. Out of which one hundred and twenty girls were from Junior Intermediate and one hundred and twenty were from Senior Intermediate studying in Science and Arts groups constituted the sample of the study. The tool was used to know the knowledge, attitude and practice of adolescent girls on reproductive health issues a pre test was conducted and the results were consolidated. Life skills education was imparted to the girls and a post test was administered on the same topic to know the difference. The collected information was subjected to statistical analysis and the findings were drawn. Majority of the Intermediate girls had very low knowledge attitude and practice among the reproductive health issues in the pre test. After imparting life skills education the post test results revealed that the girls had gained good knowledge, attitude and practice on reproductive health issues .

Key Words : Knowledge, Attitude, Practice adolescent, Reproductive health

INTRODUCTION

In the Indian context adolescent girls enter into reproductive life with lack of knowledge on menstruation, sexually transmitted diseases, early pregnancies and child bearing resulting in damaging effects to their general and reproductive health. Moreover, all the requirements of health and other facilities are inadequate to maintain proper reproductive health with reference to adolescent girls who are in greater need of such health facilities. Therefore a majority of girls in India are suffering from either general or reproductive morbidities. If not treated early, these morbidities could lead to various disabilities and consequently affect their valuable lives. Hence, there is a need to explore the reproductive health status of adolescent girls living in rural and urban areas in order to possess knowledge on consequences of reproductive health problems.

The life skills approach is an interactive, educational methodology that not only focuses on transmitting knowledge but also aims at shaping attitudes and developing interpersonal skills. The main goal of the life skills approach is to enhance young people's ability to take responsibility for making healthier choices, resisting negative pressures, and avoiding risk behaviors. Teaching methods

are youth-centered, gender-sensitive, interactive, and participatory. The most common teaching methods include working in groups, brainstorming, role-playing, story-telling, debating, and participating in discussions and audiovisual activities.

Life skills education programs that include sexual and reproductive health information have proven to be effective in maintaining menstrual hygiene, taking a balanced diet to overcome problems of anemia and vitamin deficiencies, regular exercise to be physically fit, to overcome obesity and to deal effectively with sexually transmitted diseases. In order to make good decisions about their sexual and reproductive health, young people need reliable information, an opportunity to develop values and attitudes consistent with health goals, and the skills to behave consistently with their knowledge and values. Sexuality and family life education, including HIV education, helps prepare young people to make good choices as they are in transition to adulthood.

The main purpose of this KAP study is to measure and explore changes in Knowledge, Attitude and Practices of the rural adolescent girls on reproductive health. It reveals the level of knowledge, changes in attitudes as well as changes in the kinds of practices that are followed regarding menstruation, menstrual hygiene, diet and exercise and sexually transmitted diseases. KAP Study tells us what people know about certain things, how they feel and also how they behave. The study enables us to assess the knowledge possessed by the rural adolescent girls on reproductive health issues. Attitude refers to their feelings towards this subject, as well as any preconceived ideas that they may have towards it. Practice refers to the ways in which they demonstrate their knowledge and attitude through their actions. Understanding the levels of Knowledge, Attitude and Practice will enable a more efficient process of awareness creation as it will allow the adolescents to gain the knowledge on reproductive issues, have positive attitude and follow good practices in their day to day life. Thus, the present study focuses mainly on Reproductive Health of adolescent girls and the following objectives were framed.

Objectives :

1. To find out the basic Knowledge, attitude and practice (KAP) regarding reproductive health of adolescent girls.
2. To provide participatory training methods of life skills education, regarding reproductive health of adolescent girls.
3. To find out the change in the knowledge attitude and practice among adolescent girls on reproductive health after life skills education.

METHODOLOGY

A total sample of 240 adolescent girls in the age group of 15-16 yrs (120) and 16 – 17 years (120) who are studying in junior and senior Intermediate of government colleges at Nellore district and Chittoor district constituted the sample of the study. The samples were selected randomly and were administered with two tools. The first tool was General Information Schedule which included class, age and group of study. The second tool constituted of a questionnaire to assess the Knowledge, Attitude and Practice of adolescent girls on reproductive health. Pre test and post test was conducted for the adolescent girls. Life skills training was imparted after Pre test for the girls and a post test was administered. The collected data was administered for statistical analysis using SPSS version and the results were analyzed

RESULTS AND DISCUSSION

Table 1 shows the Pre test and Post test scores for knowledge regarding reproductive health among adolescent girls

Sr. No.	Knowledge score	Pre test score		Post test score	
		Number	Per cent	Number	Per cent
1.	Poor knowledge	111	46.3	47	19.6
2.	Moderate knowledge	107	44.6	138	57.5
3.	Good knowledge	22	9.2	55	22.9
	Total	240	100	240	100

The Table 1 shows the pre test and Post test Scores for Knowledge regarding reproductive health among adolescent girls. Out of the total 240 adolescent girls the pre test scores shows that 111 (46.3%) of the girls had poor knowledge, 107 (44.6%) of the girls had moderate knowledge and only a least of 22 (9.2%) of the girls had good knowledge regarding reproductive health issues. After giving life skills training the post test scores for Knowledge has increased, out of total 240 adolescent girls more than half of the girls 138 (57.5%) had attained moderate level of knowledge, 55 (22.9%) had gained good knowledge and 47 (19.6%) had poor knowledge.

The Table 2 shows the attitudes of adolescent girls regarding reproductive health. The pre test scores were categorized in to three levels. A majority of 117 (48.8%) of the girls had negative attitude, 106 (44.2%) had Moderate attitude and very less of 17 (7.1%) had positive attitude regarding reproductive health issues. After life skills training the post test scores indicated that more than half of the sample 136 (56.7%) had gained moderate attitude and 64 (26.7%) had negative attitude and the remaining 40 (16.7%) had positive attitude regarding adolescents reproductive health.

Sr. No.	Attitude score	Pre test score		Post test score	
		Number	Per cent	Number	Per cent
1.	Negative attitude	117	48.8	64	26.7
2.	Moderate attitude	106	44.2	136	56.7
3.	Positive attitude	17	7.1	40	16.7
	Total	240	100	240	100

The Table 3 shows the practices of adolescent girls regarding reproductive health issues. The pre test score indicate, out of 240, more than fifty per cent of the girls 140 (58.3%) were following bad practices. 90 (37.5%) were following moderate practice and a least per cent 10 (4.2%) were following good practices. The post test scores indicated that 83 (34.6%) were following bad practices, 114 (47.5%) were following moderate practices and 43 (17.9%) were following good practices.

Sr. No.	Practice score	Pre test score		Post test score	
		Number	Per cent	Number	Per cent
1.	Bad practice	140	58.3	83	34.6
2.	Moderate practice	90	37.5	114	47.5
3.	Good practice	10	4.2	43	17.9
	Total	240	100	240	100

The Table 4 shows the pre test and post values of KAP about reproductive health among adolescent girls. From the table it is evident that there is significant increase in the KAP scores after life skills training among the sample adolescents in both Nellore and Chittoor districts. At Nellore the t- values of Knowledge (8.876), Attitude (9.178) and practice (8.462) were significant at .001 level which shows that the life skills training given helped the adolescent girls to improve not only the knowledge, Attitudes but also Practice good habits of Reproductive behaviour after life skills training. Similar trend was observed at Chittoor the t- values of Knowledge (9.519), Attitude (7.251), practice (7.491) were significant at .001 level which shows that the life skills training given helped the adolescent girls to improve not only the K knowledge, Attitudes but also Practice good habits of Reproductive health issues.

Table 4 : Mean, S.D and t- values of pre test and post test in the areas of knowledge, attitude and practice among adolescent girls in Nellore and Chittoor						
Place	Nellore			Chittoor		
Areas	Pre test	Post test	t- value	Pre test	Post test	t-value
Knowledge	12.108	17.438	8.786	12.183	18.258	9.519
	(3.779)	(5.739)	P< 0.000	(4.284)	(5.531)	P< 0.000
Attitude	11.650	17.075	9.178	12.150	17.133	7.251
	(2.994)	(5.723)	P< 0.000	(4.322)	(5.571)	P< 0.000
Practice	11.133	16.600	8.462	11.325	16.725	7.491
	(3.094)	(5.975)	P< 0.000	(3.287)	(6.469)	P< 0.000

Conclusion :

From the study it is evident that nearly half of the sample had poor knowledge about Reproductive Health and the life skills training helped to improve the Knowledge, Attitude and Practice of the sample adolescent girls which was evident from the post test scores. Hence there is a need to conduct life skills training in the other parts of the state also to improve the reproductive health of adolescent girls who constitutes fastest growing youth populations in the world, its gender disparities pose significant barriers for the future of girls. Adolescence represents a critical stage of transition from childhood to maturity. The physical and emotional experiences, knowledge and skills acquired during this phase have important implications during adulthood.

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