STATEMENT OF PROBLEM:

A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAM ON KNOWLEDGE REGARDING IRON DEFICIENCY ANEMIA AND ITS PREVENTION AMONG EARLY ADOLESCENT GIRLS IN SELECTED SCHOOLS OF BHAVNAGAR DISTRICT

Ruhi Varghese¹, Minakshi Rai²

1. Ruhi Varghese, Assistant Professor, Sahajanand College of Nursing, Sumandeep Vidyapeeth, Piparia, Vadodara-391760, Gujarat
2. Student, Sumandeep Nursing College, Sumandeep Vidyapeeth, Piparia, Vadodara-391760, Gujarat, India

Corresponding Author:

Results:

The data presented in the pre test, majority of the respondents (53.3%) had Inadequate knowledge and (46.7%) had Moderate knowledge scores on prevention of Iron deficiency anemia. The data presented in the post test, majority of the respondents (75.0%) had Moderate knowledge and (25%) had Adequate knowledge scores on prevention of Iron deficiency anemia. Chi-square was used to determine the association between the pre-test knowledge score and selected demographic variables. In pre test, adolescent girls were having knowledge adolescent girls and mean score was 10.18±2.86 and in post test, knowledge regarding adolescent girls and mean score was 18.88±2.71. T calculated value of 25.483 which is more than the tabulated value of 2.05 at 0.05 level of significance. So we accept H₀ and conclude that there is significant difference between pre-test and post-test knowledge score of early adolescent girls regarding iron deficiency anaemia. It is found that from the entire variable one demographic variable is significantly associated with pre test knowledge score regarding adolescent girls regarding iron deficiency anaemia so
hypothesis (H₂) was accepted for these variables

**Conclusion:**

The structured teaching program on effective in increasing the knowledge in early adolescent girls. The research approach adopted in the present study is an evaluative research approach with a view to measure the knowledge on prevention of iron deficiency anemia. Effectiveness was assessed by analysis of pre test and post test knowledge score to know the of structured teaching programme. The data was interpreted by suitable and appropriate statistical method.