Effectiveness of planned teaching program on breast self-examination (BSE) to women of a selected community in Salasar (Churu)

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Abstract: Breast cancer is probably the most feared cancer in women because of its frequency and psychosocial impact. It affects the perception of sexuality and self-image to a degree greater than any other cancer. The research statement for the study is **Research Statement**: Effectiveness of planned teaching program o**n** breast self-examination (BSE)to women of a selected community in Salasar (Churu) **Objectives:** To assess the learning needs of women of a selected community on breast self-examination. To prepare, validate and implement a planned teaching program. To evaluate the effectiveness of planned teaching program. **Methodology:** An Evaluatory approach with one group pre-test, post-test design was used for the study. The sample consisted of 50 women who met the inclusion criteria and the samples were selected using purposive sampling technique. Pre-test was administered by using structured interview schedule and planned teaching program was given on the same day. On eighth day post-test was conducted by using the same tool. The collected data were analysed by using descriptive and inferential statistics. Results of the study showed that the knowledge scores of women were not adequate before the introduction of planned teaching program. The planned teaching program facilitated them to learn more about breast self-examination, which was evident in post-test knowledge scores. Post-test measures showed significant increase in the knowledge scores of women. Hence planned teaching program was an effective teaching method for providing information and improving the knowledge of women, which was well appreciated and accepted by the women.

Key words: Planned teaching program, Breast self-examination (BSE), Effectiveness

Introduction

Breast cancer is probably the most feared cancer in women because of its frequency and psychosocial impact. Studies have proven that breast self-examination is very effective method in early detection of breast cancer. Planned teaching programme is one of the most effective teaching strategies, which can be used for improving the knowledge and skill of people

Research Statement

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Objectives

        To assess the learning needs of women of a selected community on breast self-examination.

To prepare, validate and implement a planned teaching program.

To evaluate the effectiveness of planned teaching program.

Hypotheses

H_1:   The mean post-test knowledge scores of women on breast self-examination will be significantly higher than the mean pre-test knowledge scores at 0.05 level of significance.

H_2:   There is significant association between the level of knowledge and selected variables, i.e., age, education, socio-economic and marital status.

Methodology

An Evaluator approach with one group pre-test, post-test design was used for the study. The sample consisted of 50 women who met the inclusion criteria and the samples were selected using purposive sampling technique. Pre-test was administered by using structured interview schedule and planned teaching program was given on the same day. On eighth day post-test was conducted by using the same tool. The collected data were analyzed by using descriptive and inferential statistics.

Research approach an evaluative survey approach is planned to be used in this study.

Research design

Pre-experimental one group pre-test-post-test design is adopted for the study. In one group pre-test and post-test design (O_1 X O_2) the investigator introduced as a base measure before and after a planned teaching program which is depicted as O_1 and O_2 respectively. In this study the base measure is the knowledge and the independent variable is planned teaching program depicted as X. The schematic representation of the study design is given below in Fig. 1.

Group	Preparation of structured interview schedule and planned teaching program	Pre-test on Day 1	Treatment on Day 1	Post-test on Day 8
Women of a selected Salasar community	• Review of existing literature, • Discussion with experts, • Preparation of structured interview schedule, • Preparation of planned teaching program, • Content validity, • Pre-testing, • Reliability of the tool, • Pilot study,	O_1 Assessing knowledge using structured interview schedule	X Administration of planned teaching program	O_2 Assessing the knowledge

Fig 1: Study Design (schematic representation)

Variables

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Variables are qualities, properties or characteristics of persons, things or situations that change or vary [46].

Three types of variables were identified in this study. They are
1.   Independent variables
2.   Dependent variables
3.   Extraneous variables

Dependent variable in this study knowledge of women on breast self-examination is the dependent variable.

Independent variable planned teaching program is the independent variable.

Extraneous variable are age, education, marital status, monthly income and occupation.

Setting of the study

The investigator selected Salasar community, as the setting. More middle aged women were coming to the CHC Salasar. After thirty years women are prone to develop breast cancer according to the studies. This is the rationale for selecting this setting.

Population

In this study the population consists of women (30-60 years) of a selected   community in Salasar.

Sample and sampling technique Purposive sampling technique is used to select the sample.

Conceptual framework

A conceptual framework is a theoretical approach to the study of problems that are significantly based which emphasise the selection, arrangement and classification of it's concepts[12]. The present study is intended to determine the knowledge of women on breast self-examination and to conduct a planned teaching program

Results

The mean knowledge scores obtained by the women after conducting planned teaching program (32.6) was higher than those obtained before (16.7). Also mean scores were higher in all areas in post-test. There was a significant difference between the mean post-test and pre-test knowledge scores. (t_{49}=18.87, P<0.05). There was significant difference between mean post-test and pre-test knowledge scores in all the areas. There was significant association between the pre-test knowledge scores and variables like age (χ^2=12.82, P<0.05) and educational status of the women (χ^2=11.613, P<0.05).

On comparing the pre-test and post-test knowledge scores it was found that post-test knowledge scores were higher than the pre-test scores.
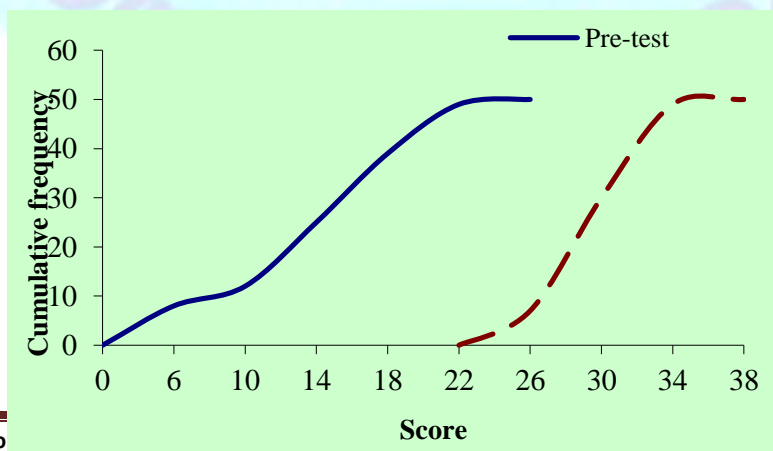
Fig.2: Representing Pre and Post-Test Knowledge Scores Of Women Regarding Breast Self-Examination

Interpretation and conclusion

Findings of the study showed that the knowledge scores of women were not adequate before the introduction of planned teaching program. The planned teaching program facilitated them to learn more about breast self-examination, which was evident in post-test knowledge scores. Post-test measures showed significant increase in the knowledge scores of women. Hence planned teaching program was an effective teaching method for providing information and improving the knowledge of women, which was well appreciated and accepted by the women.

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