Summary
CHAPTER-VI

Summary, findings, conclusion, implication, limitation and recommendations.

This chapter deals with the summary of the study its findings and conclusion. The implementation of the structured teaching programme is to strengthen the knowledge, to create the positive attitude and for desirable behaviour modification of pre-university students on AIDS and its prevention. Limitations are stated. Explanations based on the objectives and findings are presented followed by recommendations.

6.1 Summary of the Study.

The primary aim of the study was to “Assess the effectiveness of structured teaching programme on knowledge, attitude and behaviour with regard to AIDS and its prevention among the Pre-University students”.

The objectives of the study were:

- To assess the level of knowledge, attitude and behaviour of Pre-University students on AIDS and its prevention.

- To find the effectiveness of structured teaching programme [STP] on knowledge, attitude and behaviour regarding AIDS and its prevention for Pre-University students.
To study the correlation between level of knowledge, attitude and behaviour on AIDS and its prevention.

To study the association between pre-test level of knowledge, attitude and behaviour of Pre-University students with selected socio-demographic variables.

The study attempted to examine the following research Hypotheses.

**H$_1$.** There will be significant difference in the level of knowledge on AIDS and its prevention between experimental group and control group.

**H$_2$.** There will be significant difference in the level of attitude on AIDS and its prevention between experimental group and control group.

**H$_3$.** There will be significant difference in the level of behaviour on AIDS and its prevention between experimental group and control group.

**H$_4$.** There will be significant correlation between knowledge, attitude and behaviour on AIDS and its prevention in experimental group and control group.

**H$_5$.** There will be significant association between pre-test level of knowledge, attitude and behaviour with selected socio-demographic variables in experimental group and control group.

The conceptual framework adopted for the study is based on modified integrated General Systems Theory developed by Bertalanfly (1968), and Roberta straessele Abruzzese (RSA)
evaluation model. It consists of input, through put and output, and provides a comprehensive systematic ongoing framework.

**Review of literature was organized as follows:**

- Historical aspects of HIV/AIDS.
- Magnitude of HIV/AIDS at global level
- Magnitude of HIV/AIDS in India.
- Preventive and control measures of HIV/AIDS.
- Youth and HIV/AIDS.
- Knowledge, attitude and behaviour studies related to HIV/AIDS.
- Knowledge, attitude and behaviour studies on students related to HIV/AIDS.
- Heath professionals and prevention of HIV/AIDS.
- Nurses and prevention of HIV/AIDS.
- Studies related to structured teaching programme.

The research approach selected for the study was Evaluative Approach. The research design included pretest and post-test with both the experimental group and control group. Independent variable in the study was structured teaching programme and dependent variables were knowledge, attitude and behaviour scores.

The tools developed and used for data collection were self-administered knowledge questionnaire on AIDS and its prevention, the attitude scale related to social and emotional
aspects of having HIV/AIDS and the behavioural checklist on individual aspects.

The content validity of the tool was established by sixteen experts. The tool was found to be valid, reliable and feasible. The reliability of the tool was established by “Splithalf method” and by using “Spearman browns prophecy formula”. The co-efficient of correlation of knowledge questionnaire, attitude scale and behavioural checklist was found to be statistically significant.

The teaching plan consisted of various aspects on AIDS and its prevention. The teaching plan was organized in sequence and in continuity.

The teaching plan was prepared in a view to enhance the knowledge, change of attitude and behaviour in a positive direction of pre-university students on AIDS and its prevention by utilizing lecture cum group discussion method with the use of audio-visual aids like charts, transparencies and black board. The content of teaching include introduction to HIV/AIDS, causative organism, signs and symptoms, routes of transmission, misconceptions, diagnosis, social and emotional aspects of having HIV/AIDS, management and prevention of AIDS risk prone behaviour and non-risk prone behaviour. The medium of teaching plan was in English.

Pilot study was conducted during the month of October-2006 at Sapthagiri Pre-university College. The purpose of conducting the pilot study was;
• To evaluate the effectiveness of structured teaching programme.
• To find out the feasibility of conducting the final study.
• To determine the method of statistical analysis.

Pre-testing of the tool was done to check the clarity of the items, their feasibility and practicability. It was administered to ten pre-university students. The sample chosen were similar in characteristics to those of the population under study.

The main study was conducted in selected eight Siddaganga pre-university colleges, Tumkur District. Simple random sampling by using simple random table was adopted to select the students studying in II year Pre-University course to form experimental group-300 and control group-300.

The study was conducted between January-2007 to May 2007 at selected eight Siddaganga Pre-University colleges. The teaching plan was tested for its effectiveness by pre-tests and post-test. On day One, the pretest was administered, followed by administration of structured teaching programme in four sessions and on 8th day and on 30th day post test and post-post test (post post-test for 20% of the sample) was administered to experimental group in batches of 10 with 30 students in each batch. For control group on day One, pre test and on eighth day the post test was administered without any intervention.

The data gathered were analysed and interpreted according to the objectives of the study. The descriptive and inferential statistics were used for the data analysis.
6.2 Findings of the study

Major findings of the study are summarized as follows:

Majority of the respondents from both the groups are females, in the age group of 17 years and belong to science group.

Majority of the respondents from both the groups are first child in the family, having only one sibling and belong to nuclear family.

Majority of the respondents from control group belonged to family size of 3-4 members in comparison with experimental group which belong to family size of 5-6 members.

Majority of the respondents from both the groups were residing at rural area and belong to the family income of Rs. 6000/- and above per month.

Majority of the respondent’s parents of both the groups are studied up to high school. Mothers are housewives and fathers are involved in agricultural activities.

Majority of the respondents from both the groups are reading story books during their leisure time and had no history of previous illness.

Majority of the respondents from experimental group receive pocket money as compared to control group and have no personal habits like drinking, smoking/pawn chewing.
It was found that pre-test 14.42 and post-test 16.27 knowledge mean scores with negligible difference of 1.85 knowledge mean score in control group due to lack of intervention.

Further it is also observed that pre-test 16.32 and post-test 28.55 knowledge mean scores with considerable difference of 12.23 knowledge mean score in experimental group as a result of intervention.

It is also found that, there is minimal difference in pre-test and post-test in dimension wise mean knowledge scores in the control group since there is no intervention.

It is found that there is considerable difference in pre-test and post-test in dimension wise mean knowledge scores in experimental group as a result of intervention.

It is interesting to note that the enhancement in the knowledge mean score found to be 12.23 between pre-test and post-test of experimental group.

The ‘t’ value was computed and found to be statistically significant i.e. (t=37.16** at p<0.01) indicating the effectiveness of structured teaching programme.

The computed ‘t’ value reveals that the enhancement of the dimension wise knowledge mean score and found to be statistically significant due to the effectiveness of structured teaching programme in experimental group (p<0.01).
Further, significant change in level of knowledge is noticed in post test by almost all respondents i.e. 99.3% had Adequate knowledge showing the effectiveness of structured teaching programme.

It is interesting to note that there is decline in the knowledge mean score of 1.57 between post test and post-post test knowledge scores and found to be statistically significant (t=11.06** P<0.01). The computed ‘t’ value reveals that the dimension wise knowledge mean score is found to be statistically significant at 1% level.

The findings of the study depicts that pre-test 78.4 and post-test 80.1 Attitude mean scores with negligible difference of 1.7 in control group due to lack of intervention.

Further, it is also observed that pre-test 79.8 and post-test 105.0 attitude mean scores with considerable difference of 25.2 in experimental group as a result of intervention.

The ‘t’ value was computed and found to be statistically significant i.e. (t=51.35** at p<0.01) indicating the effectiveness of structured teaching programme.

The results shows that 95.7% of respondents fall in favourable level of attitude in post test when compared to 51.3% of respondents in pre-test. Hence, structured teaching programme was also found to bring forth positive favourable attitude changes in the respondents.
The data reveals that the experimental group post-test attitude mean score is 104.5 and experimental group post post-test attitude mean score is 107.8 with the minimal enhancement of attitude mean score of 3.3. The 't' value was computed and found to be statistically significant (t=8.81** at p<0.01).

The data reveals that pre-test 7.56 and post-test 8.67 behaviour mean scores with negligible difference i.e. 1.11 in control group due to lack of intervention. Further it is also observed that the pre-test 8.34 and post-test 15.82 behaviour mean score with considerable difference of 7.48 in experimental group as a result of intervention.

The 't' value was computed and found to be statistically significant i.e. (t=40.49**at p<0.01) indicating the effectiveness of structured teaching programme.

The data shows maximum number (52%) of respondent's behaviour score is <50 % and hence fall under risk prone behaviour category, followed by 41 % falling under Moderately risk prone behaviour (51-75 %) and very few have i.e. 7.0 % falling under Non risk prone behaviour (>75 %) in the pre-test. Whereas the majority of respondents 97.3% in the post test of the experimental group fall in the category of non risk prone behaviour (>75 %) and only 2.7 % fall under Moderately risk prone behaviour (51-75 %) and no one in the Risk prone behaviour (<50 %) category. Hence the structured teaching programme was found to bring forth positive behaviour in the respondents.
The data reveals that the experimental group post-test behaviour mean score is 8.28 and experimental group post post-test behaviour mean score is 8.65 with the minimal enhancement of behaviour mean score of 0.37. The ‘t’ value was computed and found to be statistically significant (t=5.73** at p<0.01).

It is evident from the findings that the relationship between Knowledge, Attitude and Behaviour aspects of AIDS and its prevention of experimental group was found to be positive. Further it is found to be significant between knowledge and attitude, knowledge and behaviour and non significant in behaviour and attitude in both pre-test and post-test.

Further the data also reveals that relationship between knowledge, attitude and behaviour aspects on AIDS and its prevention in post test and post post-test is found to be positive and it is significant between knowledge and attitude, knowledge and behaviour where as non-significant between behaviour and attitude in both post test and post post-test of experimental group.

Respondents from science group have higher knowledge level when compared with respondents from Arts group and found to be statistically significant at 1% level.

Female respondents have higher knowledge when compared with male respondents and found to be significant at 1% level.
The association between age group and knowledge level of respondents shows that increase in the age, better the knowledge and found to be significant at 1% level.

The findings shows that increase in the ordinal position better the knowledge however the difference exhibits statistical non-significance (P>0.05).

The findings shows that more the number of siblings lesser the knowledge level and found to be significant (P<0.05).

In relation to type of family, the knowledge level is higher in nuclear family compared to joint family and found to be statistically significant (P<0.05).

The data shows that the increase of family size there is decrease in knowledge level and statistically significant (P<0.01).

The findings reveals that the respondents from rural area exhibits relatively inadequate knowledge level compared to the respondents from urban area and found to be significant (P<0.05).

The respondents from Science group shows relatively favourable attitude compared to the respondents of Arts and found to be statistically significant (P<0.01).

The female respondents have favourable attitude when compared to male respondents however the results exhibits statistical significance (P<0.05).
The data reveals that respondents belonging to the age group of around 17 years have more favourable attitude and exhibits statistical non-significance (P>0.05).

The findings shows that higher the ordinal position better the attitude level and found statistical non-significance (P<0.05).

The findings reveals that increase in the number of siblings lesser the attitude level and found to be significant (P<0.01).

The respondents of nuclear family have relatively favourable attitude level as compared to the respondents of joint family and found statistical non-significance (P>0.05).

Lager the family size of respondents unfavourable the attitude level but found to be non-significant (P>0.05).

The respondents from urban area exhibit more favourable attitude level compared to respondents from rural area and found statistical non-significance (P>0.05).

The respondents from Science group shows better behaviour level as compared to respondents of Arts group and found to be significant (P<0.01).

The female respondents have better behaviour level when compared to male respondents and found to be significant (P>0.05).
The findings reveals that lesser the age group shows better the behaviour level of respondents and found to be significant (P<0.01).

Higher the ordinal position of respondents better the behaviour level and found statistical non-significance (P>0.05).

The finding reveals that respondents having only one sibling showed better behaviour level and found to be statistically significant (P<0.01).

The respondents of nuclear family have better behaviour level as compared to the respondents of joint family and found to be significant (P<0.01).

The increase in the family size of respondents there exists decrease in the behaviour level and found to be significant (P<0.01).

The respondents from rural area exhibits better behaviour level compared to respondents from urban area and found to be non-significance (P>0.05).

6.3 Conclusion

This study assessed the knowledge, attitude and behaviour of pre-university students and evaluated the effectiveness of structured teaching programme on AIDS and its prevention.

The study revealed that even though the pre-university students had less knowledge, moderate level of attitude and
behaviour on AIDS and its prevention they had keen interest to learn about all aspects of HIV/AIDS.

The pre-test conducted to identify the knowledge, attitude and behaviour of pre-university students on AIDS and its prevention showed that, the pre-university students had minimum knowledge, attitude and behaviour on AIDS and its prevention.

The analysis of the findings indicated that, structured teaching programme is an effective means to increase the knowledge and to change the attitude and behaviour of pre-university students on AIDS and its prevention in a positive direction, as the computed ‘t’ test was significant at 1% level of significance.

The post post-test was conducted on the experimental group-shows that there is a very minimal difference as compared to post-test indicating that the structured teaching programme is effective and there is a need for reinforcement.

The results of the study will enable the nurse/health professionals to utilize the structured teaching programme to the pre-university students in the community/college settings as an additional intervention in prevention of AIDS by improving the knowledge, change of attitude and behaviour in a positive direction.

STP is one of the effective teaching methods in imparting the knowledge, attitude and behaviour of Pre-university students on AIDS and its prevention.
The STP may be implemented by involving the teachers in “training of trainees programme” and to equip themselves to conduct the STP to the pre-university students in the college setting as an Additional intervention on AIDS and its prevention to improve the knowledge, change of attitude and behaviour in a positive direction.

Hence it is concluded that the Structured Teaching Programme is an effective teaching strategy where by the pre-university students could be helped to enhance the knowledge and change of attitude behaviour in a positive direction.

6.4 Nursing Implications

As the saying goes “Prevention is better then cure” is very true in the prevention and control of HIV/AIDS. Prevention is the only weapon in the war against AIDS since there is no cure to it. The health professionals play a key role specially, the nurses in educating the public in general and youths in particular on AIDS and its prevention.

The findings of this study have implications in various areas of nursing namely: nursing practice, nursing education nursing administration and nursing research.

Nursing Practice.

Nurses play an important role in the prevention of HIV/AIDS among adolescents in various settings. The findings of the study shows that the structured teaching programme on AIDS and its prevention is effective in gaining knowledge and change of
attitude and behaviour in a positive direction among pre-university students. Further, the study also suggests that there is a need for reinforcement of structured teaching programme on AIDS and its prevention.

If the nurses have a thorough knowledge and awareness regarding AIDS and its prevention, they can incorporate this into their practice while providing high quality care in cost effective way and make these health services accessible to under served population. More than that the nurses are able to become efficient health team members and get autonomy, authority and independency in practice.

In the area of nursing practice, nurses should help the teachers, parents, students and the general public to express, recognize and develop positive attitude towards people living with HIV/AIDS.

Nurses;

• should involve teachers, parents, students and General public in regular teaching programme.

• should organize, conduct and evaluate the structured teaching programme on AIDS and its prevention on AIDS and its prevention.

**Nursing Education**

Education is a key component to update and improve the knowledge of an individual, the family and the community at large. Education in nursing has a vital role to play. Since today’s
nursing students are tomorrow’s staff nurses, educators, administrators and supervisors, nursing educators should prepare them not only to care for the patients with HIV/AIDS but also to handle the complex and changing needs of the society. The study stresses the need for the assessment of knowledge, attitude and behaviour of pre-university students and to evaluate the structured teaching programme on AIDS and its prevention. In view to prevent the HIV/AIDS among adolescents, the nurse educators should motivate the student nurses to assess the learning needs of adolescents on AIDS and its prevention and to organize the programmes in this direction.

The post graduate courses should prepare clinical nurse specialist who can take care of the issues related to HIV/AIDS prevention. They can serve as resource persons for other nurses and nursing students working with people having HIV/AIDS. Plan, organize and conduct programmes for the nurses, community health workers and others concerned with health team, so that they can update their knowledge and abilities to deal with the impact of HIV/AIDS on quality of life of people affected by HIV/AIDS and to adopt effective coping strategies.

**Nursing administration**

Nursing administrators are the key persons to plan, organize and execute the curriculum to nursing students. The study revealed that structured teaching programme on AIDS and its prevention was an effective teaching strategy to enhance the knowledge and to change the attitude and behaviour in the positive direction among pre-university students. Therefore the
Nurse administrators should plan, organize and implement such curriculum that incorporates various teaching methods and other educational activities. They should take initiative and motivate the teachers, parents, students and general public in health education programmes and other health related activities.

Nursing administrators have a responsibility to provide an opportunities for the staff development activities. This would enable the nurses to update their knowledge, acquire skills; develop favourable attitude and demonstrate quality care in management and prevention of HIV/AIDS.

The nurse administrator should look after the special units and provide adequate support with money, material and man power for conducting teaching programmes and developing teaching material or self instructional module regarding management and prevention of HIV/AIDS.

Nurse administrators should influence policy makers to provide better facilities for people with HIV/AIDS in terms of materials, prospective job placement, position, promotion and financial security. They should also arrange camps, career day programme and campus selection etc., for people living with HIV/AIDS.

**Nursing Research**

This topic has great relevance to the present day complexities of the health care delivery. The review of literature revealed that there is dearth of literature related to the various findings of the study and it was found that very few Indian
studies being done to assess the knowledge, attitude, behaviour and the effectiveness of structured teaching programme among pre-university students on AIDS and its prevention. Hence the findings of his study can motivate nurse researchers to conduct more studies related to structured teaching programme on AIDS and its prevention.

6.5 Limitations

A sample of 300 pre-university students for control group and 300 for experimental group only were considered.

Extraneous variables like age, sex and mass media exposure was beyond the investigator control.

In this study behaviour of pre-university students were assessed only through behaviour check list.

6.6 Recommendations

The following further studies are directed on the basis of the present study.

- A similar study can be replicated on a sample with different demographic characteristics and with different techniques.

- A comparative study can be done on rural and urban community, literate and illiterate population.
• A survey can be done to determine the amount of interest and attitude among nurses, teachers, public in participating in the “AIDS and its prevention programme”.

• An extensive teaching strategy protocol may be developed including all aspects of AIDS and its prevention.

• A similar study can be conducted in a different setting.

• A similar study can be carried out on longer samples for broader generalization.

• A longitudinal study can be conducted to determine the long term effectiveness of structured teaching programme.

• A similar study can be conducted with different research designs.

This chapter has dealt with the summary of the study, major findings, conclusions, implications in nursing fields, limitations and recommendations.