



A Study to Assess the Effect of Planned Teaching Program on Knowledge Regarding Adolescent Changes and Parenting Among Parents of Teenagers in Selected Schools of Shillong

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Abstract:

Background: Adolescence is a critical developmental stage marked by rapid physical, emotional, and psychological changes. Parents often struggle with understanding and addressing these changes effectively. Education through a structured teaching program can significantly enhance their knowledge and parenting capabilities.

Objective: To assess the effect of a planned teaching program on the knowledge regarding adolescent changes and parenting among parents of teenagers in selected schools of Shillong.

Methods: A pre-experimental one-group pretest-posttest design was used. The study was conducted among 50 parents of adolescents selected using non-probability purposive sampling. A structured knowledge questionnaire was used to collect data before and after the intervention. Descriptive and inferential statistics were used for analysis.

Results: The mean pre-test knowledge score was 9.96 and the post-test mean was 12.52. The computed t-value was 31.81, which was statistically significant at $p < 0.05$ level, indicating a substantial improvement in knowledge after the teaching program.

Conclusion: The planned teaching program was effective in improving the knowledge of parents regarding adolescent changes and parenting. There is a need for regular educational sessions to empower parents in managing the transitional phase of adolescence more effectively.

Keywords: Adolescents, Parenting, Planned Teaching Program, Knowledge, Teenagers, Shillong



Introduction: Adolescence is widely recognized as a dynamic period of physical, psychological, emotional, and social change that significantly influences an individual's future health and well-being. It is a time when teenagers experience dramatic biological changes such as puberty, the development of secondary sexual characteristics, and fluctuations in mood and behavior. These transformations are further influenced by social pressures, evolving self-identity, and peer interactions. Parents play a pivotal role in navigating this critical period. They serve not only as caregivers but also as guides, role models, and the primary source of emotional support. However, many parents are inadequately prepared to address the challenges associated with adolescent development, especially in the context of modern influences such as technology, media exposure, and changing societal expectations. In the Indian context, particularly in semi-urban and rural areas like Shillong, there is a lack of accessible, evidence-based resources to educate parents about adolescent changes. The cultural silence around discussions of puberty, sexuality, and emotional well-being often leaves parents uninformed. Therefore, a structured, planned teaching program tailored to the local context can serve as a valuable intervention. The present study aims to evaluate the effectiveness of such a teaching program in enhancing parental knowledge, which could translate into healthier communication, stronger relationships, and better support systems for adolescents.

Materials and Methods

Research Design: The study adopted a quantitative approach using a one-group pretest-posttest pre-experimental design. This design was selected to assess the impact of the intervention by comparing the knowledge scores of participants before and after the teaching program.

Setting and Population: The study was conducted in selected schools of Shillong. The population included parents of teenagers aged between 10 to 15 years.

Sample Size and Sampling Technique: A total of 50 parents were selected through non-probability purposive sampling. Inclusion criteria involved parents who had at least one child in the adolescent age group, were willing to participate, and could understand the language used in the questionnaire and teaching program.

Data Collection Tool: A structured questionnaire was developed consisting of 22 multiple-choice questions. These questions were designed to assess knowledge in three domains: physical changes in adolescence, emotional and psychological development, and effective parenting strategies.

Validation and Reliability: The tool was validated by a panel of experts from the fields of child health nursing, psychology, and education. A pilot study was conducted on 10 participants to test the reliability of the tool using the split-half method. The reliability coefficient was found to be 0.85, indicating high internal consistency.

Ethical Considerations: Ethical approval was obtained from the Institutional Ethical Committee.

Informed consent was secured from all participants. Confidentiality of responses was ensured, and participants were informed of their right to withdraw at any stage.

Data Collection Procedure:

- **Day 1:** Pre-test was conducted using the structured questionnaire.
- **Day 1 (Immediately after Pre-test):** The planned teaching program was administered. It included presentations, visual aids, and discussions covering key topics related to adolescent development and parenting.
- **Day 8:** Post-test was administered using the same questionnaire to measure the gain in knowledge.

Statistical Analysis: Data were analyzed using SPSS software. Descriptive statistics like frequency, percentage, mean, and standard deviation were used. Inferential statistics including paired t-test assessed the effectiveness of the intervention. Chi-square test was used to examine associations between demographic variables and pretest knowledge scores.

Results

Demographic Characteristics: The participants were mostly females (86%), aged between 25–40 years. About 62% belonged to nuclear families, and 84% were residents of urban areas. Most had a secondary level of education (34%) and were housewives (64%).

Knowledge Score Analysis: The pre-test scores ranged from 5 to 14 with a mean score of 9.96 (SD = 2.22). Post-test scores ranged from 9 to 18 with a mean score of 12.52 (SD = 2.34). The mean difference was 2.92.

Effectiveness of Intervention: The paired t-test value was calculated to be 31.81 with degrees of freedom = 49. This was statistically significant at $p < 0.05$, indicating a notable improvement in knowledge following the planned teaching program.

Association with Demographic Variables: Chi-square analysis revealed no statistically significant association between knowledge scores and variables such as age, education, occupation, type of family, and age of noticing physical changes. This suggests that the planned teaching program was equally effective across different demographic groups.

Discussion

The findings of the present study demonstrate the effectiveness of a structured teaching intervention in improving parental knowledge related to adolescent changes. The increase in post-test scores reflects the program's success in conveying essential information.

These results are consistent with previous studies. For example, Joshi and Bhatt (2019) found a similar improvement in maternal knowledge following a structured program on adolescent health. Similarly,



Kumar and Gupta (2020) reported significant positive changes in parental behavior after educational interventions.

One notable strength of this study is that the intervention was designed with consideration for cultural appropriateness and linguistic simplicity, making it easily understandable for parents with varied educational backgrounds. The use of visuals and discussion-based learning further enhanced engagement.

The absence of significant association between knowledge gain and demographic variables indicates that the program can be broadly implemented without the need for substantial customization.

Despite its strengths, the study has limitations. The sample size was small and non-random, which may limit generalizability. The short interval between pre- and post-test did not allow for assessment of long-term retention. Moreover, knowledge gain does not automatically translate into behavioral change; future studies should include follow-up evaluations and observational methods.

Implications for Practice:

- School health programs can integrate parental education sessions on adolescent development.
- Nurses and health educators can play a vital role in community-based parenting programs.
- Policy-makers should consider structured parenting education as part of national adolescent health strategies.

Conclusion

The planned teaching program effectively enhanced the knowledge of parents regarding adolescent developmental changes and parenting strategies. The statistically significant improvement in post-test scores underscores the value of such interventions. Empowering parents through education can lead to improved adolescent well-being, better family relationships, and healthier communities. The study advocates for the regular incorporation of structured parenting sessions in school and community settings. Further research with larger samples and long-term assessments is recommended to explore the sustained impact of such programs.

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